

Audeo Charter School

DBA – AUDEO CHARTER SCHOOL II ▪ AUDEO CHARTER SCHOOL III ▪ AUDEO VALLEY CHARTER SCHOOL
GROSSMONT SECONDARY SCHOOL ▪ SWEETWATER SECONDARY SCHOOL
(A California Non-Profit Public Benefit Corporation)

Gregg Haggart – Chairman

Laura Barreiro - Member, Wayland Myers – Member

BOARD OF DIRECTORS MEETING Wednesday, February 16, 2022, 1:00 p.m. Via Video Conference and at

North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, 92025, and Audeo Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, 92020, La Mesa RC 5975 Severin Drive, La Mesa, 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, 91977 and Bonita Office 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E. Palomar Steet, Suite 202, Chula Vista, 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, 91950

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

Audeo II: <https://audeo2.com/board-and-governance/>

Audeo III: <https://audeo3.com/board-and-governance/>

Audeo Valley: <https://audeovalley.com/board-and-governance/>

GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

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 Audeo 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.1-5](#)

2.0 PUBLIC COMMENT

If you would like to participate in public comment, please complete a speaker card and submit it to Staff. Public comment for items of interest to the public and within the scope of the Audeo Charter School, Inc., Board (non-agenda) shall be no longer than two (2) minutes. Speakers may not yield their time. In accordance with the Brown Act, no discussion or action may occur regarding items that are not on the agenda at this time but it is the Board's prerogative to briefly respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. 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 Items Public Comment

3.0 PUBLIC HEARING – Time Certain 1:05 p.m., or soon thereafter

The Governing Board of Directors encourages participation by parents, teachers, and members of the community interested in the affairs of Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School.

- 3.1 Public Hearing for the A-G Completion Improvement Grant Presented by Tim Tuter
 - 3.1.1 Audeo Charter School II [P.6-11](#)
 - 3.1.2 Audeo Charter School III [P.12-17](#)
 - 3.1.3 Grossmont Secondary School [P.18-23](#)
 - 3.1.4 Sweetwater Secondary School [P.24-29](#)

4.0 CLOSED SESSION

- 4.1 Board Chairman Announcement Regarding Closed Session Items
- 4.2 Public Comment on Closed Session Items

MOVE TO CLOSED SESSION

- 4.2.1 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)

RETURN TO OPEN SESSION

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

5.0 ADMINISTRATIVE ITEMS

- 5.1 Consider Approval of Revised 2021-2022 Meeting Calendar to include additional Regular Meeting on Wednesday, March 16, 2022, 1:00 pm
- 5.2 California Fair Political Practices Commission Statements of Economic Interests – Form 700 Annual Filing [P.30-52](#)
- 5.3 Consider Approval of the Appointment of the Secretary of the Corporation, Lynne H. Alipio, Effective February 16, 2022.
- 5.4 Governance Parental Representatives Postings 2022 – 2023 on Respective School Webpages and RC's on January 14, 2022. Deadline to Submit Application: April 14, 2022
 - 5.4.1 Audeo Charter School II [P.53](#)
 - 5.4.2 Audeo Charter School III [P.54](#)

- 5.4.3 Audeo Valley Charter School [P.55](#)
- 5.4.4 Grossmont Secondary School [P.56](#)
- 5.4.5 Sweetwater Secondary School [P.57](#)
- 5.5 Consider Acceptance of the Audit Report Financial Statements and Supplemental Information for Year Ended June 30, 2021 [P.58-114](#)
- 5.6 Consider Ratification of New Lease for APN # 215-050-75-00
- 5.7 Consider Approval of Terms of Lease Renewal for APN # 760-170-28-00
- 5.8 Consider Approval of Terms of Lease Renewal for APN # 488400026-4
- 5.9 Consider Approval of Terms of Lease Renewal for APN # 482-270-56-00
- 5.10 Consider Approval of Terms of Lease Renewal for APN # 486-750-03-00
- 5.11 Consider Approval of Terms of Lease Renewal for APN # 642-560-21-02
- 5.12 Consider Approval of Terms of Lease Renewal for APN # 564-471-07-00
- 5.13 Consider Ratification of New Lease for APN # 622-111-50-00

- 5.14 Presidents Report
 - 5.14.1 Midyear Retreat Update
 - 5.14.2 New Assignments
 - 5.14.3 Partners and Collaborators

- 5.15 Strategic Plan Update
 - 5.15.1 Audeo Charter School II [P.115-118](#)
 - 5.15.1.1 School Participation Report for the period of 2021-2022
Months 3-6: 8/23//2021 – 12/10/2021

 - 5.15.2 Audeo Charter School III [P.119-122](#)
 - 5.15.2.1 School Participation Report for the period of 2021-2022
Months 3- 6: 8/23//2021 – 12/10/2021

 - 5.15.3 Audeo Valley Charter School [P.123-126](#)
 - 5.15.3.1 School Participation Report for the period of 2021-2022
Months 3-6: 8/23//2021 – 12/10/2021

 - 5.15.4 Grossmont Secondary School [P.127-130](#)
 - 5.15.4.1 School Participation Report for the period of 2021-2022
Months 3-6: 8/23//2021 – 12/10/2021

 - 5.15.5 Sweetwater Secondary School [P.131-134](#)
 - 5.15.5.1 School Participation Report for the period of 2021-2022
Months 3-6: 8/23//2021 – 12/10/2021

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 II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School for Each School

- 6.1.1 Consider Approval of Meeting Minutes for December 9, 2021 [P.135-137](#)

- 6.1.2 Consider Approval of 2020-2021 School Accountability Report Card
 - 6.1.2.1 Audeo Charter School II [P.138-165](#)
 - 6.1.2.2 Audeo Charter School III [P.166-193](#)
 - 6.1.2.3 Grossmont Secondary School [P.194-221](#)
 - 6.1.2.4 Sweetwater Secondary School [P.222-249](#)
- 6.1.3 Consider Approval of the Comprehensive School Safety Plan 2021-2022
 - 6.1.3.1 Audeo Charter School II [P.250-386](#)
 - 6.1.3.2 Audeo Charter School III [P.387-522](#)
 - 6.1.3.3 Audeo Valley Charter School [P.523-662](#)
 - 6.1.3.4 Grossmont Secondary School [P.663-804](#)
 - 6.1.3.5 Sweetwater Secondary School [P.805-1058](#)
- 6.1.4 Consider Approval of Educational Records and Student Information Policy 1212 Amendment [P.1059-1069](#)
- 6.1.5 Consider Approval of Student Fees Policy 1550 Amendments [P.1070-1074](#)
- 6.1.6 Consider Approval of Wellness Policy 1710 Amendments [P.1075-1081](#)
- 6.1.7 Consider Approval of Education for Homeless Children and Youth Policy 1750 [P.1082-1087](#)
- 6.1.8 Consider Approval of Education for Foster and Mobile Youth Policy 1752 [P.1088-1095](#)
- 6.1.9 Consider Approval of Educational Equity and Immigration Status Policy 1754 [P.1096-1104](#)
- 6.1.10 Consider Approval of Suspension/Expulsion Policy 3110 Amendment [P.1105-1124](#)
- 6.1.11 Consider Approval of Technology Policy 3130 Amendments [P.1124-1132](#)
- 6.1.12 Consider Approval of Freedom of Speech and Expression Policy 3175 Amendments [P.1133-1138](#)
- 6.1.13 Consider Approval of Cell Phone, Smartphones, Pagers and Other Electronic Signaling Devices Policy 3320 [P.1139-1140](#)
- 6.1.14 Consider Approval of Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education 3325 [P.1141-1153](#)
- 6.1.15 Consider Approval of Administration of Medications Policy 5160 Amendment [P.1154-1158](#)
- 6.1.16 Consider Approval of Transportation Safety Plan [P.1159-1165](#)

7.0 ACTION ITEMS

7.1 Action Items for Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School, for Each School

- 7.1.1 Local Control and Accountability Plan (LCAP) Update Presentation by Tim Tuter
 - 7.1.1.1 2021-2022 LCAP Supplement to the Annual Update [P.](#)
 - 7.1.1.1.1 Audeo II [P.1166-1174](#)
 - 7.1.1.1.2 Audeo III [P.1175-1183](#)
 - 7.1.1.1.3 Audeo Valley Charter School [P.1184-1192](#)
 - 7.1.1.1.4 Grossmont Secondary School [P.1193-1201](#)
 - 7.1.1.1.5 Sweetwater Secondary School [P.1202-1210](#)
 - 7.1.1.2 2021–2022 LCAP Outcome Data
 - 7.1.1.3 2021-2022 Mid-Year Expenditure and Implementation Data

7.2 Action Items for Audeo Charter School II

- 7.2.1 Consider Approval of the First Interim Report 2021-2022 [P.1211-1219](#)

- 7.2.2 Review the February Revised Operational Budget Assumptions FY 2021-2022 and Consider Approval of February Revised Operational Budget FY 2021-2022 [P.1220-1230](#)

7.3 Action Items for Audeo Charter School III

- 7.3.1 Consider Approval of the First Interim Report 2021-2022 [P.1231-1233](#)
 7.3.2 Review the February Revised Operational Budget Assumptions FY 2021-2022 and Consider Approval of February Revised Operational Budget FY 2021-2022 [P.1234-1243](#)

7.4 Action Items for Audeo Valley Charter School

- 7.4.1 Consider Approval of the First Interim Report 2021-2022 [P.1244-1247](#)
 7.4.2 Review the February Revised Operational Budget Assumptions FY 2021-2022 and Consider Approval of February Revised Operational Budget FY 2021-2022 [P.1248-1256](#)

7.5 Action Items for Grossmont Secondary School

- 7.5.1 Consider Approval of the First Interim Report 2021-2022 [P.1257-1259](#)
 7.5.2 Review the February Revised Operational Budget Assumptions FY 2021-2022 and Consider Approval of February Revised Operational Budget FY 2021-2022 [P.1260-1270](#)

7.6 Action Items for Sweetwater Secondary School

- 7.6.1 Consider Approval of the First Interim Report 2021-2022 [P.1271-1273](#)
 7.6.2 Review the February Revised Operational Budget Assumptions FY 2021-2022 and Consider Approval of February Revised Operational Budget FY 2021-2022 [P.1274-1283](#)

8.0 BOARD COMMENTS AND ANNOUNCEMENTS

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: TBA

Meeting Agenda available at:

www.audeo2.com, audeo3.com, audeovalley.com, grossmontsecondarycharter.com, sweetwatersecondarycharter.com

Accommodation –Audeo Charter School Non-Profit Board does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Veronica Ballman, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings. Please notify Veronica Ballman at (858) 678-2050 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 Hayley Beaupre at (858) 678-3908 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 3252 Bonita Road, Chula Vista, CA 91910; 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 Hayley Beaupre at (858) 678 -3908.

Certification of Posting

I, Angela Neri, hereby certify that I posted this agenda on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School webpage on February 12, 2022.



February 9, 2022

NOTICE OF PUBLIC HEARING FOR
AUDEO CHARTER SCHOOL II

The Audeo Charter School Board of Directors Hereby Gives Notice that a Public Hearing will be held as follows:

TOPICS OF HEARING:

A-G Completion Improvement Grant Plan

Copies may be inspected at the meeting or:
3821 Plaza Drive, Suite 402, Oceanside, CA 92056

HEARING DATE: Wednesday, February 16, 2022

TIME: *1:00 p.m., or soon thereafter as such item may be heard

LOCATION: 3821 Plaza Drive, Suite 402,
Oceanside, CA 92056 and/or
Via clicking on the following link:
<https://audeo2.com/board-and-governance/>

* The public, open session of the Audeo Charter School Board Meeting will begin at 1:00 p.m.

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Audeo Charter School II	Unavailable, expected by March 2022

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

Audeo Charter School II (Audeo II) is an educational option that serves students in grades K-12. Audeo II provides an innovative educational experience focused on supporting the needs of students whose futures are at risk because traditional methods have failed them. It is important to note that Audeo II is identified by the California Department of Education (CDE) as **Dashboard Alternative School Status (DASS)**. To be eligible for DASS, schools must have an unduplicated count of at least 70 percent of the school’s total enrollment (upon first entry to the school) comprised of high-risk student groups. Therefore, most students in grades 9-12 who enroll at Audeo II are credit deficient and are at risk of not graduating high school on time.

As students and families enroll at Audeo II, they inform teachers, counselors and administrators via surveys and conferences that their primary goal is to finish high school and start their post-secondary pathway at a local community college. While Audeo II is equipped to educate and prepare students for multiple college and career pathways, including eligibility to enter four-year universities, most students and families are interested in local community colleges.

Audeo II is committed to helping each student meet their academic goals. This includes enhanced educational services and programs focused on improving the number of students who satisfy A-G requirements, with an emphasis on foster youth, low-income students, and English learners. Audeo II has engaged educational partners, including teachers, staff, students, parents, and family members to develop an A-G Completion Improvement Plan. Meaningful feedback was collected through multiple collaborative settings including surveys, conversations, school events, meetings, and training. Some of the most meaningful feedback was collected during School Site Council Meetings. At this collaborative venue, teachers, staff, students, and parents participated in a Needs Assessment: analyzed school A-G completion data, discussed achievement gaps, focused on current rates of achievement and the ideal rates of growth. Furthermore, educational partners discussed current programs and services designed to help students meet A-G requirements and how the School can enhance these approaches.

Based upon feedback collected from educational partners and a Needs Assessment, the School engaged in an in-depth selection process to

identify allowable activities that build capacity, are evidence based, and address the School's need to increase A-G eligibility. Audeo II plans to implement the following educational actions and services with A-G Completion Improvement Grant funds:

- Low-ratio, high frequency tutoring for students focused on increasing credit completion in A-G coursework
- Additional paraprofessionals to aid in supplemental tutoring sessions designed for students repeating coursework which they earned less than a 'C' average at their prior school
- Expansion of AVID program, including additional tutors to maintain small group instruction and increased student participation
- Creation of new engaging and supportive A-G approved courses
- Specialized professional development provided to academic counselors, and Equity and Inclusion Department to acquire evidence-based strategies that promotes a 'college going mindset' for the school community
- Professional development for teachers and department chairs to design and implement UC A-G courses
- Improved A-G coursework monitoring system and tools for credentialed staff
- Mental health and social-emotional learning programs and services that promote life skills, wellness, positive behaviors and resiliency in achieving personal goals
- Partner with local universities, colleges, and non-profit organizations to provide informational and planning workshops related to A-G requirements and benefits available to the school community
- Design and disseminate marketing materials to the school community, including flyers, newsletters and social media content that encourages student participation in A-G programs
- Additional family engagement opportunities through Open House Events, Senior Night Events, ELAC, SSC, and Family Learning Series events to explain and promote A-G completion
- Financial assistance for underserved student groups to encourage registration in alternate A-G completion, including dual enrollment, articulation, and AP Exams

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

All students, including foster youth, low-income, and English Learners have access to A-G courses through the A-G transcript audits and the yearly meetings that the counselor has with teachers reviewing their A-G course plans for each student. Three times a year, the counselor, instructional lead, and teacher review each student's transcript that has been translated on a credit audit. This ensures that correct and intentional course planning is occurring throughout the school year. Additionally, all core courses are on the UC A-G list along with the majority of Career Technical Education (CTE) courses (all CTE Pathways courses), all Visual and Performing Arts (VAPA) and Languages Other Than English (LOTE) courses, and many other general electives. These processes, along with the plethora of A-G approved course options, allows all students, including foster youth, low-income, and English Learners to have access to A-G courses.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Upon student enrollment, our academic counselors review all transcripts and create a personalized pathways education plan. This customized course plan considers any D's or F's the student received and the graduation plan the student is pursuing. Due to the individualized and personalized nature of our program, students often come to us needing to remediate previously failed coursework and catch up to their grade level peers. Currently, 72% of Audeo II are credit deficient when enrolling. This percentage reflects the students who enroll at Audeo II with D's or F's on their high school transcript. All students can work towards an A-G diploma and retake A-G approved courses in which they received a “D”, “F” or “Fail” grade. Students retaking A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the past will receive additional support in the course/s they are retaking through individualized tutoring. These students will also receive course planning guidance through Counseling Services. They will have the opportunity to take the course in a pre-test format to demonstrate prior knowledge and only focus on remediating the content they do not show proficiency in.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

Audeo II's 2021-22 board approved LCAP contains five well-developed goals that are specific, measurable and time bound. Each goal is specific to a certain element of the educational program, including instruction, curriculum, professional development, school climate and engagement opportunities of educational partners. The narrative below will explain how the school plans to use A-G Completion Improvement Grant funds to supplement specific LCAP Goals and services.

LCAP Goal 1 is focused on providing personalized instruction to students that will improve student outcomes related to academic engagement and performance. This personalized instructional approach includes one-on-one and small group tutoring, provided virtually or in-person by teachers, depending on the preference of students and families. In addition, Audeo II provides additional tutoring opportunities for underserved student groups and/or students at-risk of failing. Audeo II plans to use A-G Completion Improvement Grant funds to further expand these tutoring opportunities, with a focus on providing the same tutors to students throughout the year. In addition, this expanded tutoring approach will support low-ratio, high-frequency meetings. The central goal of this expanded tutoring approach is to support high school students with the successful and timely completion of A-G coursework and/or added support to students earning a “D” or “F” in a prior school.

LCAP Goal 2 is focused on providing a rigorous course of study, aligned to California content standards and accessible to all students. The School provides all students with access to core courses that are A-G approved and advanced coursework, including honors and Advanced Placement (AP). In addition, each student has an academic counselor who supports the development of a personalized course plan and provides frequent opportunities to meet throughout the school year to discuss progress towards meeting college/career pathways. The school plans to use A-G

Completion Improvement Grant funds to design and develop new A-G courses that are both rigorous, engaging, and supportive. A-G Completion Improvement Grant funds can also supplement the payment of fees for students interested in taking AP exams and dual enrollment opportunities at community colleges.

LCAP Goal 3 aims to provide a data informed professional learning system to increase effectiveness of school staff meeting the unique educational needs of each student. Trainings include, knowledge of content standards, implementation of the English Learner Plan, effective use of technology, trauma informed practices for schools, Career Technical Education and more. The School will utilize A-G Completion Improvement Grant funds to expand training offerings to counselors and Equity and Inclusion staff, with an emphasis on evidence-based strategies that promote a 'university going mindset' for students and families. With this expanded training, counselors and staff will be equipped to implement these strategies and monitoring tools/methods in one-on-one counseling sessions with students and families and in information workshops delivered through the School's Family Learning Series. Counselors can also share strategies with teachers that will influence and impact the way they provide instruction and converse with students and families related to post-secondary plans.

LCAP Goal 4 is centered on providing a safe environment and supportive school culture for all educational partners. Some of the key services related to this goal include nursing services for physical health needs and licensed mental health therapists to provide counseling services to students. The School plans to use A-G Completion Improvement Grant funds to expand opportunities for students to participate in counseling and informational sessions related to mental and physical health. This expanded wellness program will be a multi-faceted approach that is proactive in maintaining wellness, but also responding to the unique needs of the students as they are identified. These added counseling services and informational sessions will support consistent student attendance, positive behaviors and increased achievement in school which will lead to improved completion of A-G requirements.

LCAP Goal 5 is focused on providing innovative, engaging and community-based resource centers that support the needs of students and families. Some of the key services embedded within Goal 5 include formal engagement opportunities, Family Learning Series, Bus Pass Program, and materials/resources that are accessible to non-English speaking families. The school plans to use A-G Completion Improvement Grant funds to partner with local colleges, universities, and non-profits with expertise in providing ongoing informational workshops focused on college preparation and access. Topics will include, but are not limited to, financial aid assistance, scholarships, benefits and what to expect. The school will also utilize A-G Completion Improvement Grant funds to create engaging flyers, handouts, and newsletters, in multiple languages and formats, focused on creating a college going mindset and recruitment of students and parents to attend workshops related to college preparation and planning.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Instruction: Low-ratio, high frequency academic tutoring opportunities for students focused on supporting student achievement in A-G coursework; expansion of AVID programs that promote college planning and readiness	Unavailable, expected Mar-22
Curriculum: Design new and engaging curriculum that is aligned to California content standards and receive A-G approval	Unavailable, expected Mar-22
Professional Learning: Professional development for teachers, counselors and staff related to building capacity to implement strategies and monitoring tools that will promote a 'college going mindset'	Unavailable, expected Mar-22
Mental Health and Social Emotional Learning: Counseling services and wellness programs that promote positive student behaviors, interactions, relationships and resiliency	Unavailable, expected Mar-22
Community Partnerships: Partner with colleges, universities, non-profits, and local organizations that can provide informational and counseling sessions related to college preparation and meeting A-G requirements	Unavailable, expected Mar-22
Marketing and Recruitment: Marketing materials and expenses related to the creation of flyers, newsletters and social media content that promote A-G completion	Unavailable, expected Mar-22
Other: Financial assistance for underserved student groups that promote successful completion of A-G requirements	Unavailable, expected Mar-22



February 9, 2022

NOTICE OF PUBLIC HEARING FOR
AUDEO CHARTER SCHOOL III

The Audeo Charter School Board of Directors Hereby Gives Notice that a Public Hearing will be held as follows:

TOPICS OF HEARING:

A-G Completion Improvement Grant Plan

Copies may be inspected at the meeting or:
200 E. Via Rancho Parkway, Suite 143, Escondido, CA 92025

HEARING DATE: Wednesday, February 16, 2022

TIME: *1:05 p.m., or soon thereafter as such item may be heard

LOCATION: 200 E. Via Rancho Parkway, Suite 143
Escondido, CA 92025 and/or
Via clicking on the following link:
<https://audeo3.com/board-and-governance/>

* The public, open session of the Audeo Charter School Board Meeting will begin at 1:00 p.m.

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Audeo Charter School III	Unavailable, expected by March 2022

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

Audeo Charter School III (Audeo III) is an educational option that serves students in grades 6-12. Audeo III provides an innovative educational experience focused on supporting the needs of students whose futures are at risk because traditional methods have failed them. It is important to note that Audeo III is identified by the California Department of Education (CDE) as **Dashboard Alternative School Status (DASS)**. To be eligible for DASS, schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups. Therefore, most students in grades 9-12 who enroll at Audeo III are credit deficient and are at risk of not graduating high school on time.

As students and families enroll at Audeo III, they inform teachers, counselors and administrators via surveys and conferences that their primary goal is to finish high school and start their post-secondary pathway at a local community college. While Audeo III is equipped to educate and prepare students for multiple college and career pathways, including eligibility to enter four-year universities, most students and families are interested in local community colleges.

Audeo III is committed to helping each student meet their academic goals. This includes enhanced educational services and programs focused on improving the number of students who satisfy A-G requirements, with an emphasis on foster youth, low-income students, and English learners. Audeo III has engaged educational partners, including teachers, staff, students, parents, and family members to develop an A-G Completion Improvement Plan. Meaningful feedback was collected through multiple collaborative settings including surveys, conversations, school events, meetings, and training. Some of the most meaningful feedback was collected during School Site Council Meetings. At this collaborative venue, teachers, staff, students, and parents participated in a Needs Assessment: analyzed school A-G completion data, discussed achievement gaps, focused on current rates of achievement and the ideal rates of growth. Furthermore, educational partners discussed current programs and services designed to help students meet A-G requirements and how the School can enhance these approaches.

Based upon feedback collected from educational partners and a Needs Assessment, the School engaged in an in-depth selection process to

identify allowable activities that build capacity, are evidence based, and address the School's need to increase A-G eligibility. Audeo III plans to implement the following educational actions and services with A-G Completion Improvement Grant funds:

- Low-ratio, high frequency tutoring for students focused on increasing credit completion in A-G coursework
- Additional paraprofessionals to aid in supplemental tutoring sessions designed for students repeating coursework which they earned less than a 'C' average at their prior school
- Expansion of AVID program, including additional tutors to maintain small group instruction and increased student participation
- Creation of new engaging and supportive A-G approved courses
- Specialized professional development provided to academic counselors, and Equity and Inclusion Department to acquire evidence-based strategies that promotes a 'college going mindset' for the school community
- Professional development for teachers and department chairs to design and implement UC A-G courses
- Improved A-G coursework monitoring system and tools for credentialed staff
- Mental health and social-emotional learning programs and services that promote life skills, wellness, positive behaviors and resiliency in achieving personal goals
- Partner with local universities, colleges, and non-profit organizations to provide informational and planning workshops related to A-G requirements and benefits available to the school community
- Design and disseminate marketing materials to the school community, including flyers, newsletters and social media content that encourages student participation in A-G programs
- Additional family engagement opportunities through Open House Events, Senior Night Events, ELAC, SSC, and Family Learning Series events to explain and promote A-G completion
- Financial assistance for underserved student groups to encourage registration in alternate A-G completion, including dual enrollment, articulation, and AP Exams

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

All students, including foster youth, low-income, and English Learners have access to A-G courses through the A-G transcript audits and the yearly meetings that the counselor has with teachers reviewing their A-G course plans for each student. Three times a year, the counselor, instructional lead, and teacher review each student's transcript that has been translated on a credit audit. This ensures that correct and intentional course planning is occurring throughout the school year. Additionally, all core courses are on the UC A-G list along with the majority of Career Technical Education (CTE) courses (all CTE Pathways courses), all Visual and Performing Arts (VAPA) and Languages Other Than English (LOTE) courses, and many other general electives. These processes, along with the plethora of A-G approved course options, allows all students, including foster youth, low-income, and English Learners to have access to A-G courses.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Upon student enrollment, our academic counselors review all transcripts and create a personalized pathways education plan. This customized course plan considers any D's or F's the student received and the graduation plan the student is pursuing. Due to the individualized and personalized nature of our program, students often come to us needing to remediate previously failed coursework and catch up to their grade level peers. Currently, 78% of Audeo III are credit deficient when enrolling. This percentage reflects the students who enroll at Audeo III with D's or F's on their high school transcript. All students can work towards an A-G diploma and retake A-G approved courses in which they received a “D”, “F” or “Fail” grade. Students retaking A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the past will receive additional support in the course/s they are retaking through individualized tutoring. These students will also receive course planning guidance through Counseling Services. They will have the opportunity to take the course in a pre-test format to demonstrate prior knowledge and only focus on remediating the content they do not show proficiency in.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

Audeo III's 2021-22 board approved LCAP contains five well-developed goals that are specific, measurable and time bound. Each goal is specific to a certain element of the educational program, including instruction, curriculum, professional development, school climate and engagement opportunities of educational partners. The narrative below will explain how the school plans to use A-G Completion Improvement Grant funds to supplement specific LCAP Goals and services.

LCAP Goal 1 is focused on providing personalized instruction to students that will improve student outcomes related to academic engagement and performance. This personalized instructional approach includes one-on-one and small group tutoring, provided virtually or in-person by teachers, depending on the preference of students and families. In addition, Audeo III provides additional tutoring opportunities for underserved student groups and/or students at-risk of failing. Audeo III plans to use A-G Completion Improvement Grant funds to further expand these tutoring opportunities, with a focus on providing the same tutors to students throughout the year. In addition, this expanded tutoring approach will support low-ratio, high-frequency meetings. The central goal of this expanded tutoring approach is to support high school students with the successful and timely completion of A-G coursework and/or added support to students earning a “D” or “F” in a prior school.

LCAP Goal 2 is focused on providing a rigorous course of study, aligned to California content standards and accessible to all students. The School provides all students with access to core courses that are A-G approved and advanced coursework, including honors and Advanced Placement (AP). In addition, each student has an academic counselor who supports the development of a personalized course plan and provides frequent opportunities to meet throughout the school year to discuss progress towards meeting college/career pathways. The school plans to use A-G Completion Improvement Grant funds to design and develop new A-G courses that are both rigorous, engaging, and supportive. A-G Completion

Improvement Grant funds can also supplement the payment of fees for students interested in taking AP exams and dual enrollment opportunities at community colleges.

LCAP Goal 3 aims to provide a data informed professional learning system to increase effectiveness of school staff meeting the unique educational needs of each student. Trainings include, knowledge of content standards, implementation of the English Learner Plan, effective use of technology, trauma informed practices for schools, Career Technical Education and more. The School will utilize A-G Completion Improvement Grant funds to expand training offerings to counselors and Equity and Inclusion staff, with an emphasis on evidence-based strategies that promote a 'university going mindset' for students and families. With this expanded training, counselors and staff will be equipped to implement these strategies and monitoring tools/methods in one-on-one counseling sessions with students and families and in information workshops delivered through the School's Family Learning Series. Counselors can also share strategies with teachers that will influence and impact the way they provide instruction and converse with students and families related to post-secondary plans.

LCAP Goal 4 is centered on providing a safe environment and supportive school culture for all educational partners. Some of the key services related to this goal include nursing services for physical health needs and licensed mental health therapists to provide counseling services to students. The School plans to use A-G Completion Improvement Grant funds to expand opportunities for students to participate in counseling and informational sessions related to mental and physical health. This expanded wellness program will be a multi-faceted approach that is proactive in maintaining wellness, but also responding to the unique needs of the students as they are identified. These added counseling services and informational sessions will support consistent student attendance, positive behaviors and increased achievement in school which will lead to improved completion of A-G requirements.

LCAP Goal 5 is focused on providing innovative, engaging and community-based resource centers that support the needs of students and families. Some of the key services embedded within Goal 5 include formal engagement opportunities, Family Learning Series, Bus Pass Program, and materials/resources that are accessible to non-English speaking families. The school plans to use A-G Completion Improvement Grant funds to partner with local colleges, universities, and non-profits with expertise in providing ongoing informational workshops focused on college preparation and access. Topics will include, but are not limited to, financial aid assistance, scholarships, benefits and what to expect. The school will also utilize A-G Completion Improvement Grant funds to create engaging flyers, handouts, and newsletters, in multiple languages and formats, focused on creating a college going mindset and recruitment of students and parents to attend workshops related to college preparation and planning.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Instruction: Low-ratio, high frequency academic tutoring opportunities for students focused on supporting student achievement in A-G coursework; expansion of AVID programs that promote college planning and readiness	Unavailable, expected Mar-22

Programs and services to increase or improve A-G completion	Planned Expenditures
Curriculum: Design new and engaging curriculum that is aligned to California content standards and receive A-G approval	Unavailable, expected Mar-22
Professional Learning: Professional development for teachers, counselors and staff related to building capacity to implement strategies and monitoring tools that will promote a 'college going mindset'	Unavailable, expected Mar-22
Mental Health and Social Emotional Learning: Counseling services and wellness programs that promote positive student behaviors, interactions, relationships and resiliency	Unavailable, expected Mar-22
Community Partnerships: Partner with colleges, universities, non-profits, and local organizations that can provide informational and counseling sessions related to college preparation and meeting A-G requirements	Unavailable, expected Mar-22
Marketing and Recruitment: Marketing materials and expenses related to the creation of flyers, newsletters and social media content that promote A-G completion	Unavailable, expected Mar-22
Other: Financial assistance for underserved student groups that promote successful completion of A-G requirements	Unavailable, expected Mar-22



February 9, 2022

**NOTICE OF PUBLIC HEARING FOR
GROSSMONT SECONDARY SCHOOL**

The Audeo Charter School Board of Directors Hereby Gives Notice that a Public Hearing will be held as follows:

TOPICS OF HEARING:
A-G Completion Improvement Grant Plan

Copies may be inspected at the meeting or:
111 Fletcher Parkway, El Cajon, CA 92020

HEARING DATE: Wednesday, February 16, 2022

TIME: *1:05 p.m., or soon thereafter as such item may be heard

LOCATION: 111 Fletcher Parkway
El Cajon, CA 92020 and/or
Via clicking on the following link:
<https://grossmontsecondarycharter/board-and-governance/>

* The public, open session of the Audeo Charter School Board Meeting will begin at 1:00 p.m.

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Grossmont Secondary School	Unavailable, expected by March 2022

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

Grossmont Secondary School (GSS) is an educational option that serves students in grades 7-12. GSS provides an innovative educational experience focused on supporting the needs of students whose futures are at risk because traditional methods have failed them. It is important to note that GSS is identified by the California Department of Education (CDE) as **Dashboard Alternative School Status (DASS)**. To be eligible for DASS, schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups. Therefore, most students in grades 9-12 who enroll at GSS are credit deficient and are at risk of not graduating high school on time.

As students and families enroll at GSS, they inform teachers, counselors and administrators via surveys and conferences that their primary goal is to finish high school and start their post-secondary pathway at a local community college. While GSS is equipped to educate and prepare students for multiple college and career pathways, including eligibility to enter four-year universities, most students and families are interested in local community colleges.

GSS is committed to helping each student meet their academic goals. This includes enhanced educational services and programs focused on improving the number of students who satisfy A-G requirements, with an emphasis on foster youth, low-income students, and English learners. GSS has engaged educational partners, including teachers, staff, students, parents, and family members to develop an A-G Completion Improvement Plan. Meaningful feedback was collected through multiple collaborative settings including surveys, conversations, school events, meetings, and training. Some of the most meaningful feedback was collected during School Site Council Meetings. At this collaborative venue, teachers, staff, students, and parents participated in a Needs Assessment: analyzed school A-G completion data, discussed achievement gaps, focused on current rates of achievement and the ideal rates of growth. Furthermore, educational partners discussed current programs and services designed to help students meet A-G requirements and how the School can enhance these approaches.

Based upon feedback collected from educational partners and a Needs Assessment, the School engaged in an in-depth selection process to

identify allowable activities that build capacity, are evidence based, and address the School's need to increase A-G eligibility. GSS plans to implement the following educational actions and services with A-G Completion Improvement Grant funds:

- Low-ratio, high frequency tutoring for students focused on increasing credit completion in A-G coursework
- Additional paraprofessionals to aid in supplemental tutoring sessions designed for students repeating coursework which they earned less than a 'C' average at their prior school
- Expansion of AVID program, including additional tutors to maintain small group instruction and increased student participation
- Creation of new engaging and supportive A-G approved courses
- Specialized professional development provided to academic counselors, and Equity and Inclusion Department to acquire evidence-based strategies that promotes a 'college going mindset' for the school community
- Professional development for teachers and department chairs to design and implement UC A-G courses
- Improved A-G coursework monitoring system and tools for credentialed staff
- Mental health and social-emotional learning programs and services that promote life skills, wellness, positive behaviors and resiliency in achieving personal goals
- Partner with local universities, colleges, and non-profit organizations to provide informational and planning workshops related to A-G requirements and benefits available to the school community
- Design and disseminate marketing materials to the school community, including flyers, newsletters and social media content that encourages student participation in A-G programs
- Additional family engagement opportunities through Open House Events, Senior Night Events, ELAC, SSC, and Family Learning Series events to explain and promote A-G completion
- Financial assistance for underserved student groups to encourage registration in alternate A-G completion, including dual enrollment, articulation, and AP Exams

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

All students, including foster youth, low-income, and English Learners have access to A-G courses through the A-G transcript audits and the yearly meetings that the counselor has with teachers reviewing their A-G course plans for each student. Three times a year, the counselor, instructional lead, and teacher review each student's transcript that has been translated on a credit audit. This ensures that correct and intentional course planning is occurring throughout the school year. Additionally, all core courses are on the UC A-G list along with the majority of Career Technical Education (CTE) courses (all CTE Pathways courses), all Visual and Performing Arts (VAPA) and Languages Other Than English (LOTE) courses, and many other general electives. These processes, along with the plethora of A-G approved course options, allows all students, including foster youth, low-income, and English Learners to have access to A-G courses.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Upon student enrollment, our academic counselors review all transcripts and create a personalized pathways education plan. This customized course plan considers any D's or F's the student received and the graduation plan the student is pursuing. Due to the individualized and personalized nature of our program, students often come to us needing to remediate previously failed coursework and catch up to their grade level peers. Currently, 69% of GSS are credit deficient when enrolling. This percentage reflects the students who enroll at GSS with D's or F's on their high school transcript. All students can work towards an A-G diploma and retake A-G approved courses in which they received a “D”, “F” or “Fail” grade. Students retaking A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the past will receive additional support in the course/s they are retaking through individualized tutoring. These students will also receive course planning guidance through Counseling Services. They will have the opportunity to take the course in a pre-test format to demonstrate prior knowledge and only focus on remediating the content they do not show proficiency in.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

GSS's 2021-22 board approved LCAP contains five well-developed goals that are specific, measurable and time bound. Each goal is specific to a certain element of the educational program, including instruction, curriculum, professional development, school climate and engagement opportunities of educational partners. The narrative below will explain how the school plans to use A-G Completion Improvement Grant funds to supplement specific LCAP Goals and services.

LCAP Goal 1 is focused on providing personalized instruction to students that will improve student outcomes related to academic engagement and performance. This personalized instructional approach includes one-on-one and small group tutoring, provided virtually or in-person by teachers, depending on the preference of students and families. In addition, GSS provides additional tutoring opportunities for underserved student groups and/or students at-risk of failing. GSS plans to use A-G Completion Improvement Grant funds to further expand these tutoring opportunities, with a focus on providing the same tutors to students throughout the year. In addition, this expanded tutoring approach will support low-ratio, high-frequency meetings. The central goal of this expanded tutoring approach is to support high school students with the successful and timely completion of A-G coursework and/or added support to students earning a “D” or “F” in a prior school.

LCAP Goal 2 is focused on providing a rigorous course of study, aligned to California content standards and accessible to all students. The School provides all students with access to core courses that are A-G approved and advanced coursework, including honors and Advanced Placement (AP). In addition, each student has an academic counselor who supports the development of a personalized course plan and provides frequent opportunities to meet throughout the school year to discuss progress towards meeting college/career pathways. The school plans to use A-G

Completion Improvement Grant funds to design and develop new A-G courses that are both rigorous, engaging, and supportive. A-G Completion Improvement Grant funds can also supplement the payment of fees for students interested in taking AP exams and dual enrollment opportunities at community colleges.

LCAP Goal 3 aims to provide a data informed professional learning system to increase effectiveness of school staff meeting the unique educational needs of each student. Trainings include, knowledge of content standards, implementation of the English Learner Plan, effective use of technology, trauma informed practices for schools, Career Technical Education and more. The School will utilize A-G Completion Improvement Grant funds to expand training offerings to counselors and Equity and Inclusion staff, with an emphasis on evidence-based strategies that promote a 'university going mindset' for students and families. With this expanded training, counselors and staff will be equipped to implement these strategies and monitoring tools/methods in one-on-one counseling sessions with students and families and in information workshops delivered through the School's Family Learning Series. Counselors can also share strategies with teachers that will influence and impact the way they provide instruction and converse with students and families related to post-secondary plans.

LCAP Goal 4 is centered on providing a safe environment and supportive school culture for all educational partners. Some of the key services related to this goal include nursing services for physical health needs and licensed mental health therapists to provide counseling services to students. The School plans to use A-G Completion Improvement Grant funds to expand opportunities for students to participate in counseling and informational sessions related to mental and physical health. This expanded wellness program will be a multi-faceted approach that is proactive in maintaining wellness, but also responding to the unique needs of the students as they are identified. These added counseling services and informational sessions will support consistent student attendance, positive behaviors and increased achievement in school which will lead to improved completion of A-G requirements.

LCAP Goal 5 is focused on providing innovative, engaging and community-based resource centers that support the needs of students and families. Some of the key services embedded within Goal 5 include formal engagement opportunities, Family Learning Series, Bus Pass Program, and materials/resources that are accessible to non-English speaking families. The school plans to use A-G Completion Improvement Grant funds to partner with local colleges, universities, and non-profits with expertise in providing ongoing informational workshops focused on college preparation and access. Topics will include, but are not limited to, financial aid assistance, scholarships, benefits and what to expect. The school will also utilize A-G Completion Improvement Grant funds to create engaging flyers, handouts, and newsletters, in multiple languages and formats, focused on creating a college going mindset and recruitment of students and parents to attend workshops related to college preparation and planning.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Instruction: Low-ratio, high frequency academic tutoring opportunities for students focused on supporting student achievement in A-G coursework; expansion of AVID programs that promote college planning and readiness	Unavailable, expected Mar-22
Curriculum: Design new and engaging curriculum that is aligned to California content standards and receive A-G approval	Unavailable, expected Mar-22
Professional Learning: Professional development for teachers, counselors and staff related to building capacity to implement strategies and monitoring tools that will promote a 'college going mindset'	Unavailable, expected Mar-22
Mental Health and Social Emotional Learning: Counseling services and wellness programs that promote positive student behaviors, interactions, relationships and resiliency	Unavailable, expected Mar-22
Community Partnerships: Partner with colleges, universities, non-profits, and local organizations that can provide informational and counseling sessions related to college preparation and meeting A-G requirements	Unavailable, expected Mar-22
Marketing and Recruitment: Marketing materials and expenses related to the creation of flyers, newsletters and social media content that promote A-G completion	Unavailable, expected Mar-22
Other: Financial assistance for underserved student groups that promote successful completion of A-G requirements	Unavailable, expected Mar-22



February 9, 2022

**NOTICE OF PUBLIC HEARING FOR
SWEETWATER SECONDARY SCHOOL**

The Audeo Charter School Board of Directors Hereby Gives Notice that a Public Hearing will be held as follows:

**TOPICS OF HEARING:
A-G Completion Improvement Grant Plan**

Copies may be inspected at the meeting or:
3252 Bonita Road, Chula Vista, CA 91910

HEARING DATE: Wednesday, February 16, 2022

TIME: *1:05 p.m., or soon thereafter as such item may be heard

LOCATION: 3252 Bonita Road
Chula Vista, CA 91910 and/or
Via clicking on the following link:
<https://sweetwatersecondarycharter/board-and-governance/>

* The public, open session of the Audeo Charter School Board Meeting will begin at 1:00 p.m.

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Sweetwater Secondary School	Unavailable, expected by March 2022

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

Sweetwater Secondary School (SSS) is an educational option that serves students in grades 7-12. SSS provides an innovative educational experience focused on supporting the needs of students whose futures are at risk because traditional methods have failed them. It is important to note that SSS is identified by the California Department of Education (CDE) as **Dashboard Alternative School Status (DASS)**. To be eligible for DASS, schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups. Therefore, most students in grades 9-12 who enroll at SSS are credit deficient and are at risk of not graduating high school on time.

As students and families enroll at SSS, they inform teachers, counselors and administrators via surveys and conferences that their primary goal is to finish high school and start their post-secondary pathway at a local community college. While SSS is equipped to educate and prepare students for multiple college and career pathways, including eligibility to enter four-year universities, most students and families are interested in local community colleges.

SSS is committed to helping each student meet their academic goals. This includes enhanced educational services and programs focused on improving the number of students who satisfy A-G requirements, with an emphasis on foster youth, low-income students, and English learners. SSS has engaged educational partners, including teachers, staff, students, parents, and family members to develop an A-G Completion Improvement Plan. Meaningful feedback was collected through multiple collaborative settings including surveys, conversations, school events, meetings, and training. Some of the most meaningful feedback was collected during School Site Council Meetings. At this collaborative venue, teachers, staff, students, and parents participated in a Needs Assessment: analyzed school A-G completion data, discussed achievement gaps, focused on current rates of achievement and the ideal rates of growth. Furthermore, educational partners discussed current programs and services designed to help students meet A-G requirements and how the School can enhance these approaches.

Based upon feedback collected from educational partners and a Needs Assessment, the School engaged in an in-depth selection process to

identify allowable activities that build capacity, are evidence based, and address the School's need to increase A-G eligibility. SSS plans to implement the following educational actions and services with A-G Completion Improvement Grant funds:

- Low-ratio, high frequency tutoring for students focused on increasing credit completion in A-G coursework
- Additional paraprofessionals to aid in supplemental tutoring sessions designed for students repeating coursework which they earned less than a 'C' average at their prior school
- Expansion of AVID program, including additional tutors to maintain small group instruction and increased student participation
- Creation of new engaging and supportive A-G approved courses
- Specialized professional development provided to academic counselors, and Equity and Inclusion Department to acquire evidence-based strategies that promotes a 'college going mindset' for the school community
- Professional development for teachers and department chairs to design and implement UC A-G courses
- Improved A-G coursework monitoring system and tools for credentialed staff
- Mental health and social-emotional learning programs and services that promote life skills, wellness, positive behaviors and resiliency in achieving personal goals
- Partner with local universities, colleges, and non-profit organizations to provide informational and planning workshops related to A-G requirements and benefits available to the school community
- Design and disseminate marketing materials to the school community, including flyers, newsletters and social media content that encourages student participation in A-G programs
- Additional family engagement opportunities through Open House Events, Senior Night Events, ELAC, SSC, and Family Learning Series events to explain and promote A-G completion
- Financial assistance for underserved student groups to encourage registration in alternate A-G completion, including dual enrollment, articulation, and AP Exams

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

All students, including foster youth, low-income, and English Learners have access to A-G courses through the A-G transcript audits and the yearly meetings that the counselor has with teachers reviewing their A-G course plans for each student. Three times a year, the counselor, instructional lead, and teacher review each student's transcript that has been translated on a credit audit. This ensures that correct and intentional course planning is occurring throughout the school year. Additionally, all core courses are on the UC A-G list along with the majority of Career Technical Education (CTE) courses (all CTE Pathways courses), all Visual and Performing Arts (VAPA) and Languages Other Than English (LOTE) courses, and many other general electives. These processes, along with the plethora of A-G approved course options, allows all students, including foster youth, low-income, and English Learners to have access to A-G courses.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Upon student enrollment, our academic counselors review all transcripts and create a personalized pathways education plan. This customized course plan considers any D's or F's the student received and the graduation plan the student is pursuing. Due to the individualized and personalized nature of our program, students often come to us needing to remediate previously failed coursework and catch up to their grade level peers. Currently, 53% of SSS are credit deficient when enrolling. This percentage reflects the students who enroll at SSS with D's or F's on their high school transcript. All students can work towards an A-G diploma and retake A-G approved courses in which they received a “D”, “F” or “Fail” grade. Students retaking A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the past will receive additional support in the course/s they are retaking through individualized tutoring. These students will also receive course planning guidance through Counseling Services. They will have the opportunity to take the course in a pre-test format to demonstrate prior knowledge and only focus on remediating the content they do not show proficiency in.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

SSS's 2021-22 board approved LCAP contains five well-developed goals that are specific, measurable and time bound. Each goal is specific to a certain element of the educational program, including instruction, curriculum, professional development, school climate and engagement opportunities of educational partners. The narrative below will explain how the school plans to use A-G Completion Improvement Grant funds to supplement specific LCAP Goals and services.

LCAP Goal 1 is focused on providing personalized instruction to students that will improve student outcomes related to academic engagement and performance. This personalized instructional approach includes one-on-one and small group tutoring, provided virtually or in-person by teachers, depending on the preference of students and families. In addition, SSS provides additional tutoring opportunities for underserved student groups and/or students at-risk of failing. SSS plans to use A-G Completion Improvement Grant funds to further expand these tutoring opportunities, with a focus on providing the same tutors to students throughout the year. In addition, this expanded tutoring approach will support low-ratio, high-frequency meetings. The central goal of this expanded tutoring approach is to support high school students with the successful and timely completion of A-G coursework and/or added support to students earning a “D” or “F” in a prior school.

LCAP Goal 2 is focused on providing a rigorous course of study, aligned to California content standards and accessible to all students. The School provides all students with access to core courses that are A-G approved and advanced coursework, including honors and Advanced Placement (AP). In addition, each student has an academic counselor who supports the development of a personalized course plan and provides frequent opportunities to meet throughout the school year to discuss progress towards meeting college/career pathways. The school plans to use A-G

Completion Improvement Grant funds to design and develop new A-G courses that are both rigorous, engaging, and supportive. A-G Completion Improvement Grant funds can also supplement the payment of fees for students interested in taking AP exams and dual enrollment opportunities at community colleges.

LCAP Goal 3 aims to provide a data informed professional learning system to increase effectiveness of school staff meeting the unique educational needs of each student. Trainings include, knowledge of content standards, implementation of the English Learner Plan, effective use of technology, trauma informed practices for schools, Career Technical Education and more. The School will utilize A-G Completion Improvement Grant funds to expand training offerings to counselors and Equity and Inclusion staff, with an emphasis on evidence-based strategies that promote a 'university going mindset' for students and families. With this expanded training, counselors and staff will be equipped to implement these strategies and monitoring tools/methods in one-on-one counseling sessions with students and families and in information workshops delivered through the School's Family Learning Series. Counselors can also share strategies with teachers that will influence and impact the way they provide instruction and converse with students and families related to post-secondary plans.

LCAP Goal 4 is centered on providing a safe environment and supportive school culture for all educational partners. Some of the key services related to this goal include nursing services for physical health needs and licensed mental health therapists to provide counseling services to students. The School plans to use A-G Completion Improvement Grant funds to expand opportunities for students to participate in counseling and informational sessions related to mental and physical health. This expanded wellness program will be a multi-faceted approach that is proactive in maintaining wellness, but also responding to the unique needs of the students as they are identified. These added counseling services and informational sessions will support consistent student attendance, positive behaviors and increased achievement in school which will lead to improved completion of A-G requirements.

LCAP Goal 5 is focused on providing innovative, engaging and community-based resource centers that support the needs of students and families. Some of the key services embedded within Goal 5 include formal engagement opportunities, Family Learning Series, Bus Pass Program, and materials/resources that are accessible to non-English speaking families. The school plans to use A-G Completion Improvement Grant funds to partner with local colleges, universities, and non-profits with expertise in providing ongoing informational workshops focused on college preparation and access. Topics will include, but are not limited to, financial aid assistance, scholarships, benefits and what to expect. The school will also utilize A-G Completion Improvement Grant funds to create engaging flyers, handouts, and newsletters, in multiple languages and formats, focused on creating a college going mindset and recruitment of students and parents to attend workshops related to college preparation and planning.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Instruction: Low-ratio, high frequency academic tutoring opportunities for students focused on supporting student achievement in A-G coursework; expansion of AVID programs that promote college planning and readiness	Unavailable, expected Mar-22
Curriculum: Design new and engaging curriculum that is aligned to California content standards and receive A-G approval	Unavailable, expected Mar-22
Professional Learning: Professional development for teachers, counselors and staff related to building capacity to implement strategies and monitoring tools that will promote a 'college going mindset'	Unavailable, expected Mar-22
Mental Health and Social Emotional Learning: Counseling services and wellness programs that promote positive student behaviors, interactions, relationships and resiliency	Unavailable, expected Mar-22
Community Partnerships: Partner with colleges, universities, non-profits, and local organizations that can provide informational and counseling sessions related to college preparation and meeting A-G requirements	Unavailable, expected Mar-22
Marketing and Recruitment: Marketing materials and expenses related to the creation of flyers, newsletters and social media content that promote A-G completion	Unavailable, expected Mar-22
Other: Financial assistance for underserved student groups that promote successful completion of A-G requirements	Unavailable, expected Mar-22

2021-2022 Statement of Economic Interests



Form 700

A Public Document

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- Video Tutorials
 - Reference Pamphlet
 - Excel Version
 - FAQs
 - Gift and Travel Fact Sheet for State and Local Officials

California Fair Political Practices Commission

1102 Q Street, Suite 3000 • Sacramento, CA 95811

Email Advice: advice@fppc.ca.gov

Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772

Telephone: (916) 322-5660 • Website: www.fppc.ca.gov

Quick Start Guide

Detailed instructions begin on page 3.

WHEN IS THE ANNUAL STATEMENT DUE?

- March 1 – Elected State Officers, Judges and Court Commissioners, State Board and Commission members listed in Government Code Section 87200
- April 1 – Most other filers

WHERE DO I FILE?

Most people file the Form 700 with their agency. If you're not sure where to file your Form 700, contact your filing officer or the person who asked you to complete it.

ITEMS TO NOTE!

- The Form 700 is a public document.
- Only filers serving in active military duty may receive an extension on the filing deadline.
- You must also report interests held by your spouse or registered domestic partner.
- Your agency's conflict of interest code will help you to complete the Form 700. You are encouraged to get your conflict of interest code from the person who asked you to complete the Form 700.

NOTHING TO REPORT?

Mark the "No reportable interests" box on Part 4 of the Cover Page, and submit only the signed Cover Page. Please review each schedule carefully!

Schedule	Common Reportable Interests	Common Non-Reportable Interests
A-1: Investments	Stocks, including those held in an IRA or 401K. Each stock must be listed.	Insurance policies, government bonds, diversified mutual funds, funds similar to diversified mutual funds.
A-2: Business Entities/Trusts	Business entities, sole proprietorships, partnerships, LLCs, corporations and trusts. (e.g., Form 1099 filers).	Savings and checking accounts, and annuities.
B: Real Property	Rental property in filer's jurisdiction, or within two miles of the boundaries of the jurisdiction.	A residence used exclusively as a personal residence (such as a home or vacation property).
C: Income	Non-governmental salaries. Note that filers are required to report only half of their spouse's or partner's salary.	Governmental salary (from school district, for example).
D: Gifts	Gifts from businesses, vendors, or other contractors (meals, tickets, etc.).	Gifts from family members.
E: Travel Payments	Travel payments from third parties (not your employer).	Travel paid by your government agency.

Note: Like reportable interests, non-reportable interests may also create conflicts of interest and could be grounds for disqualification from certain decisions.

QUESTIONS?

- advice@fppc.ca.gov
- (866) 275-3772 Mon-Thurs, 9-11:30 a.m.

E-FILING ISSUES?

- If using your agency's system, please contact technical support at your agency.
- If using FPPC's e-filing system, write to form700@fppc.ca.gov.

What's New

Gift Limit Increase

The gift limit increased to **\$520** for calendar years **2021** and **2022**. The gift limit in 2020 was **\$500**.

Who must file:

- Elected and appointed officials and candidates listed in Government Code Section 87200
- Employees, appointed officials, and consultants filing pursuant to a conflict of interest code ("code filers"). **Obtain your disclosure categories, which describe the interests you must report, from your agency;** they are not part of the Form 700
- Candidates running for local elective offices that are designated in a conflict of interest code (e.g., county sheriffs, city clerks, school board trustees, and water board members)

Exception:

- Candidates for a county central committee are not required to file the Form 700
- Employees in newly created positions of existing agencies

For more information, see Reference Pamphlet, page 3, at www.fppc.ca.gov.

Where to file:

87200 Filers

State offices	⇒	Your agency
Judicial offices	⇒	The clerk of your court
Retired Judges	⇒	Directly with FPPC
County offices	⇒	Your county filing official
City offices	⇒	Your city clerk
Multi-County offices	⇒	Your agency

Code Filers — State and Local Officials, Employees, and Consultants Designated in a Conflict of Interest

Code: File with your agency, board, or commission unless otherwise specified in your agency's code (e.g., Legislative staff files directly with FPPC). In most cases, the agency, board, or commission will retain the statements.

Members of Newly Created Boards and Commissions: File with your agency or with your agency's code reviewing body pursuant to Regulation 18754.

Employees in Newly Created Positions of Existing Agencies:

File with your agency or with your agency's code reviewing body. (See Reference Pamphlet, page 3.)

Candidates file as follow:

State offices, Judicial offices and multi-county offices	⇒	County elections official with whom you file your declaration of candidacy
County offices	⇒	County elections official
City offices	⇒	City Clerk
Public Employee's Retirement System (CalPERS)	⇒	CalPERS
State Teacher's Retirement Board (CalSTRS)	⇒	CalSTRS

How to file:

The Form 700 is available at www.fppc.ca.gov. Form 700 schedules are also available in Excel format. Each Statement must have a handwritten "wet" signature or "secure electronic signature," meaning either (1) a signature submitted using an approved electronic filing system or (2) if permitted by the filing officer, a digital signature submitted via the filer's agency email address. (See Regulations 18104 and 18757.) Companies such as Adobe and DocuSign offer digital signature services. All statements are signed under the penalty of perjury and must be verified by the filer. See Regulation 18723.1(c) for filing instructions for copies of expanded statements.

When to file:

Annual Statements

⇒ March 1, 2022

- Elected State Officers
- Judges and Court Commissioners
- State Board and State Commission Members listed in Government Code Section 87200

⇒ April 1, 2022

- Most other filers

Individuals filing under conflict of interest codes in city and county jurisdictions should verify the annual filing date with their filing official or filing officer.

Statements postmarked by the filing deadline are considered filed on time.

Statements of 30 pages or less may be emailed or faxed by the deadline as long as the originally signed paper version is sent by first class mail to the filing official within 24 hours.

Assuming Office and Leaving Office Statements

Most filers file within 30 days of assuming or leaving office or within 30 days of the effective date of a newly adopted or amended conflict of interest code.

Exception:

If you assumed office between October 1, 2021, and December 31, 2021, and filed an assuming office statement, you are not required to file an annual statement until March 1, 2023, or April 1, 2023, whichever is applicable. The annual statement will cover the day after you assumed office through December 31, 2022. (See Reference Pamphlet, page 6, for additional exceptions.)

Candidate Statements

File no later than the final filing date for the declaration of candidacy or nomination documents. A candidate statement is not required if you filed an assuming office or annual statement for the same jurisdiction within 60 days before filing a declaration of candidacy or other nomination documents.

Late Statements

There is no provision for filing deadline extensions unless the filer is serving in active military duty. (See page 19 for information on penalties and fines.)

Amendments

Statements may be amended at any time. You are only required to amend the schedule that needs to be revised. It is not necessary to amend the entire filed form. Obtain amendment schedules at www.fppc.ca.gov.

Types of Statements

Assuming Office Statement:

If you are a newly appointed official or are newly employed in a position designated, or that will be designated, in a state or local agency's conflict of interest code, your assuming office date is the date you were sworn in or otherwise authorized to serve in the position. If you are a newly elected official, your assuming office date is the date you were sworn in.

- Report: Investments, interests in real property, and business positions held on the date you assumed the office or position must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date you assumed the office or position.

For positions subject to confirmation by the State Senate or the Commission on Judicial Appointments, your assuming office date is the date you were appointed or nominated to the position.

- Example: Maria Lopez was nominated by the Governor to serve on a state agency board that is subject to state Senate confirmation. The assuming office date is the date Maria's nomination is submitted to the Senate. Maria must report investments, interests in real property, and business positions she holds on that date, and income (including loans, gifts, and travel payments) received during the 12 months prior to that date.

If your office or position has been added to a newly adopted or newly amended conflict of interest code, use the effective date of the code or amendment, whichever is applicable.

- Report: Investments, interests in real property, and business positions held on the effective date of the code or amendment must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the effective date of the code or amendment.

Annual Statement:

Generally, the period covered is January 1, 2021, through December 31, 2021. If the period covered by the statement is different than January 1, 2021, through December 31, 2021, (for example, you assumed office between October 1, 2020, and December 31, 2020 or you are combining statements), you must specify the period covered.

- Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement must be reported. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2021.

- If your disclosure category changes during a reporting period, disclose under the old category until the effective date of the conflict of interest code amendment and disclose under the new disclosure category through the end of the reporting period.

Leaving Office Statement:

Generally, the period covered is January 1, 2021, through the date you stopped performing the duties of your position. If the period covered differs from January 1, 2021, through the date you stopped performing the duties of your position (for example, you assumed office between October 1, 2020, and December 31, 2020, or you are combining statements), the period covered must be specified. The reporting period can cover parts of two calendar years.

- Report: Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2021.

Candidate Statement:

If you are filing a statement in connection with your candidacy for state or local office, investments, interests in real property, and business positions held on the date of filing your declaration of candidacy must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date of filing your declaration of candidacy is reportable. Do not change the preprinted dates on Schedules A-1, A-2, and B.

Candidates running for local elective offices (e.g., county sheriffs, city clerks, school board trustees, or water district board members) must file candidate statements, as required by the conflict of interest code for the elected position. The code may be obtained from the agency of the elected position.

Amendments:

If you discover errors or omissions on any statement, file an amendment as soon as possible. You are only required to amend the schedule that needs to be revised; it is not necessary to refile the entire form. Obtain amendment schedules from the FPPC website at www.fppc.ca.gov.

Note: Once you file your statement, you may not withdraw it. All changes must be noted on amendment schedules.

Expanded Statement:

If you hold multiple positions subject to reporting requirements, you may be able to file an expanded statement for each position, rather than a separate and distinct statement for each position. The expanded statement must cover all reportable interests for all jurisdictions and list all positions for which it is filed. The rules and processes governing the filing of an expanded statement are set forth in Regulation 18723.1

STATEMENT OF ECONOMIC INTERESTS
COVER PAGE
A PUBLIC DOCUMENT

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

Division, Board, Department, District, if applicable Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

2. Jurisdiction of Office (Check at least one box)

- State Judge, Retired Judge, Pro Tem Judge, or Court Commissioner (Statewide Jurisdiction)
Multi-County County of
City of Other

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2021, through December 31, 2021. Leaving Office: Date Left (Check one circle.)
-or- The period covered is through December 31, 2021.
Assuming Office: Date assumed The period covered is through the date of leaving office.
Candidate: Date of Election and office sought, if different than Part 1: The period covered is through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page:

Schedules attached

- Schedule A-1 - Investments - schedule attached Schedule C - Income, Loans, & Business Positions - schedule attached
Schedule A-2 - Investments - schedule attached Schedule D - Income - Gifts - schedule attached
Schedule B - Real Property - schedule attached Schedule E - Income - Gifts - Travel Payments - schedule attached

-or- None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER EMAIL ADDRESS
()

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed (month, day, year)

Signature (File the originally signed paper statement with your filing official.)

Enter your name, mailing address, and daytime telephone number in the spaces provided. **Because the Form 700 is a public document, you may list your business/office address instead of your home address.**

Part 1. Office, Agency, or Court

- Enter the name of the office sought or held, or the agency or court. Consultants must enter the public agency name rather than their private firm’s name. (Examples: State Assembly; Board of Supervisors; Office of the Mayor; Department of Finance; Hope County Superior Court).
- Indicate the name of your division, board, or district, if applicable. (Examples: Division of Waste Management; Board of Accountancy; District 45). **Do not use acronyms.**
- Enter your position title. (Examples: Director; Chief Counsel; City Council Member; Staff Services Analyst).
- If you hold multiple positions (i.e., a city council member who also is a member of a county board or commission) you may be required to file separate and distinct statements with each agency. To simplify your filing obligations, in some cases you may instead complete a single expanded statement and file it with each agency.
 - The rules and processes governing the filing of an expanded statement are set forth in Regulation 18723.1. To file an expanded statement for multiple positions, enter the name of each agency with which you are required to file and your position title with each agency in the space provided. **Do not use acronyms.** Attach an additional sheet if necessary. Complete one statement disclosing all reportable interests for all jurisdictions. Then file the expanded statement with each agency as directed by Regulation 18723.1(c).

If you assume or leave a position after a filing deadline, you must complete a separate statement. For example, a city council member who assumes a position with a county special district after the April annual filing deadline must file a separate assuming office statement. In subsequent years, the city council member may expand their annual filing to include both positions.

Example:

Brian Bourne is a city council member for the City of Lincoln and a board member for the Camp Far West Irrigation District – a multi-county agency that covers the Counties of Placer and Yuba. The City is located within Placer County. Brian may complete one expanded statement to disclose all reportable interests for both offices and list both positions on the Cover Page. Brian will file the expanded statement with each the City and the District as directed by Regulation 18723.1(c).

Part 2. Jurisdiction of Office

- Check the box indicating the jurisdiction of your agency and, if applicable, identify the jurisdiction. Judges, judicial candidates, and court commissioners have statewide jurisdiction. All other filers should review the Reference Pamphlet, page 13, to determine their jurisdiction.
- If your agency is a multi-county office, list each county in which your agency has jurisdiction.

- If your agency is not a state office, court, county office, city office, or multi-county office (e.g., school districts, special districts and JPAs), check the “other” box and enter the county or city in which the agency has jurisdiction.

Example:

This filer is a member of a water district board with jurisdiction in portions of Yuba and Sutter Counties.

1. Office, Agency, or Court	
Agency Name (Do not use acronyms) Feather River Irrigation District	
Division, Board, Department, District, if applicable N/A	Your Position Board Member
▶ If filing for multiple positions, list below or on an attachment. (Do not use acronyms)	
Agency: N/A	Position:
2. Jurisdiction of Office (Check at least one box)	
<input type="checkbox"/> State	<input type="checkbox"/> Judge or Court Commissioner (Statewide Jurisdiction)
<input checked="" type="checkbox"/> Multi-County Yuba & Sutter Counties	<input type="checkbox"/> County of _____
<input type="checkbox"/> City of _____	<input type="checkbox"/> Other _____

Part 3. Type of Statement

Check at least one box. The period covered by a statement is determined by the type of statement you are filing. If you are completing a 2021 annual statement, **do not** change the pre-printed dates to reflect 2022. Your annual statement is used for reporting the **previous year’s** economic interests. Economic interests for your annual filing covering January 1, 2022, through December 31, 2022, will be disclosed on your statement filed in 2023. See Reference Pamphlet, page 4.

Combining Statements: Certain types of statements for the same position may be combined. For example, if you leave office after January 1, but before the deadline for filing your annual statement, you may combine your annual and leaving office statements. File by the earliest deadline. Consult your filing officer or the FPPC.

Part 4. Schedule Summary

- Complete the Schedule Summary after you have reviewed each schedule to determine if you have reportable interests.
- Enter the total number of completed pages including the cover page and either check the box for each schedule you use to disclose interests; **or** if you have nothing to disclose on any schedule, check the “No reportable interests” box. Please **do not** attach any blank schedules.

Part 5. Verification

Complete the verification by signing the statement and entering the date signed. Each statement must have an original “wet” signature unless filed with a secure electronic signature. (See page 3 above.) All statements must be signed under penalty of perjury and be verified by the filer pursuant to Government Code Section 81004. See Regulation 18723.1(c) for filing instructions for copies of expanded statements.

When you sign your statement, you are stating, under penalty of perjury, that it is true and correct. Only the filer has authority to sign the statement. An unsigned statement is not considered filed and you may be subject to late filing penalties.

SCHEDULE A-1

Investments

Stocks, Bonds, and Other Interests

(Ownership Interest is Less Than 10%)

Investments must be itemized.

Do not attach brokerage or financial statements.

Name

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

\$2,000 - \$10,000 \$10,001 - \$100,000

\$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT

Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499

Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

____/____/21 ____/____/21

ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

\$2,000 - \$10,000 \$10,001 - \$100,000

\$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT

Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499

Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

____/____/21 ____/____/21

ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

\$2,000 - \$10,000 \$10,001 - \$100,000

\$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT

Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499

Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

____/____/21 ____/____/21

ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

\$2,000 - \$10,000 \$10,001 - \$100,000

\$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT

Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499

Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

____/____/21 ____/____/21

ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

\$2,000 - \$10,000 \$10,001 - \$100,000

\$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT

Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499

Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

____/____/21 ____/____/21

ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE

\$2,000 - \$10,000 \$10,001 - \$100,000

\$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT

Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499

Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:

____/____/21 ____/____/21

ACQUIRED DISPOSED

Comments: _____

Print

Clear

Instructions – Schedules A-1 and A-2 Investments

“Investment” means a financial interest in any business entity (including a consulting business or other independent contracting business) that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency’s jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more at any time during the reporting period. (See Reference Pamphlet, page 13.)

Reportable investments include:

- Stocks, bonds, warrants, and options, including those held in margin or brokerage accounts and managed investment funds (See Reference Pamphlet, page 13.)
- Sole proprietorships
- Your own business or your spouse’s or registered domestic partner’s business (See Reference Pamphlet, page 8, for the definition of “business entity.”)
- Your spouse’s or registered domestic partner’s investments even if they are legally separate property
- Partnerships (e.g., a law firm or family farm)
- Investments in reportable business entities held in a retirement account (See Reference Pamphlet, page 15.)
- If you, your spouse or registered domestic partner, and dependent children together had a 10% or greater ownership interest in a business entity or trust (including a living trust), you must disclose investments held by the business entity or trust. (See Reference Pamphlet, page 16, for more information on disclosing trusts.)
- Business trusts

You are not required to disclose:

- Government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. (See Reference Pamphlet, page 13.) (Regulation 18237)
- Bank accounts, savings accounts, money market accounts and certificates of deposits
- Insurance policies
- Annuities
- Commodities
- Shares in a credit union
- Government bonds (including municipal bonds)

Reminders

- Do you know your agency’s jurisdiction?
- Did you hold investments at any time during the period covered by this statement?
- Code filers – your disclosure categories may only require disclosure of specific investments.

- Retirement accounts invested in non-reportable interests (e.g., insurance policies, mutual funds, or government bonds) (See Reference Pamphlet, page 15.)
- Government defined-benefit pension plans (such as CalPERS and CalSTRS plans)
- Certain interests held in a blind trust (See Reference Pamphlet, page 16.)

Use Schedule A-1 to report ownership of less than 10% (e.g., stock). Schedule C (Income) may also be required if the investment is not a stock or corporate bond. (See second example below.)

Use Schedule A-2 to report ownership of 10% or greater (e.g., a sole proprietorship).

To Complete Schedule A-1:

Do not attach brokerage or financial statements.

- Disclose the name of the business entity.
- Provide a general description of the business activity of the entity (e.g., pharmaceuticals, computers, automobile manufacturing, or communications).
- Check the box indicating the highest fair market value of your investment during the reporting period. If you are filing a candidate or an assuming office statement, indicate the fair market value on the filing date or the date you took office, respectively. (See page 20 for more information.)
- Identify the nature of your investment (e.g., stocks, warrants, options, or bonds).
- An acquired or disposed of date is only required if you initially acquired or entirely disposed of the investment interest during the reporting period. The date of a stock dividend reinvestment or partial disposal is not required. Generally, these dates will not apply if you are filing a candidate or an assuming office statement.

Examples:

Frank Byrd holds a state agency position. His conflict of interest code requires full disclosure of investments. Frank must disclose his stock holdings of \$2,000 or more in any company that is located in or does business in California, as well as those stocks held by his spouse or registered domestic partner and dependent children.

Alice Lance is a city council member. She has a 4% interest, worth \$5,000, in a limited partnership located in the city. Alice must disclose the partnership on Schedule A-1 and income of \$500 or more received from the partnership on Schedule C.

Name

SCHEDULE A-2
Investments, Income, and Assets
of Business Entities/Trusts
(Ownership Interest is 10% or Greater)

1. BUSINESS ENTITY OR TRUST

Name

Address (Business Address Acceptable)

Check one
Trust, go to 2 Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:
\$0 - \$1,999
\$2,000 - \$10,000
\$10,001 - \$100,000
\$100,001 - \$1,000,000
Over \$1,000,000
ACQUIRED DISPOSED

NATURE OF INVESTMENT
Partnership Sole Proprietorship Other

YOUR BUSINESS POSITION

1. BUSINESS ENTITY OR TRUST

Name

Address (Business Address Acceptable)

Check one
Trust, go to 2 Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:
\$0 - \$1,999
\$2,000 - \$10,000
\$10,001 - \$100,000
\$100,001 - \$1,000,000
Over \$1,000,000
ACQUIRED DISPOSED

NATURE OF INVESTMENT
Partnership Sole Proprietorship Other

YOUR BUSINESS POSITION

2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

\$0 - \$499 \$10,001 - \$100,000
\$500 - \$1,000 OVER \$100,000
\$1,001 - \$10,000

2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

\$0 - \$499 \$10,001 - \$100,000
\$500 - \$1,000 OVER \$100,000
\$1,001 - \$10,000

3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

None or Names listed below

3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

None or Names listed below

4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:
INVESTMENT REAL PROPERTY

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or City or Other Precise Location of Real Property

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:
\$2,000 - \$10,000
\$10,001 - \$100,000
\$100,001 - \$1,000,000
Over \$1,000,000
ACQUIRED DISPOSED

NATURE OF INTEREST
Property Ownership/Deed of Trust Stock Partnership

Leasehold Yrs. remaining Other

Check box if additional schedules reporting investments or real property are attached

4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:
INVESTMENT REAL PROPERTY

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or City or Other Precise Location of Real Property

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:
\$2,000 - \$10,000
\$10,001 - \$100,000
\$100,001 - \$1,000,000
Over \$1,000,000
ACQUIRED DISPOSED

NATURE OF INTEREST
Property Ownership/Deed of Trust Stock Partnership

Leasehold Yrs. remaining Other

Check box if additional schedules reporting investments or real property are attached

Comments:

Print Clear

Instructions – Schedule A-2

Investments, Income, and Assets of Business Entities/Trusts

Use Schedule A-2 to report investments in a business entity (including a consulting business or other independent contracting business) or trust (including a living trust) in which you, your spouse or registered domestic partner, and your dependent children, together or separately, had a 10% or greater interest, totaling \$2,000 or more, during the reporting period and which is located in, doing business in, planning to do business in, or which has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 13.) A trust located outside your agency's jurisdiction is reportable if it holds assets that are located in or doing business in the jurisdiction. Do not report a trust that contains non-reportable interests. For example, a trust containing only your personal residence not used in whole or in part as a business, your savings account, and some municipal bonds, is not reportable.

Also report on Schedule A-2 investments and real property held by that entity or trust if your pro rata share of the investment or real property interest was \$2,000 or more during the reporting period.

To Complete Schedule A-2:

Part 1. Disclose the name and address of the business entity or trust. If you are reporting an interest in a business entity, check "Business Entity" and complete the box as follows:

- Provide a general description of the business activity of the entity.
- Check the box indicating the highest fair market value of your investment during the reporting period.
- If you initially acquired or entirely disposed of this interest during the reporting period, enter the date acquired or disposed.
- Identify the nature of your investment.
- Disclose the job title or business position you held with the entity, if any (i.e., if you were a director, officer, partner, trustee, employee, or held any position of management). A business position held by your spouse is not reportable.

Part 2. Check the box indicating **your pro rata** share of the **gross** income received **by** the business entity or trust. This amount includes your pro rata share of the **gross** income **from** the business entity or trust, as well as your community property interest in your spouse's or registered domestic partner's share. Gross income is the total amount of income before deducting expenses, losses, or taxes.

Part 3. Disclose the name of each source of income that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction, as follows:

- Disclose each source of income and outstanding loan **to the business entity or trust** identified in Part 1 if your pro rata share of the **gross** income (including your community property interest in your spouse's or registered domestic partner's share) to the business entity or trust from that source was \$10,000 or more during the reporting period. (See Reference Pamphlet, page 11, for examples.) Income from governmental sources may be reportable if not considered salary. See Regulation 18232. Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.
- Disclose each individual or entity that was a source of commission income of \$10,000 or more during the reporting period through the business entity identified in Part 1. (See Reference Pamphlet, page 8.)

You may be required to disclose sources of income located outside your jurisdiction. For example, you may have a client who resides outside your jurisdiction who does business on a regular basis with you. Such a client, if a reportable source of \$10,000 or more, must be disclosed.

Mark "None" if you do not have any reportable \$10,000 sources of income to disclose. Phrases such as "various clients" or "not disclosing sources pursuant to attorney-client privilege" are not adequate disclosure. (See Reference Pamphlet, page 14, for information on procedures to request an exemption from disclosing privileged information.)

Part 4. Report any investments or interests in real property held or leased **by the entity or trust** identified in Part 1 if your pro rata share of the interest held was \$2,000 or more during the reporting period. Attach additional schedules or use FPPC's Form 700 Excel spreadsheet if needed.

- Check the applicable box identifying the interest held as real property or an investment.
- If investment, provide the name and description of the business entity.
- If real property, report the precise location (e.g., an assessor's parcel number or address).
- Check the box indicating the highest fair market value of your interest in the real property or investment during the reporting period. (Report the fair market value of the portion of your residence claimed as a tax deduction if you are utilizing your residence for business purposes.)
- Identify the nature of your interest.
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property or investment during the reporting period.

Instructions – Schedule B Interests in Real Property

Report interests in real property located in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more any time during the reporting period. Real property is also considered to be "within the jurisdiction" of a local government agency if the property or any part of it is located within two miles outside the boundaries of the jurisdiction or within two miles of any land owned or used by the local government agency. (See Reference Pamphlet, page 13.)

Interests in real property include:

- An ownership interest (including a beneficial ownership interest)
- A deed of trust, easement, or option to acquire property
- A leasehold interest (See Reference Pamphlet, page 14.)
- A mining lease
- An interest in real property held in a retirement account (See Reference Pamphlet, page 15.)
- An interest in real property held by a business entity or trust in which you, your spouse or registered domestic partner, and your dependent children together had a 10% or greater ownership interest (Report on Schedule A-2.)
- Your spouse's or registered domestic partner's interests in real property that are legally held separately by him or her

You are not required to report:

- A residence, such as a home or vacation cabin, used exclusively as a personal residence (However, a residence in which you rent out a room or for which you claim a business deduction may be reportable. If reportable, report the fair market value of the portion claimed as a tax deduction.)
- Some interests in real property held through a blind trust (See Reference Pamphlet, page 16.)
 - **Please note:** A non-reportable property can still be grounds for a conflict of interest and may be disqualifying.

To Complete Schedule B:

- Report the precise location (e.g., an assessor's parcel number or address) of the real property.
- Check the box indicating the fair market value of your interest in the property (regardless of what you owe on the property).
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property during the reporting period.
- Identify the nature of your interest. If it is a leasehold,

Reminders

- Income and loans already reported on Schedule B are not also required to be reported on Schedule C.
- Real property already reported on Schedule A-2, Part 4 is not also required to be reported on Schedule B.
- Code filers – do your disclosure categories require disclosure of real property?

disclose the number of years remaining on the lease.

- If you received rental income, check the box indicating the gross amount you received.
- If you had a 10% or greater interest in real property and received rental income, list the name of the source(s) if your pro rata share of the gross income from any single tenant was \$10,000 or more during the reporting period. If you received a total of \$10,000 or more from two or more tenants acting in concert (in most cases, this will apply to married couples), disclose the name of each tenant. Otherwise, mark "None."
- Loans from a private lender that total \$500 or more and are secured by real property may be reportable. **Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.**

When reporting a loan:

- Provide the name and address of the lender.
- Describe the lender's business activity.
- Disclose the interest rate and term of the loan. For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period. The term of a loan is the total number of months or years given for repayment of the loan at the time the loan was established.
- Check the box indicating the highest balance of the loan during the reporting period.
- Identify a guarantor, if applicable.

If you have more than one reportable loan on a single piece of real property, report the additional loan(s) on Schedule C.

Example:

Allison Gande is a city planning commissioner. During the reporting period, she received rental income of \$12,000, from a single tenant who rented property she owned in the city's jurisdiction. If Allison received \$6,000 each from two tenants, the tenants' names would not be required because no single tenant paid her \$10,000 or more. A married couple is considered a single tenant.

ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS 4600 24th Street	
CITY Sacramento	
FAIR MARKET VALUE <input type="checkbox"/> \$2,000 - \$10,000 <input type="checkbox"/> \$10,001 - \$100,000 <input checked="" type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	IF APPLICABLE, LIST DATE: ____/____/XX ____/____/XX ACQUIRED DISPOSED
NATURE OF INTEREST <input type="checkbox"/> Ownership/Deed of Trust <input type="checkbox"/> Easement <input type="checkbox"/> Leasehold Yrs. remaining: _____ <input type="checkbox"/> Other	
IF RENTAL PROPERTY, GROSS INCOME RECEIVED <input type="checkbox"/> \$0 - \$499 <input type="checkbox"/> \$500 - \$1,000 <input type="checkbox"/> \$1,001 - \$10,000 <input checked="" type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> OVER \$100,000	
SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more. <input type="checkbox"/> None Henry Wells	
NAME OF LENDER* Sophia Petroillo	
ADDRESS (Business Address Acceptable) 2121 Blue Sky Parkway, Sacramento	
BUSINESS ACTIVITY, IF ANY, OF LENDER Restaurant Owner	
INTEREST RATE 8 % <input type="checkbox"/> None	TERM (Months/Years) 15 Years
HIGHEST BALANCE DURING REPORTING PERIOD <input type="checkbox"/> \$500 - \$1,000 <input type="checkbox"/> \$1,001 - \$10,000 <input checked="" type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> OVER \$100,000	
<input type="checkbox"/> Guarantor, if applicable	
Comments: _____	

Instructions – Schedule C

Income, Loans, & Business Positions

(Income Other Than Gifts and Travel Payments)

Reporting Income:

Report the source and amount of gross income of \$500 or more you received during the reporting period. Gross income is the total amount of income before deducting expenses, losses, or taxes and includes loans other than loans from a commercial lending institution. (See Reference Pamphlet, page 11.) You must also report the source of income to your spouse or registered domestic partner if your community property share was \$500 or more during the reporting period.

The source and income must be reported only if the source is located in, doing business in, planning to do business in, or has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 13.) Reportable sources of income may be further limited by your disclosure category located in your agency's conflict of interest code.

Reporting Business Positions:

You must report your job title with each reportable business entity even if you received no income during the reporting period. Use the comments section to indicate that no income was received.

Commonly reportable income and loans include:

- Salary/wages, per diem, and reimbursement for expenses including travel payments provided by your employer
- Community property interest (50%) in your spouse's or registered domestic partner's income - **report the employer's name and all other required information**
- Income from investment interests, such as partnerships, reported on Schedule A-1
- Commission income not required to be reported on Schedule A-2 (See Reference Pamphlet, page 8.)
- Gross income from any sale, including the sale of a house or car (Report your pro rata share of the total sale price.)
- Rental income not required to be reported on Schedule B
- Prizes or awards not disclosed as gifts
- Payments received on loans you made to others
- An honorarium received prior to becoming a public official (See Reference Pamphlet, page 10.)
- Incentive compensation (See Reference Pamphlet, page 12.)

Reminders

- Code filers – your disclosure categories may not require disclosure of all sources of income.
- If you or your spouse or registered domestic partner are self-employed, report the business entity on Schedule A-2.
- Do not disclose on Schedule C income, loans, or business positions already reported on Schedules A-2 or B.

You are not required to report:

- Salary, reimbursement for expenses or per diem, or social security, disability, or other similar benefit payments received by you or your spouse or registered domestic partner from a federal, state, or local government agency.
- Stock dividends and income from the sale of stock unless the source can be identified.
- Income from a PERS retirement account.

(See Reference Pamphlet, page 12.)

To Complete Schedule C:

Part 1. Income Received/Business Position Disclosure

- Disclose the name and address of each source of income or each business entity with which you held a business position.
- Provide a general description of the business activity if the source is a business entity.
- Check the box indicating the amount of gross income received.
- Identify the consideration for which the income was received.
- For income from commission sales, check the box indicating the gross income received and list the name of each source of commission income of \$10,000 or more. (See Reference Pamphlet, page 8.) **Note: If you receive commission income on a regular basis or have an ownership interest of 10% or more, you must disclose the business entity and the income on Schedule A-2.**
- Disclose the job title or business position, if any, that you held with the business entity, even if you did not receive income during the reporting period.

Part 2. Loans Received or Outstanding During the Reporting Period

- Provide the name and address of the lender.
- Provide a general description of the business activity if the lender is a business entity.
- Check the box indicating the highest balance of the loan during the reporting period.
- Disclose the interest rate and the term of the loan.
 - For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period.
 - The term of the loan is the total number of months or years given for repayment of the loan at the time the loan was entered into.
- Identify the security, if any, for the loan.

CALIFORNIA FORM 700
 FAIR POLITICAL PRACTICES COMMISSION
 Name _____

SCHEDULE D Income – Gifts

▶ NAME OF SOURCE *(Not an Acronym)*

 ADDRESS *(Business Address Acceptable)*

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

 ADDRESS *(Business Address Acceptable)*

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

 ADDRESS *(Business Address Acceptable)*

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

 ADDRESS *(Business Address Acceptable)*

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

 ADDRESS *(Business Address Acceptable)*

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

 ADDRESS *(Business Address Acceptable)*

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

Comments: _____

Print **Clear**

Instructions – Schedule D Income – Gifts

A gift is anything of value for which you have not provided equal or greater consideration to the donor. A gift is reportable if its fair market value is \$50 or more. In addition, multiple gifts totaling \$50 or more received during the reporting period from a single source must be reported.

It is the acceptance of a gift, not the ultimate use to which it is put, that imposes your reporting obligation. Except as noted below, you must report a gift even if you never used it or if you gave it away to another person.

If the exact amount of a gift is unknown, you must make a good faith estimate of the item's fair market value. Listing the value of a gift as "over \$50" or "value unknown" is not adequate disclosure. In addition, if you received a gift through an intermediary, you must disclose the name, address, and business activity of both the donor and the intermediary. You may indicate an intermediary either in the "source" field after the name or in the "comments" section at the bottom of Schedule D.

Commonly reportable gifts include:

- Tickets/passes to sporting or entertainment events
- Tickets/passes to amusement parks
- Parking passes not used for official agency business
- Food, beverages, and accommodations, including those provided in direct connection with your attendance at a convention, conference, meeting, social event, meal, or like gathering
- Rebates/discounts not made in the regular course of business to members of the public without regard to official status
- Wedding gifts (See Reference Pamphlet, page 16)
- An honorarium received prior to assuming office (You may report an honorarium as income on Schedule C, rather than as a gift on Schedule D, if you provided services of equal or greater value than the payment received. See Reference Pamphlet, page 10.)
- Transportation and lodging (See Schedule E.)
- Forgiveness of a loan received by you

Reminders

- Gifts from a single source are subject to a \$520 limit in 2021. (See Reference Pamphlet, page 10.)
- Code filers – you only need to report gifts from reportable sources.

Gift Tracking Mobile Application

- FPPC has created a gift tracking app for mobile devices that helps filers track gifts and provides a quick and easy way to upload the information to the Form 700. Visit FPPC's website to download the app.

You are not required to disclose:

- Gifts that were not used and that, within 30 days after receipt, were returned to the donor or delivered to a charitable organization or government agency without being claimed by you as a charitable contribution for tax purposes
- Gifts from your spouse or registered domestic partner, child, parent, grandparent, grandchild, brother, sister, and certain other family members (See Regulation 18942 for a complete list.). The exception does not apply if the donor was acting as an agent or intermediary for a reportable source who was the true donor.
- Gifts of similar value exchanged between you and an individual, other than a lobbyist registered to lobby your state agency, on holidays, birthdays, or similar occasions
- Gifts of informational material provided to assist you in the performance of your official duties (e.g., books, pamphlets, reports, calendars, periodicals, or educational seminars)
- A monetary bequest or inheritance (However, inherited investments or real property may be reportable on other schedules.)
- Personalized plaques or trophies with an individual value of less than \$250
- Campaign contributions
- Up to two tickets, for your own use, to attend a fundraiser for a campaign committee or candidate, or to a fundraiser for an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. The ticket must be received from the organization or committee holding the fundraiser.
- Gifts given to members of your immediate family if the source has an established relationship with the family member and there is no evidence to suggest the donor had a purpose to influence you. (See Regulation 18943.)
- Free admission, food, and nominal items (such as a pen, pencil, mouse pad, note pad or similar item) available to all attendees, at the event at which the official makes a speech (as defined in Regulation 18950(b)(2)), so long as the admission is provided by the person who organizes the event.
- Any other payment not identified above, that would otherwise meet the definition of gift, where the payment is made by an individual who is not a lobbyist registered to lobby the official's state agency, where it is clear that the gift was made because of an existing personal or business relationship unrelated to the official's position and there is no evidence whatsoever at the time the gift is made to suggest the donor had a purpose to influence you.

To Complete Schedule D:

- Disclose the full name (not an acronym), address, and, if a business entity, the business activity of the source.
- Provide the date (month, day, and year) of receipt, and disclose the fair market value and description of the gift.

CALIFORNIA FORM 700
 FAIR POLITICAL PRACTICES COMMISSION
 Name _____

SCHEDULE E

Income – Gifts

Travel Payments, Advances, and Reimbursements

- Mark either the gift or income box.
- Mark the “501(c)(3)” box for a travel payment received from a nonprofit 501(c)(3) organization or the “Speech” box if you made a speech or participated in a panel. Per Government Code Section 89506, these payments may not be subject to the gift limit. However, they may result in a disqualifying conflict of interest.
- For gifts of travel, provide the travel destination.

▶ NAME OF SOURCE *(Not an Acronym)* _____

ADDRESS *(Business Address Acceptable)* _____

CITY AND STATE _____

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift **-or-** Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE *(Not an Acronym)* _____

ADDRESS *(Business Address Acceptable)* _____

CITY AND STATE _____

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift **-or-** Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE *(Not an Acronym)* _____

ADDRESS *(Business Address Acceptable)* _____

CITY AND STATE _____

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift **-or-** Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE *(Not an Acronym)* _____

ADDRESS *(Business Address Acceptable)* _____

CITY AND STATE _____

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE _____

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift **-or-** Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

Comments: _____

Print **Clear**

Instructions – Schedule E Travel Payments, Advances, and Reimbursements

Travel payments reportable on Schedule E include advances and reimbursements for travel and related expenses, including lodging and meals.

Gifts of travel may be subject to the gift limit. In addition, certain travel payments are reportable gifts, but are not subject to the gift limit. To avoid possible misinterpretation or the perception that you have received a gift in excess of the gift limit, you may wish to provide a specific description of the purpose of your travel. (See the FPPC fact sheet entitled “Limitations and Restrictions on Gifts, Honoraria, Travel, and Loans” to read about travel payments under section 89506(a).)

You are not required to disclose:

- Travel payments received from any state, local, or federal government agency for which you provided services equal or greater in value than the payments received, such as reimbursement for travel on agency business from your government agency employer.
- A payment for travel from another local, state, or federal government agency and related per diem expenses when the travel is for education, training or other inter-agency programs or purposes.
- Travel payments received from your employer in the normal course of your employment that are included in the income reported on Schedule C.
- A travel payment that was received from a nonprofit entity exempt from taxation under Internal Revenue Code Section 501(c)(3) for which you provided equal or greater consideration, such as reimbursement for travel on business for a 501(c)(3) organization for which you are a board member.

Note: Certain travel payments may not be reportable if reported via email on Form 801 by your agency.

To Complete Schedule E:

- Disclose the full name (not an acronym) and address of the source of the travel payment.
- Identify the business activity if the source is a business entity.
- Check the box to identify the payment as a gift or income, report the amount, and disclose the date(s).
 - **Travel payments are gifts** if you did not provide services that were equal to or greater in value than the payments received. You must disclose gifts totaling \$500 or more from a single source during the period covered by the statement.

When reporting travel payments that are gifts, you must provide a description of the gift, the **date(s)** received, and the **travel destination**.

- **Travel payments are income** if you provided services that were equal to or greater in value than the

payments received. You must disclose income totaling \$500 or more from a single source during the period covered by the statement. You have the burden of proving the payments are income rather than gifts. When reporting travel payments as income, you must describe the services you provided in exchange for the payment. You are not required to disclose the date(s) for travel payments that are income.

Example:

City council member MaryClaire Chandler is the chair of a 501(c)(6) trade association, and the association pays for her travel to attend its meetings. Because MaryClaire is deemed to be providing equal or greater consideration for the travel payment by virtue of serving on the board, this payment may be reported as income. Payments for MaryClaire to attend other events for which she is not providing services are likely considered gifts. Note that the same payment from a 501(c)(3) would NOT be reportable.

<small>▶ NAME OF SOURCE (Not an Acronym)</small>	
Health Services Trade Association	
<small>ADDRESS (Business Address Acceptable)</small>	
1230 K Street, Suite 610	
<small>CITY AND STATE</small>	
Sacramento, CA	
<input type="checkbox"/> 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE	
Association of Healthcare Workers	
<small>DATE(S):</small> ____/____/____	<small>AMT: \$</small> 550.00
<small>(If gift)</small>	
<small>▶ MUST CHECK ONE:</small> <input type="checkbox"/> Gift <input checked="" type="checkbox"/> -or- <input checked="" type="checkbox"/> Income	
<input type="radio"/> Made a Speech/Participated in a Panel	
<input checked="" type="radio"/> Other - Provide Description <u>Travel reimbursement for board meeting.</u>	
<small>▶ If Gift, Provide Travel Destination</small> _____	

Example:

Mayor Kim travels to China on a trip organized by China Silicon Valley Business Development, a California nonprofit, 501(c)(6) organization. The Chengdu Municipal People’s Government pays for Mayor Kim’s airfare and travel costs, as well as his meals and lodging during the trip. The trip’s agenda shows that the trip’s purpose is to promote job creation and economic activity in China and in Silicon Valley, so the trip is reasonably related to a governmental purpose. Thus, Mayor Kim must report the gift of travel, but the gift is exempt from the gift limit. In this case, the travel payments are not subject to the gift limit because the source is a foreign government and because the travel is reasonably related to a governmental purpose. (Section 89506(a)(2).) Note that Mayor Kim could be disqualified from participating in or making decisions about The Chengdu Municipal People’s Government for 12 months. Also note that if China Silicon Valley Business Development (a 501(c)(6) organization) paid for the travel costs rather than the governmental organization, the payments would be subject to the gift limits. (See the FPPC fact sheet, Limitations and Restrictions on Gifts, Honoraria, Travel and Loans, at www.fppc.ca.gov.)

<small>▶ NAME OF SOURCE (Not an Acronym)</small>	
Chengdu Municipal People’s Government	
<small>ADDRESS (Business Address Acceptable)</small>	
2 Caoshi St. CaoShiJie, Qingyang Qu, Chengdu Shi,	
<small>CITY AND STATE</small>	
Sichuan Sheng, China, 610000	
<input type="checkbox"/> 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE	
<small>DATE(S):</small> <u>09</u> / <u>04</u> / <u>XX</u> - <u>09</u> / <u>08</u> / <u>XX</u>	<small>AMT: \$</small> 3,874.38
<small>(If gift)</small>	
<small>▶ MUST CHECK ONE:</small> <input checked="" type="checkbox"/> Gift <input checked="" type="checkbox"/> -or- <input type="checkbox"/> Income	
<input type="radio"/> Made a Speech/Participated in a Panel	
<input checked="" type="radio"/> Other - Provide Description <u>Travel reimbursement for trip to China.</u>	
<small>▶ If Gift, Provide Travel Destination</small> <u>Sichuan Sheng, China</u>	

Restrictions and Prohibitions

The Political Reform Act (Gov. Code Sections 81000-91014) requires most state and local government officials and employees to publicly disclose their economic interests including personal assets and income. The Act's conflict of interest provisions also disqualify a public official from taking part in a governmental decision if it is reasonably foreseeable that the decision will have a material financial effect on these economic interests as well as the official's personal finances and those of immediate family. (Gov. Code Sections 87100 and 87103.) The Fair Political Practices Commission (FPPC) is the state agency responsible for issuing the attached Statement of Economic Interests, Form 700, and for interpreting the Act's provisions.

Gift Prohibition

Gifts received by most state and local officials, employees, and candidates are subject to a limit. In 2021-2022, the gift limit increased to \$520 from a single source during a calendar year. In 2019 and 2020, the gift limit was \$500 from a single source during a calendar year.

Additionally, state officials, state candidates, and certain state employees are subject to a \$10 limit per calendar month on gifts from lobbyists and lobbying firms registered with the Secretary of State. See Reference Pamphlet, page 10.

State and local officials and employees should check with their agency to determine if other restrictions apply.

Disqualification

Public officials are, under certain circumstances, required to disqualify themselves from making, participating in, or attempting to influence governmental decisions that will affect their economic interests. This may include interests they are not required to disclose. For example, a personal residence is often not reportable, but may be grounds for disqualification. Specific disqualification requirements apply to 87200 filers (e.g., city councilmembers, members of boards of supervisors, planning commissioners, etc.). These officials must publicly identify the economic interest that creates a conflict of interest and leave the room before a discussion or vote takes place at a public meeting. For more information, consult Government Code Section 87105, Regulation 18707, and the Guide to Recognizing Conflicts of Interest page at www.fppc.ca.gov.

Honorarium Ban

Most state and local officials, employees, and candidates are prohibited from accepting an honorarium for any speech given, article published, or attendance at a conference, convention, meeting, or like gathering. (See Reference Pamphlet, page 10.)

Loan Restrictions

Certain state and local officials are subject to restrictions on loans. (See Reference Pamphlet, page 14.)

Post-Governmental Employment

There are restrictions on representing clients or employers before former agencies. The provisions apply to elected state officials, most state employees, local elected officials, county chief administrative officers, city managers, including the chief administrator of a city, and general managers or chief administrators of local special districts and JPAs. The FPPC website has fact sheets explaining the provisions.

Late Filing

The filing officer who retains originally-signed or electronically filed statements of economic interests may impose on an individual a fine for any statement that is filed late. The fine is \$10 per day up to a maximum of \$100. Late filing penalties may be reduced or waived under certain circumstances.

Persons who fail to timely file their Form 700 may be referred to the FPPC's Enforcement Division (and, in some cases, to the Attorney General or district attorney) for investigation and possible prosecution. In addition to the late filing penalties, a fine of up to \$5,000 per violation may be imposed.

For assistance concerning reporting, prohibitions, and restrictions under the Act:

- Email questions to advice@fppc.ca.gov.
- Call the FPPC toll-free at (866) 275-3772.

Form 700 is a Public Document Public Access Must Be Provided

Statements of Economic Interests are public documents. The filing officer must permit any member of the public to inspect and receive a copy of any statement.

- Statements must be available as soon as possible during the agency's regular business hours, but in any event not later than the second business day after the statement is received. Access to the Form 700 is not subject to the Public Records Act procedures.
- No conditions may be placed on persons seeking access to the forms.
- No information or identification may be required from persons seeking access.
- Reproduction fees of no more than 10 cents per page may be charged.

Questions and Answers

General

- Q. What is the reporting period for disclosing interests on an assuming office statement or a candidate statement?
- A. On an assuming office statement, disclose all reportable investments, interests in real property, and business positions held on the date you assumed office. In addition, you must disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you assumed office.

On a candidate statement, disclose all reportable investments, interests in real property, and business positions held on the date you file your declaration of candidacy. You must also disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you file your declaration of candidacy.

- Q. I hold two other board positions in addition to my position with the county. Must I file three statements of economic interests?
- A. Yes, three are required. However, you may instead complete an expanded statement listing the county and the two boards on the Cover Page or an attachment as the agencies for which you will be filing. Disclose all reportable economic interests in all three jurisdictions on the expanded statement. File the expanded statement for your primary position providing an original “wet” signature unless filed with a secure electronic signature. (See page 3 above.) File copies of the expanded statement with the other two agencies as required by Regulation 18723.1(c). Remember to complete separate statements for positions that you leave or assume during the year.
- Q. I am a department head who recently began acting as city manager. Should I file as the city manager?
- A. Yes. File an assuming office statement as city manager. Persons serving as “acting,” “interim,” or “alternate” must file as if they hold the position because they are or may be performing the duties of the position.

- Q. My spouse and I are currently separated and in the process of obtaining a divorce. Must I still report my spouse’s income, investments, and interests in real property?
- A. Yes. A public official must continue to report a spouse’s economic interests until such time as dissolution of marriage proceedings is final. However, if a separate property agreement has been reached prior to that time, your estranged spouse’s income may not have to be reported. Contact the FPPC for more information.
- Q. As a designated employee, I left one state agency to work for another state agency. Must I file a leaving office statement?
- A. Yes. You may also need to file an assuming office statement for the new agency.

Investment Disclosure

- Q. I have an investment interest in shares of stock in a company that does not have an office in my jurisdiction. Must I still disclose my investment interest in this company?
- A. Probably. The definition of “doing business in the jurisdiction” is not limited to whether the business has an office or physical location in your jurisdiction. (See Reference Pamphlet, page 13.)
- Q. My spouse and I have a living trust. The trust holds rental property in my jurisdiction, our primary residence, and investments in diversified mutual funds. I have full disclosure. How is this trust disclosed?
- A. Disclose the name of the trust, the rental property and its income on Schedule A-2. Your primary residence and investments in diversified mutual funds registered with the SEC are not reportable.
- Q. I am required to report all investments. I have an IRA that contains stocks through an account managed by a brokerage firm. Must I disclose these stocks even though they are held in an IRA and I did not decide which stocks to purchase?
- A. Yes. Disclose on Schedule A-1 or A-2 any stock worth \$2,000 or more in a business entity located in or doing business in your jurisdiction.

Questions and Answers Continued

- Q. The value of my stock changed during the reporting period. How do I report the value of the stock?
- A. You are required to report the highest value that the stock reached during the reporting period. You may use your monthly statements to determine the highest value. You may also use the entity's website to determine the highest value. You are encouraged to keep a record of where you found the reported value. Note that for an assuming office statement, you must report the value of the stock on the date you assumed office.
- Q. I am the sole owner of my business, an S-Corporation. I believe that the nature of the business is such that it cannot be said to have any "fair market value" because it has no assets. I operate the corporation under an agreement with a large insurance company. My contract does not have resale value because of its nature as a personal services contract. Must I report the fair market value for my business on Schedule A-2 of the Form 700?
- A. Yes. Even if there are no *tangible* assets, intangible assets, such as relationships with companies and clients are commonly sold to qualified professionals. The "fair market value" is often quantified for other purposes, such as marital dissolutions or estate planning. In addition, the IRS presumes that "personal services corporations" have a fair market value. A professional "book of business" and the associated goodwill that generates income are not without a determinable value. The Form 700 does not require a precise fair market value; it is only necessary to check a box indicating the broad range within which the value falls.
- Q. I own stock in IBM and must report this investment on Schedule A-1. I initially purchased this stock in the early 1990s; however, I am constantly buying and selling shares. Must I note these dates in the "Acquired" and "Disposed" fields?
- A. No. You must only report dates in the "Acquired" or "Disposed" fields when, during the reporting period, you initially purchase a reportable investment worth \$2,000 or more or when you dispose of the entire investment. You are not required to track the partial trading of an investment.
- Q. On last year's filing I reported stock in Encoe valued at \$2,000 - \$10,000. Late last year the value of this stock fell below and remains at less than \$2,000. How should this be reported on this year's statement?
- A. You are not required to report an investment if the value was less than \$2,000 during the **entire** reporting period. However, because a disposed date is not required for stocks that fall below \$2,000, you may want to report the stock and note in the "comments" section that the value fell below \$2,000. This would be for informational purposes only; it is not a requirement.
- Q. We have a Section 529 account set up to save money for our son's college education. Is this reportable?
- A. If the Section 529 account contains reportable interests (e.g., common stock valued at \$2,000 or more), those interests are reportable (not the actual Section 529 account). If the account contains solely mutual funds, then nothing is reported.

Income Disclosure

- Q. I reported a business entity on Schedule A-2. Clients of my business are located in several states. Must I report all clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2, Part 3?
- A. No, only the clients located in or doing business on a regular basis in your jurisdiction must be disclosed.
- Q. I believe I am not required to disclose the names of clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2 because of their right to privacy. Is there an exception for reporting clients' names?
- A. Regulation 18740 provides a procedure for requesting an exemption to allow a client's name not to be disclosed if disclosure of the name would violate a legally recognized privilege under California or Federal law. This regulation may be obtained from our website at www.fppc.ca.gov. (See Reference Pamphlet, page 14.)

Questions and Answers Continued

Q. I am sole owner of a private law practice that is not reportable based on my limited disclosure category. However, some of the sources of income to my law practice are from reportable sources. Do I have to disclose this income?

A. Yes, even though the law practice is not reportable, reportable sources of income to the law practice of \$10,000 or more must be disclosed. This information would be disclosed on Schedule C with a note in the "comments" section indicating that the business entity is not a reportable investment. The note would be for informational purposes only; it is not a requirement.

Q. I am the sole owner of my business. Where do I disclose my income - on Schedule A-2 or Schedule C?

A. Sources of income to a business in which you have an ownership interest of 10% or greater are disclosed on Schedule A-2. (See Reference Pamphlet, page 8.)

Q. My husband is a partner in a four-person firm where all of his business is based on his own billings and collections from various clients. How do I report my community property interest in this business and the income generated in this manner?

A. If your husband's investment in the firm is 10% or greater, disclose 100% of his share of the business on Schedule A-2, Part 1 and 50% of his income on Schedule A-2, Parts 2 and 3. For example, a client of your husband's must be a source of at least \$20,000 during the reporting period before the client's name is reported.

Q. How do I disclose my spouse's or registered domestic partner's salary?

A. Report the name of the employer as a source of income on Schedule C.

Q. I am a doctor. For purposes of reporting \$10,000 sources of income on Schedule A-2, Part 3, are the patients or their insurance carriers considered sources of income?

A. If your patients exercise sufficient control by selecting you instead of other doctors, then your patients, rather than their insurance carriers, are sources of income to you. (See Reference Pamphlet, page 14.)

Q. I received a loan from my grandfather to purchase my home. Is this loan reportable?

A. No. Loans received from family members are not reportable.

Q. Many years ago, I loaned my parents several thousand dollars, which they paid back this year. Do I need to report this loan repayment on my Form 700?

A. No. Payments received on a loan made to a family member are not reportable.

Real Property Disclosure

Q. During this reporting period we switched our principal place of residence into a rental. I have full disclosure and the property is located in my agency's jurisdiction, so it is now reportable. Because I have not reported this property before, do I need to show an "acquired" date?

A. No, you are not required to show an "acquired" date because you previously owned the property. However, you may want to note in the "comments" section that the property was not previously reported because it was used exclusively as your residence. This would be for informational purposes only; it is not a requirement.

Q. I am a city manager, and I own a rental property located in an adjacent city, but one mile from the city limit. Do I need to report this property interest?

A. Yes. You are required to report this property because it is located within 2 miles of the boundaries of the city you manage.

Q. Must I report a home that I own as a personal residence for my daughter?

A. You are not required to disclose a home used as a personal residence for a family member unless you receive income from it, such as rental income.

Q. I am a co-signer on a loan for a rental property owned by a friend. Since I am listed on the deed of trust, do I need to report my friend's property as an interest in real property on my Form 700?

A. No. Simply being a co-signer on a loan for property does not create a reportable interest in that real property.

Questions and Answers Continued

Gift Disclosure

- Q. If I received a reportable gift of two tickets to a concert valued at \$100 each, but gave the tickets to a friend because I could not attend the concert, do I have any reporting obligations?
- A. Yes. Since you accepted the gift and exercised discretion and control of the use of the tickets, you must disclose the gift on Schedule D.
- Q. Julia and Jared Benson, a married couple, want to give a piece of artwork to a county supervisor. Is each spouse considered a separate source for purposes of the gift limit and disclosure?
- A. Yes, each spouse may make a gift valued at the gift limit during a calendar year. For example, during 2021 the gift limit was \$520, so the Bensons may have given the supervisor artwork valued at no more than \$1,040. The supervisor must identify Jared and Julia Benson as the sources of the gift.
- Q. I am a Form 700 filer with full disclosure. Our agency holds a holiday raffle to raise funds for a local charity. I bought \$10 worth of raffle tickets and won a gift basket valued at \$120. The gift basket was donated by Doug Brewer, a citizen in our city. At the same event, I bought raffle tickets for, and won a quilt valued at \$70. The quilt was donated by a coworker. Are these reportable gifts?
- A. Because the gift basket was donated by an outside source (not an agency employee), you have received a reportable gift valued at \$110 (the value of the basket less the consideration paid). The source of the gift is Doug Brewer and the agency is disclosed as the intermediary. Because the quilt was donated by an employee of your agency, it is not a reportable gift.
- Q. My agency is responsible for disbursing grants. An applicant (501(c)(3) organization) met with agency employees to present its application. At this meeting, the applicant provided food and beverages. Would the food and beverages be considered gifts to the employees? These employees are designated in our agency's conflict of interest code and the applicant is a reportable source of income under the code.
- A. Yes. If the value of the food and beverages consumed by any one filer, plus any other gifts received from the same source during the reporting period total \$50 or more, the food and beverages would be reported using the fair market value and would be subject to the gift limit.
- Q. I received free admission to an educational conference related to my official duties. Part of the conference fees included a round of golf. Is the value of the golf considered informational material?
- A. No. The value of personal benefits, such as golf, attendance at a concert, or sporting event, are gifts subject to reporting and limits.

AUDEO CHARTER SCHOOL Corporation

Now accepting applications for Governance Parental Representatives

The qualification of the members of the Board shall correspond to its purposes. The members shall be persons who:

- Submits a resume and letter of intent outlining the applicant's reasons for wanting to join the Board of Directors.
- Demonstrates a strong commitment to quality education.
- Displays sound judgment.
- Shows ability to work effectively with Administration and Board of Directors.
- Excellent communication skills.
- Has displayed positive support of charter concept, including the need for change and accountability.
- Demonstrates the highest standard of professional behavior. Has strong problem-solving techniques.
- Demonstrates a respect for issues relating to confidentiality.
- Possess the skills to publicly represent the Charter School with the highest integrity.
- Demonstrates a willingness and commitment to working on Charter Board business.
- Demonstrates the ability to take on a Program wide perspective to planning.
- Capable of representing the diversity of the community.
- Are open and willing to commit a high level of time and energy to governance activities for the School.
- Commit to attending all Board meetings.
- Has means of transportation to any of the resource centers where Board meetings may be held.
- **Has a student currently enrolled in a charter school operated by the Corporation.**
- **A recommendation from the Parent Representative Applicant student's teacher of record.**

For inquiries, please contact your student's teacher.

To submit your application, please email the board at board@audeo2.com

Deadline to submit application is April 14, 2022

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To submit your application, please email the board at
board@audeovalley.com

Deadline to submit application is April 14, 2022

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- **A recommendation from the Parent Representative Applicant student's teacher of record.**

For inquiries, please contact your student's teacher.
To submit your application, please email the board at
board@grossmontcharter.com

Deadline to submit application is April 14, 2022

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- **A recommendation from the Parent Representative Applicant student's teacher of record.**

For inquiries, please contact your student's teacher.
To submit your application, please email the board at
board@sweetwatersecondary.com

Deadline to submit application is April 14, 2022

Audeo Charter School

Nonprofit Corporation

County of San Diego
San Diego, California

Audit Report
June 30, 2021

Audeo Charter School II (#1835)
Audeo Charter School III (#1935)
Audeo Valley Charter School (#2118)
Grossmont Secondary School (#1889)
Sweetwater Secondary School (#1903)


WILKINSON HADLEY
KING & CO. LLP
CPAs AND ADVISORS

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Brian K. Hadley, CPA
Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report

To the Board of Trustees of
Audeo Charter School
San Diego, California

Report on the Financial Statements

We have audited the accompanying financial statements of Audeo Charter School, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of Audeo Charter School as of June 30, 2021, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters*Other Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. The accompanying additional supplementary information, as required by the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 31, 2022, on our consideration of Audeo Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Wilkinson Hadley King & Co LLP

El Cajon, California
January 31, 2022

Financial Statements

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Statement of Financial Position
June 30, 2021

Assets

Cash and cash equivalents	\$ 7,597,926
Accounts receivable	1,147,344
Accounts receivable - grantor government	4,697,645
Accounts receivable - related entities	1,375,304
Prepaid expenses	471,371
Security deposits	37,365
Property and equipment, net	2,265,475
Total Assets	<u>\$ 17,592,430</u>

Liabilities and Net Assets

Liabilities

Accounts payable	\$ 240,821
Accounts payable - related entity	93,231
Accrued payroll and related liabilities	177,800
Accrued vacation liability	25,894
Unearned revenue	773,312
Deferred lease liability	60,609
Capital lease obligations	101,912
Notes and loans payable	5,210,302
Total Liabilities	<u>6,683,881</u>

Net Assets

Without donor restrictions	
Undesignated	8,238,423
Invested in property and equipment, net	2,265,475
	<u>10,503,898</u>
With donor restrictions	
Restricted for state programs	404,651
	<u>404,651</u>
Total Net Assets	<u>10,908,549</u>
Total Liabilities and Net Assets	<u>\$ 17,592,430</u>

The accompanying notes are an integral part of this statement.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Statement of Activities
Year Ended June 30, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue, Support, and Gains			
Local Control Funding Formula (LCFF) sources			
State aid	\$ 10,974,289	\$ -	\$ 10,974,289
Education protection account state aid	213,816	-	213,816
Transfers in lieu of property taxes	559,367	-	559,367
Total LCFF sources	<u>11,747,472</u>	<u>-</u>	<u>11,747,472</u>
Federal contracts and grants	-	1,336,482	1,336,482
State contracts and grants	257,994	2,536,601	2,794,595
Local contracts and grants	161,797	-	161,797
Transfer from related party	1,591,468	-	1,591,468
Interest and investment earnings	48,156	-	48,156
Net assets released from restriction -			
Grant restrictions satisfied	4,547,420	(4,547,420)	-
Contributions from unrestricted sources	(1,087,438)	1,087,438	-
Total revenue, support, and gains	<u>17,266,869</u>	<u>413,101</u>	<u>17,679,970</u>
Expenses and Losses			
Program services expense	12,781,882	-	12,781,882
Supporting services expense	1,891,876	-	1,891,876
Loss on investments	24,198	-	24,198
Total expenses and losses	<u>14,697,956</u>	<u>-</u>	<u>14,697,956</u>
Change in Net Assets	2,568,913	413,101	2,982,014
Net Assets, Beginning of Year	<u>7,934,985</u>	<u>(8,450)</u>	<u>7,926,535</u>
Net Assets, End of Year	<u>\$ 10,503,898</u>	<u>\$ 404,651</u>	<u>\$ 10,908,549</u>

The accompanying notes are an integral part of this statement.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**
Statement of Functional Expenses
Year Ended June 30, 2021

	Program Services	Supporting Services	
	Educational Programs	Management and General	Total
Salaries of officers, directors & key employees	\$ 54,997	\$ 13,748	\$ 68,745
Other salaries and wages	6,085,067	729,515	6,814,582
Pension expense	1,536,417	153,207	1,689,624
Other employee benefits, taxes, and insurance	1,535,163	258,182	1,793,345
Payroll taxes	129,226	68,630	197,856
Fees for services:	-		
Legal	11,484	36,894	48,378
Accounting	-	27,190	27,190
Special education	587,517	-	587,517
Professional consulting	10,765	174,630	185,395
District oversight	-	121,277	121,277
Temporary agency services	27,262	11,404	38,666
Other fees	44,568	2,700	47,268
Advertising and promotion	101,657	4,356	106,013
Office expenses	163,109	280	163,389
Information technology	267,856	71,475	339,331
Occupancy	902,130	22,541	924,671
Travel	43,062	767	43,829
Conferences, conventions, and meetings	12,096	768	12,864
Interest	5,952	22,244	28,196
Depreciation	693,441	3,020	696,461
Insurance	1,715	60,445	62,160
Books and supplies	328,173	10,289	338,462
Maintenance, leases and repairs	177,708	60,711	238,419
Other expenses:	62,517	37,603	100,120
Total expenses included in the expense section on the statement of activities	<u>\$ 12,781,882</u>	<u>\$ 1,891,876</u>	<u>\$ 14,673,758</u>

The accompanying notes are an integral part of this statement.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Statement of Cash Flows
Year Ended June 30, 2021

Cash Flows from Operating Activities	
Receipts from federal, state, and local contracts and grants	\$ 12,781,894
Receipts from property taxes	550,369
Receipts from operating interest	67,704
Transfers from related parties	302,129
Payments for salaries, benefits and payroll taxes	(10,508,975)
Payments to vendors	(3,093,317)
Payments for facility leases	(842,227)
Net Cash From Operating Activities	<u>(742,423)</u>
Cash Flows from Investing Activities	
Purchase of property and equipment	(618,904)
Other investing activities	163,866
Net Cash Used for Investing Activities	<u>(455,038)</u>
Cash Flows from Financing Activities	
Proceeds from notes and loans payable	3,590,002
Net proceeds and payments on capital leases	(42,940)
Net Cash Used for Financing Activities	<u>3,547,062</u>
Net Change in Cash and Cash Equivalents	2,349,601
Cash and Cash Equivalents, Beginning of Year	<u>5,248,325</u>
Cash and Cash Equivalents, End of Year	<u>\$ 7,597,926</u>
Reconciliation of Change in Net Assets to Net Cash Used For Operating Activities	
Change in net assets	\$ 2,982,014
Adjustments to reconcile change in net assets to net cash:	
Depreciation and amortization	696,461
Loss on disposal of capital assets	24,198
(Increase) Decrease in assets	
Accounts receivable	(1,118,878)
Accounts receivable - grantor government	(2,236,956)
Accounts receivable - related entities	(1,375,304)
Prepaid expenses	(321,236)
Security deposits	2,327
Increase (Decrease) in liabilities	
Accounts payable	(20,005)
Accounts payable - grantor government	(1,548)
Accounts payable - related entities	48,426
Accrued payroll and related liabilities	29,283
Accrued vacation liability	(122,623)
Unearned revenue	667,558
Deferred lease liability	3,860
Net Cash From Operating Activities	<u>\$ (742,423)</u>

The accompanying notes are an integral part of this statement.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Notes to the Financial Statements
Year Ended June 30, 2021

A. Principal Activity and Summary of Significant Accounting Policies*Organization*

Audeo Charter School (the Corporation) is a California Non-Profit Public Benefit Corporation which was formed on November 1, 2000. Under the Charter Schools Act of 1992, a charter school is authorized to elect to operate as, or be operated by, a nonprofit public benefit corporation. Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School elected to be operated by Audeo Charter School. The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code. The specific purposes of this corporation are: (1) to support and benefit, and carry out the purposes of (a) Audeo Charter School II, a California public charter school and (b) such other public charter schools (“Related Public Charter Schools”) as may be established to provide public education based on the educational and teaching concepts, methods, models, techniques, systems and materials of Audeo Charter School II (collectively the “Altus Model”); (2) to manage, enhance, improve, disseminate, administer, guide and direct the Altus Model and its use by Related Public Charter Schools.

Audeo Charter School II was formed on July 14, 2016 as a charter school pursuant to California Education Code §47600 under a charter agreement with the California State Board of Education. It is a public school that offers independent study instruction to students in grades kindergarten through twelve at two resource centers in San Diego. Students receive a personalized and rigorous academic experience from multi-certificated and specially trained faculty. They learn in a safe and supportive environment. Audeo Charter School II is fully accredited by the Western Association of Schools and Colleges.

Audeo Charter School III was formed on March 14, 2018 as a charter school pursuant to California Education Code §47600 under a charter agreement with Escondido Union High School District. It is a public school that offers independent study instruction to students in grades six through twelve at one resource center in San Diego. Students receive a personalized and rigorous academic experience from multi-certificated and specially trained faculty. They learn in a safe and supportive environment. Audeo Charter School III is fully accredited by the Western Association of Schools and Colleges.

Audeo Valley Charter School was formed on March 3, 2021, as a charter school pursuant to the California Education Code §47600 under a charter agreement with Riverside County Office of Education. It is a public school that offers independent study instruction to students in grades six through twelve at one resource center in Riverside beginning July 1, 2021. Students will receive a personalized and rigorous academic experience from multi-certificated and specially trained faculty. They learn in a safe and supportive environment.

Grossmont Secondary School was formed on July 12, 2017, as a charter school pursuant to California Education Code §47600 under a charter agreement with the California State Board of Education. It is a public school that offers independent study instruction to students in grades seven through twelve at three resource centers throughout San Diego. Students receive a personalized and rigorous academic experience from multi-certificated and specially trained faculty. They learn in a safe and supportive environment. Grossmont Secondary School is fully accredited by the Western Association of Schools and Colleges

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

Sweetwater Secondary School was formed on September 13, 2017, as a charter school pursuant to California Education Code §47600 under a charter agreement with the California State Board of Education. It is a public school that offers independent study instruction to students in grades seven through twelve at three resource centers throughout San Diego. Students receive a personalized and rigorous academic experience from multi-certificated and specially trained faculty. They learn in a safe and supportive environment. Sweetwater Secondary School is fully accredited by the Western Association of Schools and Colleges

The Corporation's mission is to implement personalized education programs to facilitate student achievement. These educational programs will demonstrate that student-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future. The Corporation operates under the oversight of a board of directors which is comprised of three members.

Nature of Activities

Audeo Charter School II is an educational option designed for students in grades kindergarten through twelve. The core instructional method is a modified independent study program. The Corporation designs the students' course of study around their own personalized education plans. It offers students a rigorous academic experience taught by multi-certificated and specially trained teachers. The Corporation also offers small-group instruction that focuses on building skills around a curriculum that is standards based. The "university model" owes much of its positive outcomes to the unique collaboration between parents, student, and teacher.

Audeo Charter School III is an educational option designed for students in grades six through twelve. The core instructional method is a modified independent study program. The Corporation designs the students' course of study around their own personalized education plans. It offers students a rigorous academic experience taught by multi-certificated and specially trained teachers. The Corporation also offers small-group instruction that focuses on building skills around a curriculum that is standards based. The "university model" owes much of its positive outcomes to the unique collaboration between parents, student, and teacher.

Grossmont Secondary School is an educational option designed for students in grades seven through twelve. The core instructional method is a modified independent study program. The Corporation designs the students' course of study around their own personalized education plans. It offers students a rigorous academic experience taught by multi-certificated and specially trained teachers. The Corporation also offers small-group instruction that focuses on building skills around a curriculum that is standards based. The "university model" owes much of its positive outcomes to the unique collaboration between parents, student, and teacher.

Sweetwater Secondary School is an educational option designed for students in grades seven through twelve. The core instructional method is a modified independent study program. The Corporation designs the students' course of study around their own personalized education plans. It offers students a rigorous academic experience taught by multi-certificated and specially trained teachers. The Corporation also offers small-group instruction that focuses on building skills around a curriculum that is standards based. The "university model" owes much of its positive outcomes to the unique collaboration between parents, student, and teacher.

Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. The Organization uses the accrual basis of accounting, under which revenues are recognized when they are earned, and expenses are recognized in the accounting period in which the liability is incurred.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

Cash and Cash Equivalents

The Corporation considers all cash and highly liquid financial instruments with original maturities of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

Accounts Receivable

Accounts receivable consist primarily of noninterest-bearing amounts due to the Corporation for federal, state, and local grants and contracts receivable. The amounts in accounts receivable are considered fully collectable and as such there has not been an allowance for uncollectable accounts or discount established for the Corporation.

Property and Equipment

The Corporation records property and equipment additions over \$5,000 at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any resulting gain or loss is included in the statements of activities. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed in the current period.

The Corporation reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2021.

Investments

The Corporation's method of accounting for investments, in accordance with generally accepted accounting principles, is the fair value method. Fair value is determined by published quotes. Changes in fair value of investments result in increases or decreases in unrealized fair values of equity investments. Adjustments to fair values are reflected as unrealized gain/loss on investments in the accompanying statement of activities. The Corporation's policy is to follow the fair value measurement and reporting requirements contained in FASB ASC 820 *Fair Value Measurements and Disclosures*.

Net Assets

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

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

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

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

Revenue and Revenue Recognition

The School primarily receives funds from the California Department of Education (CDE). Local Control Funding Formula revenue and state revenues received from CDE are based on the School's average daily attendance (ADA) of students and recognized in the period the ADA occurs.

In addition, the School receives state and local revenues for the enhancement of various educational programs. This assistance is generally received based on applications and submitted to and approved by various granting agencies. This revenue is typically restricted by the grantors and is recorded as restricted. Subsequently, when performance obligations have been met the funds are released from restriction.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to the Corporation's program services, administrating, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. We record donated professional services at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2021.

Advertising

Advertising costs are expensed as incurred and approximated \$106,013 during the year ended June 30, 2021.

Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the program and supporting services benefited.

Income Taxes

The Corporation is a 509(a)(1) publicly supported non-profit Corporation that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The Corporation is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The Corporation may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2021, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The Corporation follows provisions of uncertain tax positions as addressed in ASC 958. The Corporation recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2021.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

The Corporation files informational and income tax returns in the United States and in the state of California. The federal income tax and informational returns are subject to examination by the Internal Revenue Service for three years after the returns are filed. State and local jurisdictions have statutes of limitation that generally range from three to five years.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the Corporation to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Financial Instruments and Credit Risk

The Corporation manages deposit concentration risk by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the Corporation to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the Corporation has not experienced losses in any of these accounts. Credit risk associated with accounts receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies. Investments are made by diversified investment managers whose performance is monitored by The Corporation and the investment committee of the Board of Directors. Although the fair values of investments are subject to fluctuation on a year to year basis, The Corporation believes that the investment policies and guidelines are prudent for the long-term welfare of the organization.

LCFF Revenues and Payments in Lieu of Property Taxes

The Corporation's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the local control funding formula (LCFF) on statewide charter school rates multiplied by the schools' average daily attendance (ADA) as reported at the second principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the school, which is funding in lieu of property taxes, and education protection account funds paid by the state under proposition 30. The remaining balance is paid from the state general fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 66% of the Corporation's revenue.

The LCFF includes the following components applicable to the Corporation:

1. Provides a base grant for each school based on the school's ADA. The actual base grant varies based on grade span.
2. Provides an adjustment of 2.6 percent on the base grant amount for grades nine through twelve.
3. Provides a supplemental grant equal to 20 percent of the adjusted base grants for targeted disadvantaged students. Targeted students are those classified as English learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, homeless youth, or any combination of these factors (unduplicated count).
4. Provides a concentration grant equal to 50 percent of the adjusted base grant for targeted students exceeding 55 percent of the school's enrollment.

The Corporation is not at risk of losing these funding sources, as long as the schools maintain a steady level of ADA, as these funding sources are mandated by the California State Constitution to fund schools.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

New Accounting Guidance

The Financial Accounting Standards Board (FASB) issues accounting standards updates and additional guidance for not-for-profit and for-profit agencies to establish consistent accounting across all organizations in the United States. The following table represents items that have been issued by FASB that became effective in the 2020-21 fiscal year:

Description	Date Issued
FASB Accounting Standards Update 2017-11 - <i>Earnings Per Share (Topic 260)</i>	Jan-18
FASB Accounting Standards Update 2017-11 - <i>Distinguishing Liabilities from Equity (Topic 480)</i>	Jan-18
FASB Accounting Standards Update 2017-11 - <i>Derivatives and Hedging (Topic 815)</i>	Jan-18
FASB Accounting Standards Update 2019-05 - <i>Financial Instruments, Credit Losses (Topic 326)</i>	May-19
FASB Accounting Standards Update 2019-11 - <i>Codification Improvements to Financial Instruments, Credit Losses (Topic 326)</i>	Nov-19
FASB Accounting Standards Update 2020-03 - <i>Codification Improvements to Financial Instruments</i>	Mar-20
FASB Accounting Standards Update 2020-04 - <i>Reference Rate Reform (Topic 848)</i>	Mar-20
FASB Accounting Standards Update 2021-01 - <i>Reference Rate Reform (Topic 848)</i>	Jan-21
FASB Accounting Standards Update 2021-03 - <i>Intangibles Goodwill and Other (Topic 350)</i>	Mar-21

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The Corporation has adopted provisions of effective Accounting Standards Updates. The implementation of these items did not result in a change to financial presentation for the Corporation.

Subsequent Events

In preparing these financial statements, the Corporation has evaluated events and transactions for potential recognition or disclosure through January 31, 2022, the date the financial statements were available to be issued.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

B. Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

	Audeo Charter School II	Audeo Charter School III	Audeo Valley	Grossmont Secondary School	Sweetwater Secondary School	Total
Cash and cash equivalents	\$ 1,860,993	\$ 842,434	\$ -	\$ 2,942,951	\$ 1,951,548	\$ 7,597,926
Accounts receivable	314,505	90,074	-	393,660	349,105	1,147,344
Accounts receivable - grantor government	1,263,883	389,489	-	1,501,337	1,542,936	4,697,645
Accounts receivable - related entities	-	-	1,375,304	-	-	1,375,304
Intracompany receivables	1,622	-	-	-	-	1,622
	<u>\$ 3,441,003</u>	<u>\$ 1,321,997</u>	<u>\$ 1,375,304</u>	<u>\$ 4,837,948</u>	<u>\$ 3,843,589</u>	<u>\$ 14,819,841</u>

As part of the Corporation's liquidity management plan, The Corporation invests cash in excess of daily requirements in short-term investments, CDs, and money market funds.

C. Fair Value Measurements and Disclosures

The Corporation reports certain assets and liabilities at fair value in the financial statements. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction in the principal, or most advantageous, market at the measurement date under current market conditions regardless of whether that price is directly observable or estimated using another valuation technique. Inputs used to determine fair value refer broadly to the assumptions that market participants would use in pricing the asset or liability, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the assumptions market participants would use in pricing the asset or liability based on market data obtained from sources independent of the reporting entity. Unobservable inputs are inputs that reflect the reporting entity's own assumptions about the assumptions market participants would use in pricing the asset or liability based on the best information available. A three-tier hierarchy categorizes the inputs as follows:

- Level 1: Quoted prices (unadjusted) in active markets for identical assets or liabilities that we can access at the measurement date.
- Level 2: Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly. These include quoted prices for similar assets or liabilities in active markets, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the asset or liability, and market-corroborated inputs.
- Level 3: Unobservable inputs for the asset or liability. In these situations, the Corporation develops inputs using the best information available in the circumstances.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

In some cases, the inputs used to measure the fair value of an asset or a liability might be categorized within different levels of the fair value hierarchy. In those cases, the fair value measurement is categorized in its entirety in the same level of the fair value hierarchy as the lowest level input that is significant to the measurement. Assessing the significance of a particular input to entire measurement requires judgment, taking into account factors specific to the asset or liability. The categorization of an asset within the hierarchy is based upon the pricing transparency of the asset and does not necessarily correspond to the Corporation's assessment of the quality, risk, or liquidity profile of the asset or liability.

The following table presents assets and liabilities measured at fair value on a recurring basis at June 30, 2021:

<u>Assets</u>	<u>Total</u>	<u>Quoted Prices in Active Markets for Identical Assets (Level 1)</u>	<u>Significant Other Observable Inputs (Level 2)</u>	<u>Significant Unobservable Inputs (Level 3)</u>
Operating investments:				
Cash in county treasury	\$ 4,126,075	-	\$ 4,126,075	-
	<u>\$ 4,126,075</u>	<u>\$ -</u>	<u>\$ 4,126,075</u>	<u>\$ -</u>

D. Cash and Cash Equivalents

Cash and cash equivalents at June 30, 2021 consisted of the following:

	<u>Audeo Charter School II</u>	<u>Audeo Charter School III</u>	<u>Audeo Valley</u>	<u>Grossmont Secondary School</u>	<u>Sweetwater Secondary School</u>	<u>Total</u>
Cash in county treasury	\$ 685,684	\$ 307,029	\$ -	\$ 2,029,244	\$ 1,104,118	\$ 4,126,075
Cash in bank accounts	494,065	535,405	-	913,707	847,430	2,790,607
Cash equivalents	681,244	-	-	-	-	681,244
Total cash and cash equivalents	<u>\$ 1,860,993</u>	<u>\$ 842,434</u>	<u>\$ -</u>	<u>\$ 2,942,951</u>	<u>\$ 1,951,548</u>	<u>\$ 7,597,926</u>

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

Cash in County Treasury

The Corporation is a voluntary participant and therefore maintain a portion of its cash in the County Treasury as part of the common investment pool (\$4,126,075 as of June 30, 2021). The County Treasury is restricted by Government Code §53635 pursuant to §53601 to invest in time deposits, U.S. Government Securities, state registered warrants, notes or bonds, State Treasurer's investment pool, banker's acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse agreements.

The fair value of the Corporations' investment in this pool is reported in the accompanying financial statements at amounts based upon the Corporation's pro-rata share of the fair value provided by the County Treasury for the entire County Treasury portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasury, which are recorded on an amortized cost basis. Cash may be added or withdrawn from the investment pool without limitation.

Cash Equivalents

The Corporation maintains a portion of their funds in short term investments with maturities less than three months in length (\$681,244 as of June 30, 2021). These cash equivalents consist of United States Government Money Market Funds. These funds are not FDIC insured and are therefore exposed to custodial credit risk. The Corporation does not anticipate any losses as a result of this risk. Cash may be added or withdrawn from the money market accounts without limitation.

Cash in Bank

The remainder of the Corporation's cash (\$2,790,607 as of June 30, 2021) is held in financial institutions which are either insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000 per depositor or certain non-interest-bearing accounts that are fully insured by the FDIC. As of June 30, 2021, The Corporation held \$2,290,607 in excess of the FDIC insured amounts. The Corporation reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The Corporation has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

E. Accounts Receivable

As of June 30, 2021, accounts receivable consisted of the following:

	Audeo Charter School II	Audeo Charter School III	Audeo Valley	Grossmont Secondary School	Sweetwater Secondary School	Total
Interest	\$ 1,535	\$ 549	\$ -	\$ 3,358	\$ 1,918	\$ 7,360
Other local sources	312,970	89,525	-	390,302	347,187	1,139,984
Total Accounts Receivable	<u>\$ 314,505</u>	<u>\$ 90,074</u>	<u>\$ -</u>	<u>\$ 393,660</u>	<u>\$ 349,105</u>	<u>\$ 1,147,344</u>

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

	Audeo Charter School II	Audeo Charter School III	Audeo Valley	Grossmont Secondary School	Sweetwater Secondary School	Total
Federal Government						
Special Education	\$ 64,724	\$ 19,708	\$ -	\$ 41,927	\$ 147,212	\$ 273,571
ESSA CSI	49,121	-	-	61,499	-	110,620
ESSER	29,587	32,493	-	28,905	124,974	215,959
Other Federal Programs	1,216	5,385	-	9,841	3,842	20,284
State Government						
State Aid	993,732	274,755	-	1,246,341	1,118,621	3,633,449
Lottery Funding	20,588	8,341	-	23,501	21,449	73,879
Mental Health	20,656	16,146	-	14,901	47,750	99,453
Special Education	60,601	24,545	-	69,053	62,915	217,114
Other State Programs	14,660	8,116	-	5,369	16,173	44,318
Local Government						
Property tax payments	8,998	-	-	-	-	8,998
Total Accounts Receivable - Grantor Government	\$ 1,263,883	\$ 389,489	\$ -	\$ 1,501,337	\$ 1,542,936	\$ 4,697,645

F. Prepaid Expenses

As of June 30, 2021, prepaid expenses consisted of the following:

	Audeo Charter School II	Audeo Charter School III	Audeo Valley	Grossmont Secondary School	Sweetwater Secondary School	Total
Prepaid rent and leases	\$ 22,332	\$ 9,865	\$ 16,867	\$ 14,700	\$ 21,858	\$ 85,622
Prepaid vendors	86,503	37,641	69,098	97,223	95,284	385,749
Total Prepaid Expenses	\$ 108,835	\$ 47,506	\$ 85,965	\$ 111,923	\$ 117,142	\$ 471,371

G. Property and Equipment

Property and equipment for Audeo Charter School II consisted of the following at June 30, 2021:

Audeo Charter School II	Beginning Balance	Additions	Deletions	Ending Balance
Depreciable Capital Assets				
Leasehold Improvements	\$ 1,074,969	\$ -	\$ 61,799	\$ 1,013,170
Equipment, Furniture, and Fixtures	132,757	14,092	15,526	131,323
Total Depreciable Capital Assets	1,207,726	14,092	77,325	1,144,493
Total Capital Assets	1,207,726	14,092	77,325	1,144,493
Less Accumulated Depreciation	(348,786)	(185,871)	(39,690)	(494,967)
Capital Assets, Net	\$ 858,940	\$ (171,779)	\$ 37,635	\$ 649,526

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

Property and equipment for Audeo Charter School III consisted of the following at June 30, 2021:

<u>Audeo Charter School III</u>	Beginning Balance	Additions	Deletions	Ending Balance
Non-Depreciable Capital Assets				
Work in Progress	\$ 63,852	\$ -	\$ 63,852	\$ -
Total Non-Depreciable Capital Assets	<u>63,852</u>	<u>-</u>	<u>63,852</u>	<u>-</u>
Depreciable Capital Assets				
Leasehold Improvements	-	357,446	-	357,446
Equipment, Furniture, and Fixtures	15,526	28,868	-	44,394
Total Depreciable Capital Assets	<u>15,526</u>	<u>386,314</u>	<u>-</u>	<u>401,840</u>
Total Capital Assets	79,378	386,314	63,852	401,840
Less Accumulated Depreciation	(2,070)	(29,193)	-	(31,263)
Capital Assets, Net	<u>\$ 77,308</u>	<u>\$ 357,121</u>	<u>\$ 63,852</u>	<u>\$ 370,577</u>

Property and equipment for Audeo Valley consisted of the following at June 30, 2021:

<u>Audeo Valley</u>	Beginning Balance	Additions	Deletions	Ending Balance
Depreciable Capital Assets				
Leasehold Improvements	\$ -	\$ 205,813	\$ -	\$ 205,813
Equipment, Furniture, and Fixtures	-	10,351.0	-	10,351.0
Total Depreciable Capital Assets	<u>-</u>	<u>216,164</u>	<u>-</u>	<u>216,164</u>
Total Capital Assets	-	216,164	-	216,164
Less Accumulated Depreciation	-	-	-	-
Capital Assets, Net	<u>\$ -</u>	<u>\$ 216,164</u>	<u>\$ -</u>	<u>\$ 216,164</u>

Property and equipment for Grossmont Secondary School consisted of the following at June 30, 2021:

<u>Grossmont Secondary School</u>	Beginning Balance	Additions	Deletions	Ending Balance
Non-Depreciable Capital Assets				
Work in Progress	\$ 89,862	\$ -	\$ 89,862	\$ -
Total Non-Depreciable Capital Assets	<u>89,862</u>	<u>-</u>	<u>89,862</u>	<u>-</u>
Depreciable Capital Assets				
Leasehold Improvements	886,349	89,862	-	976,211
Equipment, Furniture, and Fixtures	68,570	16,098	-	84,668
Total Depreciable Capital Assets	<u>954,919</u>	<u>105,960</u>	<u>-</u>	<u>1,060,879</u>
Total Capital Assets	1,044,781	105,960	89,862	1,060,879
Less Accumulated Depreciation	(388,124)	(322,758)	-	(710,882)
Capital Assets, Net	<u>\$ 656,657</u>	<u>\$ (216,798)</u>	<u>\$ 89,862</u>	<u>\$ 349,997</u>

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

Property and equipment for Sweetwater Secondary School consisted of the following at June 30, 2021:

<u>Sweetwater Secondary School</u>	<u>Beginning Balance</u>	<u>Additions</u>	<u>Deletions</u>	<u>Ending Balance</u>
Non-Depreciable Capital Assets				
Work in Progress	\$ 96,250	\$ 9,447	\$ -	\$ 105,697
Total Non-Depreciable Capital Assets	<u>96,250</u>	<u>9,447</u>	<u>-</u>	<u>105,697</u>
Depreciable Capital Assets				
Leasehold Improvements	855,757	25,978	-	881,735
Equipment, Furniture, and Fixtures	75,593	14,663	-	90,256
Total Depreciable Capital Assets	<u>931,350</u>	<u>40,641</u>	<u>-</u>	<u>971,991</u>
Total Capital Assets	1,027,600	50,088	-	1,077,688
Less Accumulated Depreciation	(239,838)	(158,639)	-	(398,477)
Capital Assets, Net	<u>\$ 787,762</u>	<u>\$ (108,551)</u>	<u>\$ -</u>	<u>\$ 679,211</u>

Combined property and equipment for Audeo Charter School consisted of the following at June 30, 2021:

<u>Combined Audeo Charter School Corporation</u>	<u>Beginning Balance</u>	<u>Additions</u>	<u>Deletions</u>	<u>Ending Balance</u>
Non-Depreciable Capital Assets				
Work in Progress	\$ 249,964	\$ 9,447	\$ 153,714	\$ 105,697
Total Non-Depreciable Capital Assets	<u>249,964</u>	<u>9,447</u>	<u>153,714</u>	<u>105,697</u>
Depreciable Capital Assets				
Leasehold Improvements	2,817,075	679,099	61,799	3,434,375
Equipment, Furniture, and Fixtures	292,446	84,072	15,526	360,992
Total Depreciable Capital Assets	<u>3,109,521</u>	<u>763,171</u>	<u>77,325</u>	<u>3,795,367</u>
Total Capital Assets	3,359,485	772,618	231,039	3,901,064
Less Accumulated Depreciation	(978,818)	(696,461)	(39,690)	(1,635,589)
Capital Assets, Net	<u>\$ 2,380,667</u>	<u>\$ 76,157</u>	<u>\$ 191,349</u>	<u>\$ 2,265,475</u>

H. Accounts Payable

As of June 30, 2021, accounts payable consisted of:

	<u>Audeo Charter School II</u>	<u>Audeo Charter School III</u>	<u>Audeo Valley</u>	<u>Grossmont Secondary School</u>	<u>Sweetwater Secondary School</u>	<u>Total</u>
Vendors payable	\$ 16,943	\$ 8,613	\$ -	\$ 19,436	\$ 37,002	\$ 81,994
Sponsoring school district	31,046	37,972	-	38,268	34,110	141,396
Other current liabilities	4,861	2,298	-	5,187	5,085	17,431
Total accounts payable	<u>\$ 52,850</u>	<u>\$ 48,883</u>	<u>\$ -</u>	<u>\$ 62,891</u>	<u>\$ 76,197</u>	<u>\$ 240,821</u>

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**
Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

I. Unearned Revenue

At year end, the following schools each had performance obligations remaining for the following programs:

	Audeo Charter School II	Audeo Charter School III	Audeo Valley	Grossmont Secondary School	Sweetwater Secondary School	Total
ESSA School Improvement	\$ 86,918	\$ -	\$ -	\$ 14,861	\$ -	\$ 101,779
Career Technical Education Incentive Grant	203,279	72,874	-	221,625	173,755	671,533
Total Unearned Revenue	\$ 290,197	\$ 72,874	\$ -	\$ 236,486	\$ 173,755	\$ 773,312

The following table provides information about significant changes in unearned revenue for the year ended June 30, 2021:

	Audeo Charter School II	Audeo Charter School III	Audeo Valley	Grossmont Secondary School	Sweetwater Secondary School	Total
Unearned Revenue, beginning of period	\$ 42,531	\$ 39,589	\$ -	\$ 23,634	\$ -	\$ 105,754
Increases in deferred revenue due to cash received during the period	247,666	72,874	-	236,486	173,755	730,781
Decreases in deferred revenue due to performance obligations met during the period	-	(39,589)	-	(23,634)	-	(63,223)
Unearned Revenue, end of period	\$ 290,197	\$ 72,874	\$ -	\$ 236,486	\$ 173,755	\$ 773,312

J. Net Assets With Donor Restrictions

Net assets with donor restrictions are restricted for the following purposes or periods at June 30, 2021:

	Audeo Charter School II	Audeo Charter School III	Audeo Valley	Grossmont Secondary School	Sweetwater Secondary School	Total
Subject to expenditure for specified purpose:						
Lottery - Instructional Materials	\$ -	\$ 4,272	\$ -	\$ 17,333	\$ -	\$ 21,605
Classified School Employee Prof. Development Block Grant	1,358	-	-	719	483	2,560
Expanded Learning Opportunities Grant	104,605	39,595	-	114,990	121,296	380,486
Total net assets with donor restrictions	\$ 105,963	\$ 43,867	\$ -	\$ 133,042	\$ 121,779	\$ 404,651

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose as follows for the year ended June 30, 2021:

	Audeo Charter School II	Audeo Charter School III	Audeo Valley	Grossmont Secondary School	Sweetwater Secondary School	Total
Beginning restricted net assets	\$ (9,761)	\$ -	\$ -	\$ 828	\$ 483	\$ (8,450)
Restricted grants received	1,066,766	502,965	-	1,136,107	1,167,245	3,873,083
Contributions from unrestricted sources	267,204	166,859	-	360,880	292,495	1,087,438
Net assets released from restriction:						
Restricted purpose satisfied	(1,218,246)	(625,957)	-	(1,364,773)	(1,338,444)	(4,547,420)
Ending restricted net assets	\$ 105,963	\$ 43,867	\$ -	\$ 133,042	\$ 121,779	\$ 404,651

**AUDEO CHARTER SCHOOL
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Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

K. Loans Payable

On May 7, 2020 the Corporation was approved for \$1,470,300 in Paycheck Protection Program (PPP) Loan from the Small Business Administration. The PPP, established as part of the Coronavirus Aid, Relief and Economic Securities Act (CARES Act), provides for loans to qualifying businesses for amounts up to 2.5 times of the average monthly payroll expenses of the qualifying business. The loans and accrued interest are forgivable after 24 weeks as long as the borrower uses the loan proceeds for eligible purposes, including payroll, benefits, rent and utilities, and maintains its payroll levels. The Corporation demonstrated full compliance and the loan was forgiven in full on July 1, 2021.

In August 2019, Audeo Charter School III entered into a \$150,000 revolving loan with the California School Finance Authority. The loan has an interest rate of 0.54% and matures in July 2023. The balance as of June 30, 2021 is \$100,002.

Future minimum payments are as follows:

Year Ending June 30,	Principal	Interest	Total
2022	\$ 49,998	\$ 1,769	\$ 51,767
2023	50,004	783	50,787
	\$ 100,002	\$ 2,552	\$ 102,554

On March 30, 2021, the Corporation entered into a Charter School Pooled Revenue Anticipation Notes loan with the California School Finance Authority for a loan of \$3,640,000. Loan costs of \$72,778 were paid up front. The full principal of \$3,640,000 became due and was paid in full in August 2021. The effective interest rate on the loan was 2.00%.

**AUDEO CHARTER SCHOOL
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Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

L. Leases

The Corporation leases office space under various operating leases and copy machines under various capital leases expiring at various dates through 2028.

Future minimum lease payments are as follows:

<u>Year Ended June 30</u>	<u>Capital Leases</u>	<u>Operating Leases</u>
2022	\$ 35,160	\$ 937,123
2023	35,160	620,984
2024	30,765	308,849
2025	9,364	128,452
2026	-	132,239
Thereafter	-	217,219
Total minimum lease payments	<u>110,449</u>	<u>\$ 2,344,866</u>
Less amount representing interest	<u>(8,537)</u>	
Capital lease obligation	<u>\$ 101,912</u>	

Rent expense for facilities leases for the year ended June 30, 2021, totaled \$846,087. In accordance with generally accepted accounting principles, rent is expensed on a straight-line method. The difference between rent expense and cash payments for rent is a deferred lease liability of \$60,609.

M. Employee Retirement System

Qualified employees are covered under multiple-employer defined benefit pension plans by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

- a. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
- b. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
- c. If the Corporation choose to stop participating in some of its multi-employer plans, the Corporation may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

**AUDEO CHARTER SCHOOL
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Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

The Corporation's participation in these plans for the fiscal year ended June 30, 2021, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2021, 2020 and 2019 is for the plan's year-end at June 30, 2021, 2020 and 2019, respectively. The zone status is based on information that the School received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

Period to Period Comparability:

There are no economic or other factors that affect period to period comparability as presented below.

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30,			FIP/RP Status Pending/ Implemented	
		2021	2020	2019		
Audeo Charter School II						
CalSTRS	37205	Yellow	Yellow	Yellow	No	
CalPERS	5205480467	Yellow	Yellow	Yellow	No	
Audeo Charter School III						
CalSTRS	37216	Yellow	Yellow	Yellow	No	
CalPERS	2905906925	Yellow	Yellow	Yellow	No	
Grossmont Secondary School						
CalSTRS	37207	Yellow	Yellow	Yellow	No	
CalPERS	1989668678	Yellow	Yellow	Yellow	No	
Sweetwater Secondary School						
CalSTRS	37210	Yellow	Yellow	Yellow	No	
CalPERS	4647994257	Yellow	Yellow	Yellow	No	
Pension Fund		Contributions			Number of Employees	Surcharge Imposed
		2021	2020	2019		
Audeo Charter School II						
CalSTRS	\$ 344,346	\$ 332,907	\$ 356,442	31	No	
CalPERS	73,877	44,784	80,820	12	No	
Audeo Charter School III						
CalSTRS	162,246	147,129	163,622	23	No	
CalPERS	36,946	5,770	14,535	13	No	
Grossmont Secondary School						
CalSTRS	433,432	385,378	374,525	35	No	
CalPERS	141,059	98,237	95,814	22	No	
Sweetwater Secondary School						
CalSTRS	422,933	375,482	322,735	39	No	
CalPERS	74,784	77,914	52,068	17	No	
Total	\$ 1,689,623	\$ 1,467,601	\$ 1,460,561	192		

**AUDEO CHARTER SCHOOL
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Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

CalSTRS:

The Schools contribute to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level of percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2021, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 16.15% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2021 the State contributed \$509,383 (10.238% of certificated salaries) on behalf of the Corporation.

CalPERS:

The School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, with the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

Active plan members are required to contribute 7% of their salary and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2020-21 was 20.70% of classified salaries. The School made contributions as noted above.

N. Joint Ventures (Joint Powers Agreements)

The Corporation participates in two joint powers agreement (JPA) entities, the San Diego County Schools Risk Management (SDCSRM) and the San Diego County Schools Fringe Benefits Consortium (FBC).

The JPAs arrange for and provide for various types of insurances for its member districts and charter schools as requested. The JPAs are governed by boards consisting of one or more representatives from each member. The boards control the operations of the JPAs, including selection of management and approval of operating budgets, independent of any influence by the member districts and schools beyond their representation on the boards. Each member district and school pay a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPAs.

Information on JPAs financials can be obtained by contacting the JPAs directly at 6401 Linda Vista Road, San Diego, CA 92111.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

O. Related Party Transactions

Related parties as defined by generally accepted accounting standards include:

1. Affiliates of the entity,
2. Management and members of their immediate families, or
3. Other parties that can significantly influence management or operating policies.

Student Success Programs, Audeo Charter School Corporation, and Mirus Education are affiliated through common executive management. In order to benefit from cost savings associated with sharing of employees, bulk purchasing, and other negotiations that benefit all three organizations, the organizations reimburse such expenses to the organization paying the transaction if there are any.

During the year ended June 30, 2021, Student Success Programs made a transfer to the Corporation in the amount of \$1,591,468 in order to transfer fund balance generated by a school site that was originally part of one of the Student Success Program's charter schools into a newly established charter school for the school site. The establishment of the new charter school resulted from Student Success Programs curing an order to comply with geographic location restrictions under Education Code §47605.1 as amended by Assembly Bill 1505 and Assembly Bill 1507.

The following represent related party accounts receivable at June 30, 2021:

<u>Affiliated Organization</u>	<u>Receivable</u>	<u>Purpose</u>	<u>Repayment Term</u>
Student Success Programs	\$ 1,375,304	Fund balance transfer	Due within 90 days
Total	<u>\$ 1,375,304</u>		

The following represented related party accounts payable at June 30, 2021.

<u>Affiliated Organization</u>	<u>Payable</u>	<u>Purpose</u>	<u>Repayment Term</u>
Student Success Programs	\$ 93,231	Reimburse expenses	Due within 90 days
Total	<u>\$ 93,231</u>		

P. Other Charter School Requirements

1. Each school administers to each pupil the achievement test designed by the California State Board of Education, such as CAASPP, ELPAC, and Physical Fitness Test.
2. All teachers hold a valid California Teaching Credential.
3. Each school has complied with the state requirements relating to the number of instructional days.

**AUDEO CHARTER SCHOOL
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Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

Q. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective over the next few fiscal years:

Description	Date Issued	Fiscal Year Effective
FASB Accounting Standards Update 2016-02 - <i>Leases (Topic 842)</i>	Feb-16	2022-23
FASB Accounting Standards Update 2016-13 - <i>Credit Losses (Topic 326)</i>	Jun-16	2023-24
FASB Accounting Standards Update 2017-04 - <i>Intangibles, Goodwill & Other (Topic 350)</i>	Jan-17	2023-24
FASB Accounting Standards Update 2017-12 - <i>Derivatives and Hedging (Topic 815)</i>	Aug-17	2021-22
FASB Accounting Standards Update 2018-01 - <i>Leases (Topic 842)</i>	Jan-18	2022-23
FASB Accounting Standards Update 2018-10 - <i>Codification Improvements to Topic 842 Leases</i>	Jul-18	2021-22
FASB Accounting Standards Update 2018-11 - <i>Leases Targeted Improvements (Topic 842)</i>	Jul-18	2022-23
FASB Accounting Standards Update 2018-12 - <i>Financial Services Insurance (Topic 944)</i>	Aug-18	2024-25
FASB Accounting Standards Update 2018-14 - <i>Compensation, Retirement Benefits - Defined Benefit Plans (Topic 715-20)</i>	Aug-18	2022-23
FASB Accounting Standards Update 2018-15 - <i>Intangibles, Goodwill and Other, Internal Use Software (Topic 350-40)</i>	Aug-18	2021-22
FASB Accounting Standards Update 2018-16 - <i>Derivatives and Hedging (Topic 815)</i>	Oct-18	2021-22
FASB Accounting Standards Update 2018-17 - <i>Consolidation (Topic 810)</i>	Oct-18	2021-22
FASB Accounting Standards Update 2018-18 - <i>Collaborative Arrangements (Topic 808)</i>	Nov-18	2021-22
FASB Accounting Standards Update 2018-19 - <i>Codification Improvements for Credit Losses (Topic 326)</i>	Nov-18	2023-24
FASB Accounting Standards Update 2018-20 - <i>Leases (Topic 842)</i>	Dec-18	2022-23
FASB Accounting Standards Update 2019-01 - <i>Leases (Topic 842)</i>	Mar-19	2022-23
FASB Accounting Standards Update 2019-02 - <i>Entertainment Film Costs (Topic 926-20)</i>	Mar-19	2021-22
FASB Accounting Standards Update 2019-09 - <i>Financial Services, Insurance (Topic 944)</i>	Nov-19	2024-25
FASB Accounting Standards Update 2019-10 - <i>Financial Instruments, Credit Losses</i>	Nov-19	2023-24

**AUDEO CHARTER SCHOOL
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Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

Description	Date Issued	Fiscal Year Effective
FASB Accounting Standards Update 2019-10 - <i>Derivatives and Hedging (Topic 815)</i>	Nov-19	2021-22
FASB Accounting Standards Update 2019-12 - <i>Income Taxes (Topic 740)</i>	Dec-19	2022-23
FASB Accounting Standards Update 2020-01 - <i>Investments (Topics 321, 323, and 815)</i>	Jan-20	2022-23
FASB Accounting Standards Update 2020-05 - <i>Revenue from Contracts with Customers (Topic 606)</i>	Jun-20	2022-23
FASB Accounting Standards Update 2020-05 - <i>Leases (Topic 842)</i>	Jun-20	2022-23
FASB Accounting Standards Update 2020-06 - <i>Debt (Topic 470-20)</i>	Aug-20	2024-25
FASB Accounting Standards Update 2020-06 - <i>Derivatives and Hedging (Topic 815-40)</i>	Aug-20	2024-25
FASB Accounting Standards Update 2020-07 - <i>Not-For-Profit Entities (Topic 958)</i>	Sep-20	2021-22
FASB Accounting Standards Update 2020-08 - <i>Codification Improvements for Receivables (Topic 310-20)</i>	Oct-20	2022-23
FASB Accounting Standards Update 2020-10 - <i>Codification Improvements</i>	Nov-20	2025-26
FASB Accounting Standards Update 2021-02 - <i>Franchisors Revenue (Topic 952-606)</i>	Jan-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Earnings Per Share (Topic 260)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Debt Modifications and Extinguishments (Topic 470-50)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Stock Compensation (Topic 718)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-04 - <i>Derivatives and Hedging (Topic 815-40)</i>	May-21	2022-23
FASB Accounting Standards Update 2021-05 - <i>Leases (Topic 842)</i>	Jul-21	2022-23
FASB Accounting Standards Update 2021-07 - <i>Stock Compensation (Topic 718)</i>	Oct-21	2022-23
FASB Accounting Standards Update 2021-08 - <i>Business Combinations (Topic 805)</i>	Oct-21	2024-25
FASB Accounting Standards Update 2021-09 - <i>Leases (Topic 842)</i>	Nov-21	2022-23

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the future fiscal years are not expected to impact the financial accounting or presentation for the Corporation.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

R. COVID-19 Impact and Considerations

In March 2020 the World Health Organization declared the outbreak of the novel coronavirus COVID-19 a global pandemic. The nature of the pandemic resulted in a mandatory school property closure affecting the Corporation from March 16, 2020 and continuing into the Fall of 2020-21 school year. California Governor Gavin Newsom issued a state-wide executive order mandating that schools remain closed until the county in which the school is located is off the COVID-19 watch list for fourteen consecutive days. The school operated by The Corporation continued with independent study programs for their students during the mandated school closure period. Resource centers re-opened in October 2020 on modified schedules in accordance with the Corporation's re-opening plan that included enhanced safety measures and personal protective equipment for employees and students.

In addition to school closures, new regulations and safety measures were required to be put in place by all schools in California as part of a re-opening plan. The Corporation has established a re-opening plan that they believe will provide a safe environment for the students and teachers.

The federal and state government have provided schools with temporary funds to assist in the additional costs that resulted from the COVID-19 pandemic. Additionally, no attendance was reported for the 2020-21 fiscal year with all local education agencies, including charter schools, continuing funding based on 2019-20 reported attendance. Already offering an independent study model, The Corporation was able to adapt quickly and provide the same exceptional level of service to students as were provided prior to the pandemic. Additionally, The Corporation has added services for students to address pandemic related issues, including mental health concerns.

**AUDEO CHARTER SCHOOL
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Notes to the Financial Statements (Continued)
Year Ended June 30, 2021

S. Subsequent Events

Subsequent to fiscal year end the Corporation entered into new facility lease agreements. The agreements provide for monthly payments that vary each year. The leases vary in length from twenty-four months to eighty-eight months.

Future minimum lease payments under the agreements are as follows:

Audeo Valley			
Year Ended June 30,	Rent Expense	Lease Payments	Deferred Rent
2022	\$ -	\$ -	\$ -
2023	156,262	126,611	29,651
2024	156,262	156,491	29,422
2025	156,262	161,186	24,499
2026	156,262	166,021	14,740
Thereafter	156,262	171,001	-
Total	\$ 781,310	\$ 781,310	

Grossmont Secondary School			
Year Ended June 30,	Rent Expense	Lease Payments	Deferred Rent
2022	\$ 42,830	\$ 41,151	\$ 1,679
2023	46,724	45,715	2,688
2024	46,724	46,629	2,783
2025	46,724	47,562	1,945
2026	46,724	48,513	156
Thereafter	3,894	4,050	-
Total	\$ 233,620	\$ 233,620	

Sweetwater Secondary School			
Year Ended June 30,	Rent Expense	Lease Payments	Deferred Rent
2022	\$ 100,049	\$ 79,462	\$ 20,587
2023	200,229	196,163	24,653
2024	200,229	202,048	22,834
2025	200,229	208,109	14,953
2026	158,351	169,288	4,016
Thereafter	41,551	45,568	-
Total	\$ 900,638	\$ 900,638	

Supplementary Information

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**
Combining Statement of Financial Position
June 30, 2021

	Audeo Charter School II	Audeo Charter School III	Audeo Valley	Grossmont Secondary School	Sweetwater Secondary School	Elimination	Total
Assets							
Cash and cash equivalents	\$ 1,860,993	\$ 842,434	\$ -	\$ 2,942,951	\$ 1,951,548	\$ -	\$ 7,597,926
Accounts receivable	314,505	90,074	-	393,660	349,105	-	1,147,344
Accounts receivable - grantor government	1,263,883	389,489	-	1,501,337	1,542,936	-	4,697,645
Accounts receivable - related entities	-	-	1,375,304	-	-	-	1,375,304
Intracompany receivables	1,622	-	-	-	-	(1,622)	-
Prepaid expenses	108,835	47,506	85,965	111,923	117,142	-	471,371
Security deposits	15,556	431	-	8,521	12,857	-	37,365
Property and equipment, net	649,526	370,577	216,164	349,997	679,211	-	2,265,475
Total Assets	<u>\$ 4,214,920</u>	<u>\$ 1,740,511</u>	<u>\$ 1,677,433</u>	<u>\$ 5,308,389</u>	<u>\$ 4,652,799</u>	<u>\$ (1,622)</u>	<u>\$ 17,592,430</u>
Liabilities and Net Assets							
Liabilities							
Accounts payable	\$ 52,850	\$ 48,883	\$ -	\$ 62,891	\$ 76,197	\$ -	\$ 240,821
Accounts payable - grantor government	-	-	-	-	-	-	-
Accounts payable - related entity	1,878	764	85,965	2,666	1,958	-	93,231
Accrued payroll and related liabilities	46,008	22,100	-	55,538	54,154	-	177,800
Accrued vacation liability	7,349	-	-	12,884	5,661	-	25,894
Intracompany payables	-	1,622	-	-	-	(1,622)	-
Unearned revenue	290,197	72,874	-	236,486	173,755	-	773,312
Deferred lease liability	31,704	4,982	-	9,429	14,494	-	60,609
Capital lease obligations	32,324	10,775	-	29,796	29,017	-	101,912
Notes and loans payable	1,414,698	579,921	-	1,677,880	1,537,803	-	5,210,302
Total Liabilities	<u>1,877,008</u>	<u>741,921</u>	<u>85,965</u>	<u>2,087,570</u>	<u>1,893,039</u>	<u>(1,622)</u>	<u>6,683,881</u>
Net Assets							
Without donor restrictions							
Undesignated	1,582,423	584,146	1,375,304	2,737,780	1,958,770	-	8,238,423
Invested in property and equipment, net	649,526	370,577	216,164	349,997	679,211	-	2,265,475
	<u>2,231,949</u>	<u>954,723</u>	<u>1,591,468</u>	<u>3,087,777</u>	<u>2,637,981</u>	<u>-</u>	<u>10,503,898</u>
With donor restrictions							
Restricted for state programs	105,963	43,867	-	133,042	121,779	-	404,651
	<u>105,963</u>	<u>43,867</u>	<u>-</u>	<u>133,042</u>	<u>121,779</u>	<u>-</u>	<u>404,651</u>
Total Net Assets	<u>2,337,912</u>	<u>998,590</u>	<u>1,591,468</u>	<u>3,220,819</u>	<u>2,759,760</u>	<u>-</u>	<u>10,908,549</u>
Total Liabilities and Net Assets	<u>\$ 4,214,920</u>	<u>\$ 1,740,511</u>	<u>\$ 1,677,433</u>	<u>\$ 5,308,389</u>	<u>\$ 4,652,799</u>	<u>\$ (1,622)</u>	<u>\$ 17,592,430</u>

See accompanying notes to supplementary information.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**
Combining Statement of Activities
June 30, 2021

	Audeo Charter School II		Audeo Charter School III		Audeo Valley		Grossmont Secondary School		Sweetwater Secondary School		Total Audeo Charter School Corporation		
	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions	Total								
Revenue, Support, and Gains													
Local Control Funding Formula (LCFF) sources													
State aid	\$ 3,035,978	\$ -	\$ 830,550	\$ -	\$ -	\$ -	\$ 3,758,796	\$ -	\$ 3,348,965	\$ -	\$ 10,974,289	\$ -	\$ 10,974,289
Education protection account state aid	59,588	-	24,172	-	-	-	68,046	-	62,010	-	213,816	-	213,816
Transfers in lieu of property taxes	8,998	-	550,369	-	-	-	-	-	-	-	559,367	-	559,367
Total LCFF sources	<u>3,104,564</u>	<u>-</u>	<u>1,405,091</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>3,826,842</u>	<u>-</u>	<u>3,410,975</u>	<u>-</u>	<u>11,747,472</u>	<u>-</u>	<u>11,747,472</u>
Federal contracts and grants	-	328,089	-	179,727	-	-	-	387,533	-	441,133	-	1,336,482	1,336,482
State contracts and grants	69,807	738,677	30,691	323,238	-	-	81,484	748,574	76,012	726,112	257,994	2,536,601	2,794,595
Local contracts and grants	133,378	-	171	-	-	-	18,620	-	9,628	-	161,797	-	161,797
Transfer from related party	-	-	-	-	1,591,468	-	-	-	-	-	1,591,468	-	1,591,468
Interest and investment earnings	9,529	-	4,897	-	-	-	20,576	-	13,154	-	48,156	-	48,156
Net assets released from restriction -													
Grant restrictions satisfied	1,218,246	(1,218,246)	625,957	(625,957)	-	-	1,364,773	(1,364,773)	1,338,444	(1,338,444)	4,547,420	(4,547,420)	-
Contributions from unrestricted sources	(267,204)	267,204	(166,859)	166,859	-	-	(360,880)	360,880	(292,495)	292,495	(1,087,438)	1,087,438	-
Total revenue, support, and gains	<u>4,268,320</u>	<u>115,724</u>	<u>1,899,948</u>	<u>43,867</u>	<u>1,591,468</u>	<u>-</u>	<u>4,951,415</u>	<u>132,214</u>	<u>4,555,718</u>	<u>121,296</u>	<u>17,266,869</u>	<u>413,101</u>	<u>17,679,970</u>
Expenses and Losses													
Program services expense	3,268,787	-	1,483,905	-	-	-	4,289,643	-	3,739,547	-	12,781,882	-	12,781,882
Supporting services expense	508,455	-	250,763	-	-	-	560,958	-	571,700	-	1,891,876	-	1,891,876
Loss on investments	24,198	-	-	-	-	-	-	-	-	-	24,198	-	24,198
Total expenses and losses	<u>3,801,440</u>	<u>-</u>	<u>1,734,668</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4,850,601</u>	<u>-</u>	<u>4,311,247</u>	<u>-</u>	<u>14,697,956</u>	<u>-</u>	<u>14,697,956</u>
Change in Net Assets	466,880	115,724	165,280	43,867	1,591,468	-	100,814	132,214	244,471	121,296	2,568,913	413,101	2,982,014
Net Assets, Beginning of Year	1,765,069	(9,761)	789,443	-	-	-	2,986,963	828	2,393,510	483	7,934,985	(8,450)	7,926,535
Net Assets, End of Year	<u>\$ 2,231,949</u>	<u>\$ 105,963</u>	<u>\$ 954,723</u>	<u>\$ 43,867</u>	<u>\$ 1,591,468</u>	<u>\$ -</u>	<u>\$ 3,087,777</u>	<u>\$ 133,042</u>	<u>\$ 2,637,981</u>	<u>\$ 121,779</u>	<u>\$ 10,503,898</u>	<u>\$ 404,651</u>	<u>\$ 10,908,549</u>

See accompanying notes to supplementary information.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**
Combining Statement of Functional Expenses
June 30, 2021

	Audeo Charter School II		Audeo Charter School III		Audeo Valley		Grossmont Secondary School		Sweetwater Secondary School		Total Audeo Charter School Corporation		Total
	Program Services	Supporting Services	Program Services	Supporting Services	Program Services	Supporting Services	Program Services	Supporting Services	Program Services	Supporting Services	Program Services	Supporting Services	
	Educational Programs	Management and General	Educational Programs	Management and General	Educational Programs	Management and General	Educational Programs	Management and General	Educational Programs	Management and General	Educational Programs	Management and General	
Salaries of officers, directors & key employees	\$ 14,666	\$ 3,666	\$ 10,999	\$ 2,750	\$ -	\$ -	\$ 14,666	\$ 3,666	\$ 14,666	\$ 3,666	\$ 54,997	\$ 13,748	\$ 68,745
Other salaries and wages	1,447,106	174,375	688,611	98,182	-	-	2,166,253	216,907	1,783,097	240,051	6,085,067	729,515	6,814,582
Pension expense	381,572	36,652	178,424	20,768	-	-	528,727	45,764	447,694	50,023	1,536,417	153,207	1,689,624
Other employee benefits, taxes, and insurance	389,699	57,846	154,665	38,213	-	-	567,565	79,111	423,234	83,012	1,535,163	258,182	1,793,345
Payroll taxes	29,414	16,590	13,811	8,875	-	-	54,912	22,011	31,089	21,154	129,226	68,630	197,856
Fees for services:													
Legal	5,858	22,546	899	3,546	-	-	3,423	5,457	1,304	5,345	11,484	36,894	48,378
Accounting	-	6,640	-	7,270	-	-	-	6,640	-	6,640	-	27,190	27,190
Special education	126,162	-	103,106	-	-	-	74,699	-	283,550	-	587,517	-	587,517
Professional consulting	2,737	67,332	1,022	15,397	-	-	3,528	47,101	3,478	44,800	10,765	174,630	185,395
District oversight	-	33,097	-	15,732	-	-	-	40,233	-	32,215	-	121,277	121,277
Temporary agency services	-	-	7,763	-	-	-	-	11,404	-	19,499	-	27,262	38,666
Other fees	17,899	-	1,372	-	-	-	21,917	2,700	3,380	-	44,568	2,700	47,268
Advertising and promotion	28,087	1,147	12,399	464	-	-	31,918	1,308	29,253	1,437	101,657	4,356	106,013
Office expenses	38,485	152	14,910	11	-	-	70,754	60	38,960	57	163,109	280	163,389
Information technology	73,729	19,620	44,955	10,838	-	-	78,218	19,190	70,954	21,827	267,856	71,475	339,331
Occupancy	344,354	6,282	123,325	2,548	-	-	179,900	7,174	254,551	6,537	902,130	22,541	924,671
Travel	11,080	232	4,824	42	-	-	14,355	275	12,803	218	43,062	767	43,829
Conferences, conventions, and meetings	6,095	550	600	109	-	-	1,236	109	4,165	-	12,096	768	12,864
Interest	1,911	5,422	618	5,142	-	-	1,730	6,029	1,693	5,651	5,952	22,244	28,196
Depreciation	184,624	1,247	29,193	-	-	-	321,333	1,425	158,291	348	693,441	3,020	696,461
Insurance	520	19,124	246	6,383	-	-	299	19,003	650	15,935	1,715	60,445	62,160
Books and supplies	87,248	2,156	68,093	4,162	-	-	80,493	2,619	92,339	1,352	328,173	10,289	338,462
Maintenance, leases and repairs	53,830	16,225	18,286	6,370	-	-	58,183	14,494	47,409	23,622	177,708	60,711	238,419
Other expenses:	23,711	17,554	5,784	3,961	-	-	15,534	8,278	17,488	7,810	62,517	37,603	100,120
Total expenses included in the expense section on the statement of activities	\$ 3,268,787	\$ 508,455	\$ 1,483,905	\$ 250,763	\$ -	\$ -	\$ 4,289,643	\$ 560,958	\$ 3,739,547	\$ 571,700	\$ 12,781,882	\$ 1,891,876	\$ 14,673,758

See accompanying notes to supplementary information.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**
Combining Statement of Cash Flows
June 30, 2021

	Audeo Charter School II	Audeo Charter School III	Audeo Valley	Grossmont Secondary School	Sweetwater Secondary School	Total
Cash Flows from Operating Activities						
Receipts from federal, state, and local contracts and grants	\$ 3,627,486	\$ 1,334,321	\$ -	\$ 4,131,946	\$ 3,688,141	\$ 12,781,894
Receipts from property taxes	-	550,369	-	-	-	550,369
Receipts from operating interest	17,262	6,585	-	26,261	17,596	67,704
Transfers from related parties	-	-	302,129	-	-	302,129
Payments for salaries, benefits and payroll taxes	(2,533,533)	(1,206,696)	-	(3,679,691)	(3,089,055)	(10,508,975)
Payments to vendors	(809,477)	(437,280)	(85,965)	(828,891)	(931,704)	(3,093,317)
Payments for facility leases	(326,535)	(99,786)	-	(170,647)	(245,259)	(842,227)
Net Cash From Operating Activities	(24,797)	147,513	216,164	(521,022)	(560,281)	(742,423)
Cash Flows from Investing Activities						
Purchase of property and equipment	(14,092)	(322,462)	(216,164)	(16,098)	(50,088)	(618,904)
Other investing activities	48,741	15,120	-	48,821	51,184	163,866
Net Cash Used for Investing Activities	34,649	(307,342)	(216,164)	32,723	1,096	(455,038)
Cash Flows from Financing Activities						
Proceeds from notes and loans payable	998,940	235,978	-	1,246,789	1,108,295	3,590,002
Net proceeds and payments on capital leases	(22,368)	(2,898)	-	(8,818)	(8,856)	(42,940)
Net Cash Used for Financing Activities	976,572	233,080	-	1,237,971	1,099,439	3,547,062
Net Change in Cash and Cash Equivalents	986,424	73,251	-	749,672	540,254	2,349,601
Cash and Cash Equivalents, Beginning of Year	874,569	769,183	-	2,193,279	1,411,294	5,248,325
Cash and Cash Equivalents, End of Year	\$ 1,860,993	\$ 842,434	\$ -	\$ 2,942,951	\$ 1,951,548	\$ 7,597,926
Reconciliation of Change in Net Assets to Net Cash Used For Operating Activities						
Change in net assets	\$ 582,604	\$ 209,147	\$ 1,591,468	\$ 233,028	\$ 365,767	\$ 2,982,014
Adjustments to reconcile change in net assets to net cash:						
Depreciation and amortization	185,871	29,193	-	322,758	158,639	696,461
Loss on disposal of capital assets	24,198	-	-	-	-	24,198
(Increase) Decrease in assets						
Accounts receivable	(304,793)	(87,676)	-	(384,088)	(342,321)	(1,118,878)
Accounts receivable - grantor government	(682,169)	2,400	-	(754,476)	(802,711)	(2,236,956)
Accounts receivable - related entities	-	-	(1,375,304)	-	-	(1,375,304)
Prepaid expenses	(60,817)	(31,554)	(85,965)	(79,251)	(63,649)	(321,236)
Security deposits	2,328	1	-	(1)	(1)	2,327
Increase (Decrease) in liabilities						
Accounts payable	(9,798)	(1,474)	-	(12,153)	3,420	(20,005)
Accounts payable - grantor government	(1,497)	(14)	-	(7)	(30)	(1,548)
Accounts payable - related entities	1,876	(1,820)	85,965	(28,399)	(9,196)	48,426
Accrued payroll and related liabilities	10,704	8,602	-	7,007	2,970	29,283
Accrued vacation liability	(27,955)	(13,498)	-	(35,647)	(45,523)	(122,623)
Unearned revenue	247,666	33,285	-	212,852	173,755	667,558
Deferred lease liability	6,985	921	-	(2,645)	(1,401)	3,860
Net Cash From Operating Activities	\$ (24,797)	\$ 147,513	\$ 216,164	\$ (521,022)	\$ (560,281)	\$ (742,423)

See accompanying notes to supplementary information.

**AUDEO CHARTER SCHOOL
NON-PROFIT CORPORATION**

Organization Structure
Year Ended June 30, 2021

Audeo Charter School Nonprofit Corporation was formed on November 1, 2000 and operated four charter school during the 2020-21 fiscal year. A fifth charter school begins serving students in the 2021-22 fiscal year.

CHARTER SCHOOLS

School	Charter Number	Authorizer
Audeo Charter School II	1835	California State Board of Education
Audeo Charter School III	1935	Escondido Union High School District
Audeo Valley Charter School	2118	Riverside County Office of Education
Grossmont Secondary School	1889	California State Board of Education
Sweetwater Secondary School	1903	California State Board of Education

GOVERNING BOARD

Name	Office	Term and Term Expiration
Gregg Haggart	Chairman	Six Year Term Expires June 30, 2027
Tim Morton	Secretary	Six Year Term Expires June 30, 2027
Laura Barreiro	Member	Six Year Term Expires June 30, 2027

ADMINISTRATION

Mary Searcy Bixby
Founder, President and CEO

Lynne Herrero Alipio
CBO and CFO, Treasurer

See accompanying notes to supplementary information.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Schedule of Instructional Time
Year Ended June 30, 2021

Audeo Charter School II (#1835)

Grade Level	Minimum Daily Minutes Offered	Instructional Days Offered Multi-Track Calendar	J-13A Credited Days	Status
6th Grade	N/A	175	N/A	Complied
7th Grade	N/A	175	N/A	Complied
8th Grade	N/A	175	N/A	Complied
9th Grade	N/A	175	N/A	Complied
10th Grade	N/A	175	N/A	Complied
11th Grade	N/A	175	N/A	Complied
12th Grade	N/A	175	N/A	Complied

Audeo Charter School II is authorized to serve students in grades K-5; however, at this time they are only serving students in grades 6-12.

N/A – Audeo Charter School II is a non-classroom-based charter school, therefore, the instructional time requirements are not applicable to the school.

Audeo Charter School III (#1935)

Grade Level	Minimum Daily Minutes Offered	Instructional Days Offered Multi-Track Calendar	J-13A Credited Days	Status
6th Grade	N/A	175	N/A	Complied
7th Grade	N/A	175	N/A	Complied
8th Grade	N/A	175	N/A	Complied
9th Grade	N/A	175	N/A	Complied
10th Grade	N/A	175	N/A	Complied
11th Grade	N/A	175	N/A	Complied
12th Grade	N/A	175	N/A	Complied

N/A – Audeo Charter School III is a non-classroom-based charter school, therefore, the instructional time requirements are not applicable to the school.

Audeo Valley Charter School (#2118)

N/A – Audeo Valley Charter School did not begin serving students during the 2020-21 fiscal year.

See accompanying notes to supplementary information.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**
Schedule of Instructional Time, Continued
Year Ended June 30, 2021

Grossmont Secondary School (#1889)

<u>Grade Level</u>	<u>Minimum Daily Minutes Offered</u>	<u>Instructional Days Offered Multi-Track Calendar</u>	<u>J-13A Credited Days</u>	<u>Status</u>
7th Grade	N/A	175	N/A	Complied
8th Grade	N/A	175	N/A	Complied
9th Grade	N/A	175	N/A	Complied
10th Grade	N/A	175	N/A	Complied
11th Grade	N/A	175	N/A	Complied
12th Grade	N/A	175	N/A	Complied

N/A – Grossmont Secondary School is a non-classroom-based charter school, therefore, the instructional time requirements are not applicable to the school.

Sweetwater Secondary School (#1903)

<u>Grade Level</u>	<u>Minimum Daily Minutes Offered</u>	<u>Instructional Days Offered Multi-Track Calendar</u>	<u>J-13A Credited Days</u>	<u>Status</u>
7th Grade	N/A	175	N/A	Complied
8th Grade	N/A	175	N/A	Complied
9th Grade	N/A	175	N/A	Complied
10th Grade	N/A	175	N/A	Complied
11th Grade	N/A	175	N/A	Complied
12th Grade	N/A	175	N/A	Complied

N/A – Sweetwater Secondary School is a non-classroom-based charter school, therefore, the instructional time requirements are not applicable to the school.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Schedule of Financial Trends and Analysis
Year Ended June 30, 2021

	Budget 2022	2021	2020	2019
Revenues	\$ 16,843,666	\$ 17,679,970	\$ 15,011,374	\$ 13,620,768
Expenses	<u>16,001,484</u>	<u>14,697,956</u>	<u>13,204,897</u>	<u>12,066,030</u>
Change in Net Assets	<u>842,182</u>	<u>2,982,014</u>	<u>1,806,477</u>	<u>1,554,738</u>
Ending Net Assets	<u>\$ 11,750,731</u>	<u>\$ 10,908,549</u>	<u>\$ 7,926,535</u>	<u>\$ 6,120,058</u>
Unrestricted Net Assets	<u>\$ 11,750,731</u>	<u>\$ 10,503,898</u>	<u>\$ 7,934,985</u>	<u>\$ 6,107,310</u>
Unrestricted net assets as a percentage of total expenses	<u>73.44%</u>	<u>71.47%</u>	<u>60.09%</u>	<u>50.62%</u>
Total Long Term Debt	<u>\$ 66,752</u>	<u>\$ 5,312,214</u>	<u>\$ 923,652</u>	<u>\$ 30,533</u>
ADA at P2	<u>1,382</u>	<u>N/A</u>	<u>1,069</u>	<u>940</u>

The Corporation's ending net assets has increased by \$4,788,491 (78%) over the past two fiscal years. The significant increase is in large due to growth in average daily attendance (ADA) and additional funding received as a result of the COVID-19 pandemic. Restricted ending net assets include multi-year grants that will be expended over the next one to three years.

As a result of the COVID-19 pandemic there was no attendance reporting for the 2020-21 fiscal year. Each LEA was funded based on the 2019-20 average daily attendance (ADA) reported.

Long term debt has increased by \$5,281,681 over the past two fiscal years.

The 2021-22 budget is presented for purposes of analysis only and has not been audited. Net assets are projected to increase by \$842,182 and ADA is projected to be 1,382 for the 2021-22 fiscal year.

See accompanying notes to supplementary information.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements
Year Ended June 30, 2021

	Audeo Charter School II	Audeo Charter School III	Grossmont Secondary School	Sweetwater Secondary School
June 30, 2021 annual financial alternative form net assets:	\$ 2,337,914	\$ 998,591	\$ 3,220,819	\$ 2,759,759
Adjustments and reclassifications:				
Rounding	(2)	(1)	-	1
Total adjustments and reclassifications	(2)	(1)	-	1
June 30, 2021 audited financial statements net assets:	\$ 2,337,912	\$ 998,590	\$ 3,220,819	\$ 2,759,760

See accompanying notes to supplementary information.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2021

Federal Grantor/Pass Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Subrecipient Expenditures	Audeo Charter School Program Expenditures				Total Federal Expenditures
				Audeo Charter School II	Audeo Charter School III	Grossmont Secondary School	Sweetwater Secondary School	
SPECIAL EDUCATION (IDEA) CLUSTER:								
<u>U.S. Department of Education</u>								
Passed through California Department of Education								
IDEA Basic Local Assistance	84.027	13379	\$ -	\$ 24,865	\$ 13,492	\$ 41,927	\$ 39,546	\$ 119,830
IDEA Mental Health	84.027	14468	-	38,198	49,263	-	108,180	195,641
Total Special Education (IDEA) Cluster			-	63,063	62,755	41,927	147,726	315,471
OTHER PROGRAMS:								
<u>U.S. Department of Education</u>								
Direct Program:								
Impact Aid	84.041	N/A	-	16,834	-	-	-	16,834
Passed through California Department of Education								
Title I	84.010	14329	-	50,834	19,073	72,055	70,101	212,063
Title IV Part C - Public Charter Schools Grant	84.282	15385	-	-	26,927	-	-	26,927
Title III - English Learners	84.365	14346	-	1,809	3,015	3,859	6,151	14,834
Title II - Supporting Effective Instruction	84.367	14341	-	4,643	2,949	9,977	10,220	27,789
ESSA: School Improvement Funding for LEAs	84.377	15127	-	82,928	-	140,787	-	223,715
Title IV - Student Support & Academic Enrichment	84.424	15396	-	10,000	10,000	10,000	10,000	40,000
CARES Act - Elementary & Secondary School Emergency Relief	84.425D	15536	-	47,299	14,148	57,222	50,291	168,960
CARES Act - Elementary & Secondary School Emergency Relief II	84.425D	15547	-	45,674	38,297	51,706	146,644	282,321
<u>U.S. Department of the Treasury</u>								
Passed through California Department of Education								
Coronavirus Relief Fund: Learning Loss Mitigation	21.019	25516	-	5,005	2,563	-	-	7,568
Total Other Programs			-	265,026	116,972	345,606	293,407	1,021,011
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ -	\$ 328,089	\$ 179,727	\$ 387,533	\$ 441,133	\$ 1,336,482

See accompanying notes to schedule of expenditures of federal awards.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Notes to the Schedule of Expenditures of Federal Awards
Year Ended June 30, 2021

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of The Corporation and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with requirements of 2 CFR §200.502 *Basis for Determining Federal Awards Expended* and 2CFR §200.510(b) *Schedule of Expenditures of Federal Awards*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

Summary of Significant Accounting Policies

The expenditures reported on the schedule are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule, if any, represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Indirect Cost Rate

Indirect costs were calculated in accordance with 2 CFR §200.412 *Direct and Indirect Costs*. The Corporation used an indirect cost rate of 5.00% based on the rate approved by the California Department of Education for each program which did not have a pre-defined allowable indirect cost rate. The Corporation did not elect to use the 10% de minimis cost rate as covered in 2 CFR §200.414 *Indirect Costs*.

Schoolwide Program

The Corporation operated “schoolwide programs” at Audeo Charter School II, Audeo Charter School III, Grossmont Secondary School, and Sweetwater Secondary School. Using federal funding, schoolwide programs are designed to upgrade an entire educational program within a school for all students, rather than limiting services to certain targeted students. The following federal program amounts were expended by The Corporation in its schoolwide program:

<u>Program</u>	<u>CFDA #</u>	<u>Amount Expended</u>
Title I	84.010	\$ 212,063

Personal Protective Equipment (PPE) (Unaudited)

As a result of the COVID-19 Pandemic the Corporation received personal protective equipment (PPE) valued at \$4,838 from the federal government.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**
Notes to Supplementary Information
Year Ended June 30, 2021

A. Purpose of Schedules

Combining Statement of Financial Position

This schedule provides the information by school which combines into the Corporation's overall statement of net position, with eliminations for activities between the schools within the Corporation.

Combining Statement of Activities

This schedule provides the information by school which combines into the Corporation's overall statement of activities.

Combining Statement of Functional Expenses

This schedule provides the information by school which combines into the Corporation's overall statement of functional expenses.

Organization Structure

This schedule provides information about the Schools' charter numbers, district of authorization, members of the governing board, and members of administration.

Schedule of Instructional Time

This schedule provides information regarding compliance with Education Code §47612.

Compliance with Education Code §47612 includes the following:

- 1) Charter schools may operate up to 5 tracks for attendance reporting.
- 2) Each track must be operated for a minimum of 175 days.
- 3) Each track must offer the required number of instructional minutes specified in Education Code §47612.5.
- 4) No track shall have less than 55% of its school days before April 15 each school year.

Compliance with Education Code §47612.5 involves offering a minimum number of annual instructional minutes as defined by grade level. Under Senate Bill 98 and Senate Bill 820, for the 2020-21 fiscal year, there is no minimum annual or minimum daily instructional minutes requirement for non-classroom based charter schools in existence during the 2019-20 fiscal year.

An LEA that closed due to a qualifying emergency in the 2020-21 fiscal year may submit a Form J-13A to avoid a penalty for not meeting the annual instructional day requirements. The School did not have an emergency closure and as such there are no credited days to account for on the Schedule of Instructional Time.

Schedule of Financial Trends and Analysis

Budget information for 2022 is presented for analysis purposes only and is based on estimates of the 2020-21 fiscal year. The information has not been subject to audit.

This schedule discloses the Corporation's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the School's ability to continue as a going concern for a reasonable period of time.

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Notes to Supplementary Information, Continued
Year Ended June 30, 2021

The Corporation will develop a budget for a single year that supports the goals of each school. When preparing the annual budget, the Schools consider factors such as student population; past years' experience and trends; need for new services, expansion or curtailment of existing services; estimated revenues and proposed expenditures; and governing board priorities.

The budget process includes:

- Enrollment projections and staffing ratios
- Income projections and LCFF calculation
- Audit of personnel database: Changes in staffing, new positions, vacant positions, full-time equivalency calculation and salary movement in the salary schedule such as salary step increases
- Employee Benefits: Determine rates to use in projecting benefits for retirement contributions, social security, unemployment insurance and workers' compensation; and estimates increases regarding component costs of health and welfare benefit costs
- Monitor Governor's budget items for education program
- Monitor legislation or initiatives that impact funding
- Contracts in process and negotiations with key suppliers
- Non-personnel budgets based on goals and past years' experience and trends
- Fixed costs such as utilities, facility leases, service agreements and insurance

The Governing Board approves the budget by May or June of each year for the subsequent fiscal year. The budget is monitored and revised throughout the fiscal year to ensure that it depicts the financial operations and strategic goals are met. Normally, there are three cycles for adopted budget i.e. Preliminary Budget, February Revised Budget, and May Revised Budget.

Operating financial statements are provided to the governing board in its scheduled board meetings.

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance as reported on the Unaudited Financial Report Alternative Forms prepared by the schools to the net assets reported in the audited financial statements.

Other Independent Auditors' Reports

Independent Auditor's Report on Compliance for Each Major Program and on
Internal Control Over Compliance Required by the Uniform Guidance

To the Board of Directors
Audeo Charter School
San Diego, California

Report on Compliance for Each Major Federal Program

We have audited Audeo Charter School's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Audeo Charter School's major federal programs for the year ended June 30, 2021. Audeo Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Audeo Charter School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Audeo Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Audeo Charter School's compliance.

Opinion on Each Major Federal Program

In our opinion, Audeo Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

Report on Internal Control Over Compliance

Management of Audeo Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Audeo Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Audeo Charter School's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Wilkinson Hadley King & Co LLP

El Cajon, California
January 31, 2022

Independent Auditor's Report on Internal Control Over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards*

To the Board of Directors
Audeo Charter School
San Diego, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Audeo Charter School, as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise Audeo Charter School's basic financial statements, and have issued our report thereon dated January 31, 2022.

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Wilkinson Hadley King & Co LLP

El Cajon, California
January 31, 2022

Independent Auditor's Report on State Compliance

To the Board of Directors
Audeo Charter School
San Diego, California

Report on State Compliance

We have audited the Audeo Charter School's compliance with the types of compliance requirements described in the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810, that could have a direct and material effect on each of the Schools' state programs identified below for the fiscal year ended June 30, 2021.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's Audit Guide *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance*, prescribed in Title 5, *California Code of Regulations*, Section 19810. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the comptroller General of the United States; and the State's audit guide *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about each school's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Schools' compliance with those requirements.

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

Description	Procedures Performed				
	Audeo Charter School II	Audeo Charter School III	Audeo Valley	Grossmont Secondary School	Sweetwater Secondary School
Local Education Agencies Other Than Charter Schools					
A. Attendance and Distance Learning.....	N/A	N/A	N/A	N/A	N/A
B. Teacher Certification and Misassignments.....	N/A	N/A	N/A	N/A	N/A
C. Kindergarten Continuance.....	N/A	N/A	N/A	N/A	N/A
F. Instructional Time.....	N/A	N/A	N/A	N/A	N/A
G. Instructional Materials.....	N/A	N/A	N/A	N/A	N/A
H. Ratio of Administrative Employees to Teachers.....	N/A	N/A	N/A	N/A	N/A
I. Classroom Teacher Salaries.....	N/A	N/A	N/A	N/A	N/A
J. Early Retirement Incentive.....	N/A	N/A	N/A	N/A	N/A
K. Gann Limit Calculation.....	N/A	N/A	N/A	N/A	N/A
L. School Accountability Report Card.....	N/A	N/A	N/A	N/A	N/A
O. K-3 Grade Span Adjustment.....	N/A	N/A	N/A	N/A	N/A
Q. Apprenticeship: Related and Supplemental Instruction.....	N/A	N/A	N/A	N/A	N/A
R. Comprehensive School Safety Plan.....	N/A	N/A	N/A	N/A	N/A
S. District of Choice.....	N/A	N/A	N/A	N/A	N/A
School Districts, County Offices of Education, and Charter Schools					
T. California Clean Energy Jobs Act.....	Yes	Yes	N/A	Yes	Yes
V. Proper Expenditure of Education Protection Account Funds.....	Yes	Yes	N/A	Yes	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts.....	Yes	Yes	N/A	Yes	Yes
Charter Schools					
Y. Independent Study - Course Based.....	N/A	N/A	N/A	N/A	N/A
AA. Attendance.....	Yes	Yes	N/A	Yes	Yes
BB. Mode of Instruction.....	N/A	N/A	N/A	N/A	N/A
CC. Nonclassroom Based Instruction/Independent Study.....	Yes	Yes	N/A	Yes	Yes
DD. Determination of Funding for Nonclassroom Based Instruction.....	Yes	Yes	N/A	Yes	Yes
FF. Charter School Facility Grant Program.....	N/A	N/A	N/A	N/A	N/A

The term N/A is used above to mean either the School did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

Opinion on State Compliance

In our opinion, Audeo Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2021.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing. This report is an integral part of an audit performed in accordance with *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Accordingly, this report is not suitable for any other purpose.

Wilkinson Hadley King & Co LLP

El Cajon, California
January 31, 2022

Auditor's Results, Findings & Recommendations

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Schedule of Auditor's Results
Year Ended June 30, 2021

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
One or more material weakness(es) identified?	_____ Yes <u> X </u> No
One or more significant deficiencies identified that are not considered material weakness(es)?	_____ Yes <u> X </u> No
Noncompliance material to financial statements noted?	_____ Yes <u> X </u> No

FEDERAL AWARDS

Internal control over major programs:	
One or more material weakness(es) identified?	_____ Yes <u> X </u> No
One or more significant deficiencies identified that are not considered material weakness(es)?	_____ Yes <u> X </u> No
Type of auditor's report issued on compliance for major programs:	Unmodified
Compliance supplement utilized for single audit	July 2021 with December 2021 Addendum
Any audit findings disclosed that are required to be reported in accordance with 2 CFR §200.516?	_____ Yes <u> X </u> No

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.425D	CARES Act - Elementary & Secondary School Emergency Relief
84.425D	CARES Act - Elementary & Secondary School Emergency Relief II

Dollar threshold used to distinguish between Type A and Type B programs	\$750,000
Auditee qualified as low-risk auditee?	_____ <u> X </u> Yes _____ No

STATE AWARDS

Any audit findings disclosed that are required to be reported in accordance with <i>2020-21 Guide for Annual Audits of California K-12 Local Education Agencies?</i>	_____ Yes <u> X </u> No
Type of auditor's report issued on compliance for state programs:	Unmodified

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**

Schedule of Findings and Questioned Costs
Year Ended June 30, 2021

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), or the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are as follows:

Five Digit Code	AB 3627 Finding Type
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

A. Financial Statement Findings

None

B. Federal Award Findings

None

C. State Award Findings

None

**AUDEO CHARTER SCHOOL
NONPROFIT CORPORATION**
Schedule of Prior Year Audit Findings
Year Ended June 30, 2021

<u>Finding/Recommendation</u>	<u>Status</u>	<u>Explanation if Not Implemented</u>
There were no findings in the prior year audit.	N/A	N/A

Participation Report: All Students

Month 3: 08/23/2021 - 09/17/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	320	182	46.4%	67.2%	89.8%	92.2%
Totals August/September 2020	320	236	59.2%	70.5%	85.2%	89.5%
Difference	0	-54	-12.8%	-3.3%	4.6%	2.7%

*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	NC	NC1		40	26	50.8%	62.7%	86.5%	93.2%
SD	NC	NC2		40	13	26.5%	54.3%	91.4%	92.9%
SD	NC	NC3		40	16	26.7%	51.2%	96.0%	91.9%
SD	NC	NC4		40	30	60.8%	70.9%	85.9%	86.7%
SD	NC	NC5		40	39	76.4%	68.3%	84.4%	86.7%
SD	SC	SC1		40	18	44.2%	65.2%	100.0%	95.2%
SD	SC	SC2		40	26	59.2%	69.0%	93.8%	93.0%
SD	SC	SC3		40	14	26.3%	26.3%	90.9%	90.9%



Participation Report: All Students
Month 4: 09/20/2021 - 10/15/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	280	192	60.6%	65.6%	92.1%	92.2%
Totals September/October 2020	320	253	66.9%	69.3%	87.9%	89.2%
Difference	-40	-61	-6.3%	-3.7%	4.2%	3.0%

*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	NC	NC1		40	27	62.8%	62.7%	93.3%	93.2%
SD	NC	NC3		40	26	60.6%	53.7%	96.0%	93.1%
SD	NC	NC4		40	31	66.5%	69.7%	88.4%	87.2%
SD	NC	NC5		40	39	82.6%	72.2%	85.5%	86.3%
SD	SC	SC1		40	22	48.9%	60.8%	100.0%	96.2%
SD	SC	SC2		40	28	66.3%	68.3%	96.0%	93.7%
SD	SC	SC3		40	19	36.6%	31.7%	90.7%	90.8%



Participation Report: All Students
Month 5: 10/18/2021 - 11/12/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	320	191	52.0%	64.1%	89.1%	91.7%
Totals October/November 2020	320	266	69.0%	69.2%	86.6%	88.7%
Difference	0	-75	-17.0%	-5.1%	2.5%	3.0%

*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	NC	NC1		40	26	59.6%	62.1%	91.7%	92.9%
	NC	NC2		40	10	21.6%	45.8%	86.3%	92.0%
SD	NC	NC3		40	19	37.5%	50.4%	89.6%	92.6%
SD	NC	NC4		40	29	61.2%	68.0%	84.4%	86.6%
SD	NC	NC5		40	38	80.0%	73.8%	84.7%	86.0%
SD	SC	SC1		40	22	52.5%	59.1%	99.0%	96.7%
SD	SC	SC2		40	27	62.1%	67.0%	93.5%	93.7%
SD	SC	SC3		40	20	41.7%	35.0%	85.7%	88.7%

Participation Report: All Students
Month 6: 11/15/2021 - 12/10/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	320	192	52.1%	62.5%	88.4%	91.3%
Totals November/December 2020	320	267	72.1%	69.8%	87.0%	88.5%
Difference	0	-75	-20.0%	-7.3%	1.4%	2.8%

*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	NC	NC1		40	29	62.3%	62.1%	91.0%	92.6%
SD	NC	NC2		40	11	25.2%	42.3%	92.1%	92.0%
SD	NC	NC3		40	17	40.0%	49.0%	94.1%	92.8%
SD	NC	NC4		40	30	63.0%	67.3%	86.9%	86.7%
SD	NC	NC5		40	38	81.8%	74.9%	86.1%	86.0%
SD	SC	SC1		40	23	51.7%	58.1%	92.5%	96.2%
SD	SC	SC2		40	24	53.2%	65.1%	88.6%	93.1%
SD	SC	SC3		40	20	40.0%	36.1%	80.0%	86.5%

Participation Report: All Students
Month 3: 08/23/2021 - 09/17/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	160	103	51.9%	80.0%	86.2%	87.2%
Totals August/September 2020	160	106	53.9%	64.7%	85.7%	85.6%
Difference	0	-3	-2.0%	15.3%	0.5%	1.6%

*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	ES	ES1		40	32	68.3%	68.2%	86.2%	87.2%
SD	ES	ES2		40	23	51.5%	69.6%	91.4%	88.7%
SD	ES	ES3		40	27	50.0%	50.0%	86.3%	86.3%
SD	ES	ES4		40	21	37.9%	37.9%	80.1%	80.1%

Participation Report: All Students
Month 4: 09/20/2021 - 10/15/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	160	111	60.3%	73.5%	91.3%	88.3%
Totals September/October 2020	160	106	55.3%	62.1%	85.7%	85.6%
Difference	0	5	5.0%	11.4%	5.6%	2.7%

*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	ES	ES1		40	31	68.8%	68.3%	88.7%	87.6%
SD	ES	ES2		40	25	55.8%	65.9%	92.3%	89.5%
SD	ES	ES3		40	32	66.9%	55.8%	92.1%	88.6%
SD	ES	ES4		40	23	49.9%	44.2%	93.0%	87.3%

Participation Report: All Students
Month 5: 10/18/2021 - 11/12/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	160	113	63.0%	71.0%	91.6%	88.9%
Totals October/November 2020	160	108	54.9%	60.6%	83.1%	85.1%
Difference	0	5	8.1%	10.4%	8.5%	3.8%

*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	ES	ES1		40	35	75.5%	69.8%	87.9%	87.6%
SD	ES	ES2		40	23	52.2%	63.1%	92.8%	90.0%
SD	ES	ES3		40	28	64.2%	57.9%	94.4%	90.1%
SD	ES	ES4		40	27	60.1%	49.5%	92.7%	89.4%

Participation Report: All Students
Month 6: 11/15/2021 - 12/10/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	160	118	65.7%	70.2%	90.6%	89.2%
Totals November/December 2020	160	115	62.4%	60.9%	87.5%	85.5%
Difference	0	3	3.3%	9.3%	3.1%	3.7%

*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	ES	ES1		40	38	81.0%	71.4%	86.6%	87.5%
SD	ES	ES2		40	27	60.0%	62.7%	91.4%	90.2%
SD	ES	ES3		40	26	60.3%	58.3%	95.3%	90.9%
SD	ES	ES4		40	27	61.5%	52.0%	91.1%	89.8%



Participation Report: All Students
Month 3: 08/23/2021 - 09/17/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	240	229	82.1%	103.7%	92.9%	93.5%
Totals August/September 2020	N/A	N/A	N/A	N/A	N/A	N/A
Variance:	N/A	N/A	N/A	N/A	N/A	N/A

*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
RV	MR	MR1		40	40	95.7%	93.3%	97.0%	95.4%
RV	MR	MR2		40	40	79.9%	79.9%	84.3%	84.3%
RV	MR	MR3		40	41	94.3%	86.9%	93.7%	94.7%
RV	MR	MR4		40	40	96.1%	90.6%	96.1%	96.7%
RV	MR	MR5		40	38	83.9%	86.9%	89.7%	93.5%
RV	MR	MR6		40	30	42.6%	42.6%	100.0%	100.0%



Participation Report: All Students
Month 4: 09/20/2021 - 10/15/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	240	244	91.2%	99.8%	93.8%	93.6%
Totals September/October 2020	N/A	N/A	N/A	N/A	N/A	N/A
Variance:	N/A	N/A	N/A	N/A	N/A	N/A

*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
RV	MR	MR1		40	43	94.5%	93.6%	94.7%	95.2%
RV	MR	MR2		40	41	83.5%	81.8%	84.5%	84.4%
RV	MR	MR3		40	39	94.3%	88.9%	96.7%	95.2%
RV	MR	MR4		40	42	93.0%	91.2%	93.5%	95.8%
RV	MR	MR5		40	39	90.5%	87.9%	94.8%	93.8%
RV	MR	MR6		40	40	91.6%	68.4%	99.2%	99.4%



Participation Report: All Students
Month 5: 10/18/2021 - 11/12/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	240	240	92.2%	106.4%	94.2%	93.7%
Totals October/November 2020	N/A	N/A	N/A	N/A	N/A	N/A
Variance:	N/A	N/A	N/A	N/A	N/A	N/A

*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
RV	MR	MR1		40	40	94.5%	93.8%	97.6%	95.7%
RV	MR	MR2		40	41	85.3%	82.9%	85.0%	84.6%
RV	MR	MR3		40	39	94.1%	89.9%	98.9%	96.0%
RV	MR	MR4		40	38	90.0%	91.0%	97.2%	96.1%
RV	MR	MR5		40	41	93.3%	89.0%	92.9%	93.6%
RV	MR	MR6		40	41	96.1%	96.1%	94.0%	94.0%



Participation Report: All Students
Month 6: 11/15/2021 - 12/10/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	250	246	89.3%	109.8%	93.2%	93.6%
Totals November/December 2020	N/A	N/A	N/A	N/A	N/A	N/A
Variance:	N/A	N/A	N/A	N/A	N/A	N/A

*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
RV	MR	MR1		40	40	95.3%	94.0%	95.7%	95.7%
RV	MR	MR2		40	40	87.3%	83.9%	87.3%	85.2%
RV	MR	MR3		40	40	94.8%	90.6%	96.4%	96.1%
RV	MR	MR4		40	40	95.0%	91.5%	96.6%	96.1%
RV	MR	MR5		40	38	87.0%	88.7%	91.6%	93.4%
RV	MR	MR6		40	41	93.5%	94.9%	91.2%	92.7%
RV	MR	MR7		10	7	19.3%	67.2%	100.0%	99.4%



Participation Report: All Students
Month 3: 08/23/2021 - 09/17/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	288	59.8%	70.0%	89.0%	89.2%
Totals August/September 2020	400	332	67.5%	74.8%	86.0%	87.0%
Difference	0	-44	-7.7%	-4.9%	3.0%	2.2%

*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	EC	EC1		40	34	74.2%	78.1%	91.9%	92.1%
SD	EC	EC2		40	33	66.3%	70.2%	90.0%	87.2%
SD	EC	EC3		40	35	70.6%	75.3%	84.1%	84.9%
SD	EC	EC4		40	32	64.2%	76.0%	88.5%	91.0%
SD	LM	LM1		40	25	54.9%	66.7%	87.8%	90.6%
SD	LM	LM2		40	25	54.7%	68.6%	87.6%	89.5%
SD	PV	PV1		40	31	69.2%	76.7%	89.2%	89.5%
SD	PV	PV2		40	27	49.3%	61.3%	90.1%	90.4%
SD	PV	PV3		40	24	48.1%	62.8%	87.8%	86.1%
SD	PV	PV4		40	22	47.1%	63.9%	95.0%	91.6%



Participation Report: All Students
Month 4: 09/20/2021 - 10/15/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	360	288	69.3%	69.7%	90.4%	89.5%
Totals September/October 2020	400	335	69.8%	73.4%	85.3%	86.6%
Difference	-40	-47	-0.5%	-3.8%	5.1%	2.9%

*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	EC	EC1		40	36	77.9%	78.0%	88.7%	91.2%
SD	EC	EC2		40	35	78.4%	72.4%	93.0%	88.8%
SD	EC	EC3		40	34	71.0%	74.2%	85.2%	85.0%
SD	EC	EC4		40	34	72.1%	74.9%	89.0%	90.5%
SD	LM	LM1		40	27	57.9%	64.3%	94.5%	91.5%
SD	LM	LM2		40	29	60.4%	66.4%	86.4%	88.7%
SD	PV	PV1		40	32	72.4%	75.5%	90.5%	89.7%
SD	PV	PV2		40	28	63.8%	62.0%	95.3%	91.7%
SD	PV	PV4		40	33	70.1%	65.6%	92.4%	91.9%



Participation Report: All Students
Month 5: 10/18/2021 - 11/12/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	360	312	73.8%	70.4%	90.1%	89.6%
Totals October/November 2020	400	341	72.7%	73.3%	87.2%	86.7%
Difference	-40	-29	1.1%	-2.9%	2.9%	2.9%

*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	EC	EC1		40	40	82.6%	79.0%	88.1%	90.5%
SD	EC	EC2		40	39	75.7%	73.1%	85.9%	88.2%
SD	EC	EC3		40	38	74.5%	74.2%	84.7%	84.9%
SD	EC	EC4		40	39	81.2%	76.2%	88.3%	90.0%
SD	LM	LM1		40	32	69.9%	65.4%	93.8%	92.0%
SD	LM	LM2		40	32	73.0%	67.7%	95.2%	90.1%
SD	PV	PV1		40	31	69.6%	74.3%	91.7%	90.1%
SD	PV	PV2		40	30	66.8%	63.0%	92.2%	91.8%
SD	PV	PV4		40	31	70.9%	66.7%	93.4%	92.2%



Participation Report: All Students
Month 6: 11/15/2021 - 12/10/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	360	323	79.3%	71.7%	90.7%	89.8%
Totals November/December 2020	400	343	73.4%	73.4%	86.7%	86.7%
Difference	-40	-20	5.9%	-1.7%	4.0%	3.1%

*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	EC	EC1		40	40	88.2%	80.3%	89.7%	90.4%
SD	EC	EC2		40	41	86.2%	74.9%	87.5%	88.1%
SD	EC	EC3		40	40	85.2%	75.7%	88.3%	85.4%
SD	EC	EC4		40	41	89.5%	78.1%	88.9%	89.8%
SD	LM	LM1		40	34	75.0%	66.8%	93.6%	92.3%
SD	LM	LM2		40	33	74.8%	68.7%	92.2%	90.4%
SD	PV	PV1		40	31	67.2%	73.3%	87.6%	89.8%
SD	PV	PV2		40	32	77.2%	64.9%	98.5%	92.9%
SD	PV	PV4		40	31	70.3%	67.2%	91.9%	92.2%



Participation Report: All Students
Month 3: 08/23/2021 - 09/17/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	313	67.7%	73.9%	89.7%	90.4%
Totals August/September 2020	360	366	83.4%	84.7%	87.0%	86.0%
Difference	40	-53	-15.7%	-10.8%	2.7%	4.4%

*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	CV	CV1		40	28	60.8%	67.0%	90.7%	90.8%
SD	CV	CV2		40	28	64.7%	72.0%	95.9%	95.8%
SD	CV	CV3		40	37	78.3%	77.3%	86.8%	86.5%
SD	OR	OR1		40	35	73.8%	81.8%	84.3%	87.5%
SD	OR	OR2		40	34	69.9%	75.1%	88.1%	87.8%
SD	PLB	PLB1		40	32	74.3%	80.2%	97.1%	95.7%
SD	PLB	PLB2		40	31	65.7%	74.8%	89.1%	91.9%
SD	PLB	PLB3		40	28	64.2%	77.7%	96.5%	96.1%
SD	PLB	PLB4		40	32	65.4%	71.7%	84.0%	85.1%
SD	PLB	PLB5		40	28	60.3%	61.9%	87.3%	88.2%



Participation Report: All Students
Month 4: 09/20/2021 - 10/15/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	338	74.2%	79.8%	90.9%	90.6%
Totals September/October 2020	380	360	81.0%	90.1%	87.1%	86.3%
Difference	20	-22	-6.8%	-10.2%	3.8%	4.3%

*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
SD	CV	CV1		40	28	63.1%	65.9%	91.0%	90.9%
SD	CV	CV2		40	28	63.0%	69.6%	94.6%	95.5%
SD	CV	CV3		40	36	76.8%	77.1%	90.3%	87.5%
SD	OR	OR1		40	37	80.1%	81.4%	87.7%	87.5%
SD	OR	OR2		40	36	75.4%	75.2%	86.6%	87.5%
SD	PLB	PLB1		40	35	82.1%	80.7%	97.6%	96.2%
SD	PLB	PLB2		40	37	83.3%	77.1%	94.3%	92.6%
SD	PLB	PLB3		40	34	79.4%	79.4%	96.9%	96.9%
SD	PLB	PLB4		40	38	79.6%	73.8%	86.4%	85.5%
SD	PLB	PLB5		40	29	59.5%	61.3%	84.1%	87.1%



Participation Report: All Students
Month 5: 10/18/2021 - 11/12/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	348	77.3%	79.3%	90.8%	90.6%
Totals October/November 2020	380	367	82.9%	88.4%	87.5%	86.6%
Difference	20	-19	-5.6%	-9.1%	3.3%	4.1%

*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	CV	CV1		40	28	62.2%	65.2%	91.5%	91.0%
SD	CV	CV2		40	27	63.0%	68.2%	93.4%	95.1%
SD	CV	CV3		40	34	71.1%	75.9%	85.3%	87.1%
SD	OR	OR1		40	38	86.7%	82.4%	91.7%	88.4%
SD	OR	OR2		40	38	79.6%	76.1%	86.4%	87.3%
SD	PLB	PLB1		40	38	86.3%	81.9%	94.4%	95.8%
SD	PLB	PLB2		40	39	86.6%	79.0%	91.3%	92.3%
SD	PLB	PLB3		40	38	87.2%	83.2%	95.9%	96.4%
SD	PLB	PLB4		40	39	85.8%	76.3%	88.0%	86.1%
SD	PLB	PLB5		40	29	64.3%	61.9%	91.1%	87.9%



Participation Report: All Students
Month 6: 11/15/2021 - 12/10/2021

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	357	80.0%	79.4%	91.1%	90.7%
Totals November/December 2020	380	368	83.5%	87.7%	87.6%	86.7%
Difference	20	-11	-3.5%	-8.3%	3.5%	4.0%

*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	CV	CV1		40	30	65.5%	65.2%	90.6%	90.9%
SD	CV	CV2		40	25	57.8%	66.8%	97.2%	95.3%
SD	CV	CV3		40	35	77.3%	76.1%	88.5%	87.3%
SD	OR	OR1		40	41	91.3%	83.7%	90.0%	88.6%
SD	OR	OR2		40	40	85.5%	77.4%	87.1%	87.2%
SD	PLB	PLB1		40	39	92.3%	83.3%	96.2%	95.9%
SD	PLB	PLB2		40	38	86.0%	80.0%	91.0%	92.1%
SD	PLB	PLB3		40	39	90.0%	85.1%	92.3%	95.2%
SD	PLB	PLB4		40	39	85.0%	77.5%	87.2%	86.2%
SD	PLB	PLB5		40	31	69.5%	62.9%	93.3%	88.7%

AUDEO CHARTER SCHOOL

A California Non-Profit Public Benefit Corporation

DBA – AUDEO CHARTER SCHOOL II ▪ AUDEO CHARTER SCHOOL III ▪ AUDEO VALLEY CHARTER SCHOOL
GROSSMONT SECONDARY SCHOOL ▪ SWEETWATER SECONDARY SCHOOL

Gregg Haggart – Chairman

Laura Barreiro - Member, Wayland Myers – Member

SPECIAL BOARD OF DIRECTORS MEETING MINUTES

Thursday, December 9, 2021, 8:00 am

Via Video Conference and at

North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, 92025, and El Cajon RC 111 Fletcher Parkway, El Cajon, 92020, La Mesa RC 5975 Severin Drive, La Mesa, 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, 91977 and Bonita Office 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E. Palomar Steet, Suite 202, Chula Vista, 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, 91950

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

Audeo II: <https://audeo2.com/board-and-governance/>

Audeo III: <https://audeo3.com/board-and-governance/>

Audeo Valley: <https://audeovalley.com/board-and-governance/>

GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

1.0 OPEN SESSION

1.1 Call to Order

Haggart called the meeting to order at 8:01 a.m.

1.2 Roll Call

Members present at the meeting were Gregg Haggart and Wayland Myers.

Absent: Laura Barreiro.

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

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

The Audeo 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 Myers and seconded by Haggart to Approve the Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1).

Ayes – 2, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

1.4 Establishment of Quorum

The following directors, constituting a quorum of the Board were present at the meeting.:

Gregg Haggart and Wayland Myers.

1.5 Pledge of Allegiance

Haggart led all in the Pledge of Allegiance.

1.6 Approval of Agenda

It was moved by Myers and seconded by Haggart to Approve the Agenda.

Ayes – 2, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

2.0 PUBLIC COMMENT**2.1 Non-agenda Public Comment**

There were no comments from the public.

2.2 Agenda Items 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 II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School for Each School**3.1.1 Approval of Meeting Minutes for December 1, 2021**

It was moved by Myers and seconded by Haggart to Approve the Consent Agenda Item 3.1.1.
Ayes – 2, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

4.0 ACTION ITEMS**4.1 Action Items for Audeo Charter School II****4.1.1 Approval of Educator Effectiveness Grant Plan**

It was moved by Myers and seconded by Haggart to Approve the Educator Effectiveness Grant Plan. Ayes – 2, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

4.2 Action Items for Audeo Charter School III**4.2.1 Approval of Educator Effectiveness Grant Plan**

It was moved by Myers and seconded by Haggart to Approve the Educator Effectiveness Grant Plan. Ayes – 2, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

4.3 Action Items for Audeo Valley Charter School**4.3.1 Approval of Educator Effectiveness Grant Plan**

It was moved by Myers and seconded by Haggart to Approve the Educator Effectiveness Grant Plan. Ayes – 2, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

4.4 Action Items for Grossmont Secondary School**4.4.1 Approval of Educator Effectiveness Grant Plan**

It was moved by Myers and seconded by Haggart to Approve the Educator Effectiveness Grant Plan. Ayes – 2, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

4.5 Action Items for Sweetwater Secondary School

4.5.1 Approval of Educator Effectiveness Grant Plan

It was moved by Myers and seconded by Haggart to Approve the Educator Effectiveness Grant Plan. Ayes – 2, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

5.0 BOARD COMMENTS AND ANNOUNCEMENTS

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.

Bixby wished everyone a Happy Holiday.

6.0 ADJOURNMENT

It was moved by Myers and seconded by Haggart to adjourn the meeting at 8:13 a.m.
Ayes – 2, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

Audeo Charter II
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	3821 Plaza Drive, Ste. 402 Oceanside, CA , 92056-4605	Principal:	Veronica Radtke, School Coordinator
Phone:	(858) 678-2056	Grade Span:	K-12

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

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

DataQuest

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

California School Dashboard

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

About This School

Veronica Radtke, School Coordinator

Principal, Audeo Charter II

About Our School

Audeo Charter School II (Audeo II) is an innovative, role model public school that dares to make a significant difference in the lives of students in grades K through 12. Offering an option to traditional schools, Audeo II has innovated a different way of managing educational systems, both in instruction and operations. We serve as a role model because of five factors:

- **We transform the lives of students who are “at risk” in the educational system – taking many from failure to college bound.**
- **We run Audeo II with strategic initiatives, action plans and the ability to set and measure results.**
- **We are innovative, responsive and agile.**
- **We hold teachers accountable for students’ learning and success.**
- **We are a successful prototype for educational reform.**

This futuristic public school is designed for students in grades K-12 who seek an alternative to the traditional approach to education. Independent study is the primary method of instruction, along with online courses, home school option, guest speakers, tutoring, and field trips to provide skills development and enrichment in the core curriculum.

Students can enroll in Audeo Charter School II with parent request any day throughout the year.

Student options include returning to comprehensive schools, earning a High School diploma, passing the California High School Proficiency Exam (CHSPE), passing the GED, or passing the High School Equivalency Test (HiSET). Each student receives a Pathways Personalized Education Plan supported through an extensive group of partnerships and alliances which provide services such as job development, pre-employment training, health maintenance, case-management, social and personal services and tutoring.

Please Note: 2016-2017 was Audeo II’s first year of operation.

Audeo Charter School II is a DASS school (Dashboard Alternative School Status) which uses modified methods of measurement for indicators that are aligned with the evaluation rubrics of the Local Control Funding Formula (LCFF) to evaluate the success or progress of schools that serve high-risk students. To be eligible for DASS, schools must have an unduplicated count of at least 70 percent of the school’s total enrollment comprised of high risk student groups including: Expelled, Suspended, Wards of the Court, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, Retained more than once in kindergarten through grade eight, students who are credit deficient, students with a gap in enrollment, students with a high level of transiency, Foster Youth, and Homeless Youth. As an alternative option, students enroll with Audeo II to address credit deficiencies before returning to a traditional school or may choose to complete the GED or HiSET, which are not factored into the four-year cohort graduation rate.

Contact

Audeo Charter II
3821 Plaza Drive, Ste. 402
Oceanside, CA 92056-4605

Phone: [\(858\) 678-2056](tel:(858)678-2056)
Email: info@audeo2.com

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	San Diego County Office of Education
Phone Number	(858) 292-3500

School Contact Information (School Year 2021—2022)

School Name	Audeo Charter II
Street	3821 Plaza Drive, Ste. 402

Superintendent	Gothold, Paul
Email Address	paul.gothold@sdcoe.net
Website	www.sdcoe.net

City, State, Zip	Oceanside, CA , 92056-4605
Phone Number	(858) 678-2056
Principal	Veronica Radtke, School Coordinator
Email Address	info@audeo2.com
Website	http://www.audeo2.com
County-District-School (CDS) Code	37103710134577

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)**The Vision**

The educational community known as Audeo Charter School II is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student. Audeo Charter School II is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform. Audeo Charter School II is committed to collaborative efforts to improve the quality of life for students, their families, and the community it serves.

The Mission

Audeo Charter School II will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

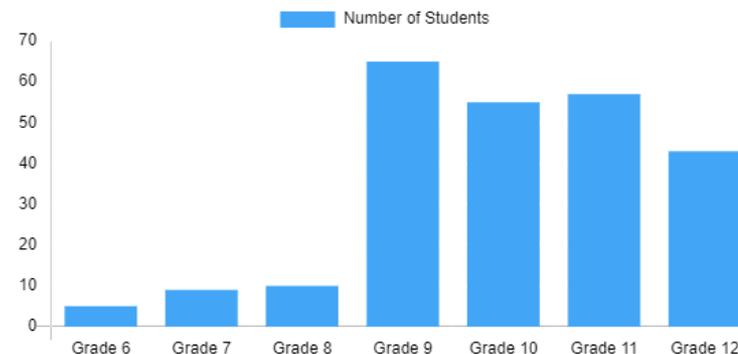
Basic Values

- Kids come first.
- Education at Audeo II is personalized, individualized, and high quality.
- Audeo II is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high-energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.
- Audeo II uses business principles in managing the school.
- Audeo II is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.
- Audeo II employees are accountable for their work.
- People-centered teams focus on supporting quality teaching and learning. Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Audeo II.
- Audeo II is committed to the improvement of the quality of life for students, their families, and the community it serves.

Last updated: 1/31/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 6	5
Grade 7	9
Grade 8	10
Grade 9	65
Grade 10	55
Grade 11	57
Grade 12	43
Total Enrollment	244



Last updated: 1/31/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	48.80%
Male	51.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.80%
Asian	3.70%
Black or African American	2.90%
Filipino	1.20%
Hispanic or Latino	38.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	9.40%
White	43.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	13.00%
Foster Youth	2.00%
Homeless	9.00%
Migrant	0.00%
Socioeconomically Disadvantaged	112.00%
Students with Disabilities	49.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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

School Facility Conditions and Planned Improvements

Audeo II's resource centers are exceptionally attractive, clean, safe, and orderly. Every resource center is fully equipped with student computers linked to the Internet, teacher laptop computers, audio-visual equipment, individual teacher telephones, bookshelves, textbooks, storage, alarm systems, smoke detectors, tables, chairs, and teacher desks.

Last updated: 1/31/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local

assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/31/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	NT	NT	NT	NT
Female	43	NT	NT	NT	NT
Male	62	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	36	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	50	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	NT	NT	NT	NT
Female	43	NT	NT	NT	NT
Male	62	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	36	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	50	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): NWEA MAP Growth Reading
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	102	78	76	24	64.1
Female	43	33	77	23	66.7
Male	59	45	76	24	62.2
American Indian or Alaska Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	27	77	23	55.6
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	49	37	76	24	70.3
English Learners	18	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military					
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): NWEA MAP Growth Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	102	79	77	23	40.5
Female	43	35	81	19	31.4
Male	59	44	75	25	47.7
American Indian or Alaska Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	29	83	17	20.7
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	49	36	73	27	55.6
English Learners	18	12	67	33	
Foster Youth					
Homeless	--	--	--	--	--
Military					
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	2.48	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/31/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	NT	NT	NT	NT
Female	28	NT	NT	NT	NT
Male	33	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	21	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	30	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/31/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

Career Technical Education (CTE) opportunities vary according to the students' goals. Student strengths, interests and values are discussed with the student and parents and become part of the Pathways Personalized Educational Plan (PPEP). Audeo II offers more than 20 CTE courses and 5 Career Pathways in either an independent study or online environments. Eleventh and twelfth grade students research career paths and post-secondary career options to compile an electronic portfolio as part of a required senior course called "Pathways Exhibition" which leads to a Workforce Readiness Certificate. Counselors, teachers, career resource speakers, administrators and parents provide assistance in the educational and career decision making process. Because of the flexibility in this school's schedule, students are able to work while traditional schools are in session, which broadens the range of job opportunities and work-based learning available. The school allows students the freedom to participate in community events and encourages them to volunteer. In order to broaden their experience and prepare students for the transition from school to career, students who remain at Audeo Charter School II until graduation are required to earn two credits in a specified CTE course, Service Learning, or in our state approved General Work Experience Education (WEE) courses. In this way, students have the chance to experience the world outside school as either volunteers or while learning a career skill on their path to becoming College and Career Ready.

Last updated: 1/31/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	72
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/31/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.40%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	18.70%

Last updated: 1/31/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/31/22

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

Parents become involved in their children's education at Audeo Charter School II from the beginning. Parents are a part of the initial meeting with the teacher, when they learn school requirements. Together with the student, they develop each student's unique Pathways Personalized Educational Plan (PPEP). Parents are encouraged to call and make appointments at any time; parents are involved in their child's education on a daily/weekly basis. Parents are encouraged to give feedback through the annual LCAP parent survey, open houses, senior exit orientation meetings, master agreement signings, board meetings, and graduation.

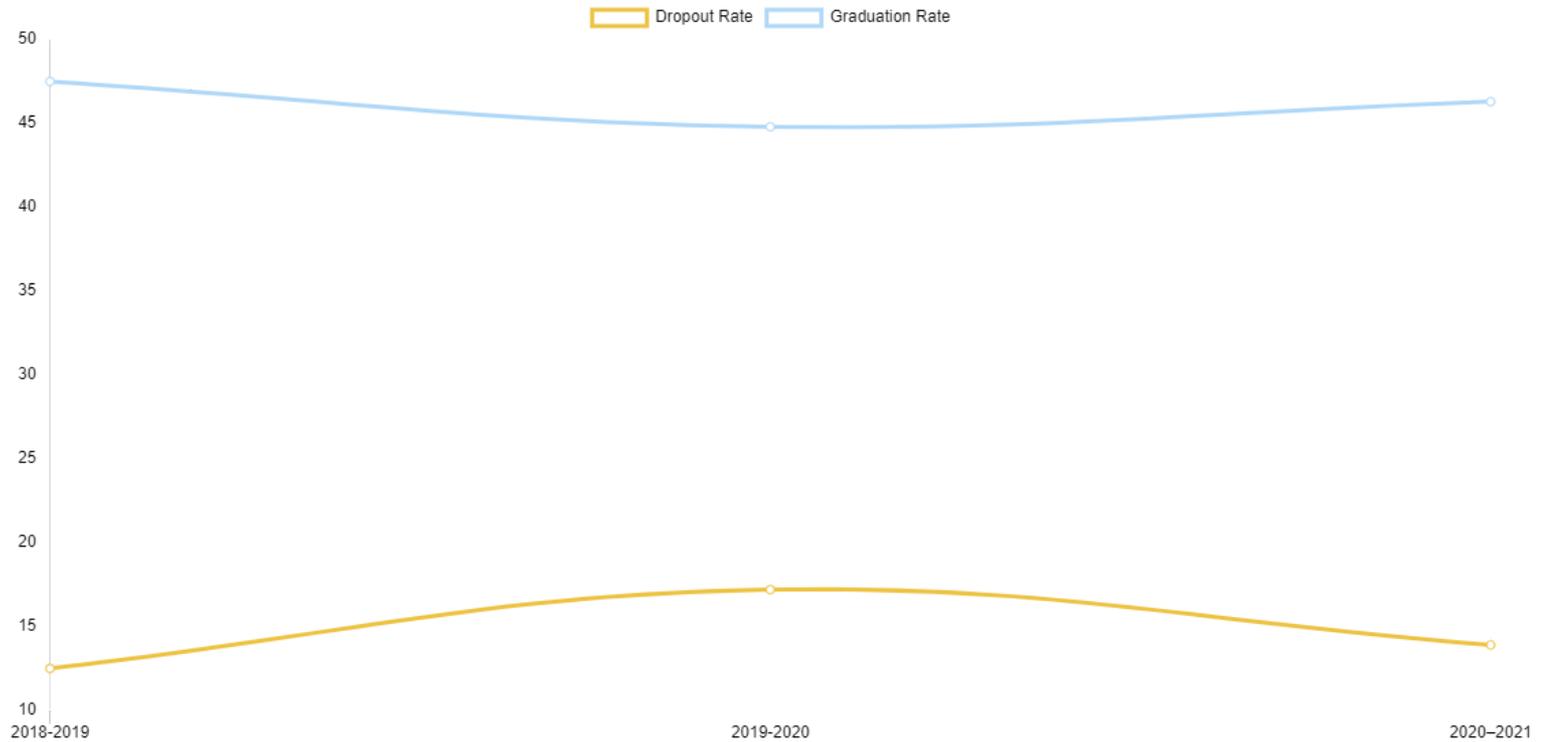
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	12.50%	17.20%	13.90%	41.70%	52.70%	24.80%	9.00%	8.90%	9.40%
Graduation Rate	47.50%	44.80%	46.30%	35.80%	45.10%	41.30%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	108	50	46.3
Female	52	25	48.1
Male	56	25	44.6
Non-Binary	--	--	0.0
American Indian or Alaska Native	--	--	44.6
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	38	10	26.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	12	10	83.3
White	50	28	56.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	61	23	37.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	23	8	34.8

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

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	681	467	119	25.5
Female	363	241	65	27.0
Male	317	226	54	23.9
American Indian or Alaska Native	23	14	2	23.9
Asian	2	2	0	0.0
Black or African American	14	10	2	20.0
Filipino	3	3	2	66.7
Hispanic or Latino	200	157	60	38.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	63	40	9	22.5
White	375	240	44	18.3
English Learners	25	20	6	30.0
Foster Youth	5	3	2	66.7
Homeless	19	16	11	68.8
Socioeconomically Disadvantaged	227	183	67	36.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	92	78	32	41.0

Last updated:

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.00%	0.00%	3.70%	0.14%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	1.71%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Last updated: 1/31/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The safety plan is updated and approved annually. It includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, lockdown procedures, loitering law, going to and from school safely, zero tolerance policy, emergency resource information, emergency disaster kit, and emergency quick reference guide. A sexual harassment policy, child abuse reporting procedures, school dress codes and the school discipline policy are also included. Regular safety drills are conducted and recorded three times per year.

Last updated: 1/31/22

D. Other SARC information

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	305.0

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.80
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	2.40

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20872.00	\$1112.00	\$19760.00	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/31/22

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

Types of Services Funded (Fiscal Year 2020–2021)

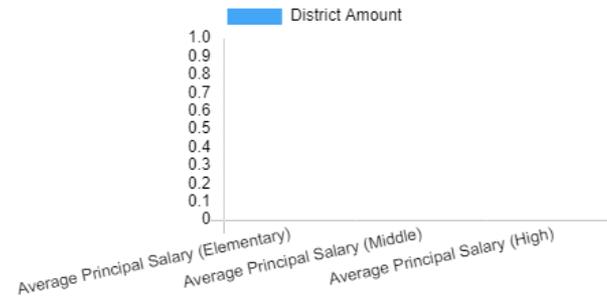
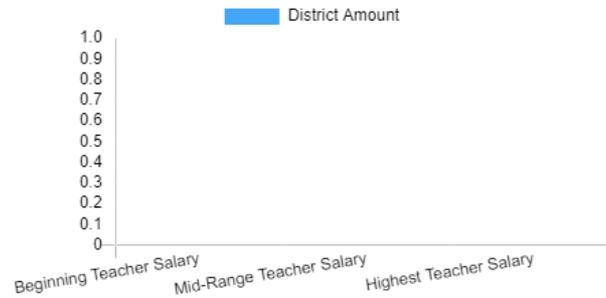
As a 501c3 non-profit corporation, Audeo Charter School Corporation has full authority and discretion in the management of all its fiscal matters. The latitude to determine the use of funds is accompanied by an obligation to remain revenue neutral and to submit an audited financial report annually to the District. More than half of the funds the school receives go to certificated instructors who work directly with students. Funds are also used for purchasing up-to-date instructional materials and technology.

Last updated: 1/31/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 1.60%

Subject	Number of AP Courses Offered*
Computer Science	
English	1
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	3
Total AP Courses Offered*	4.00%

Last updated: 1/31/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

Audeo Charter School III
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	200 East Via Rancho Pkwy. Escondido, CA , 92025-8006	Principal:	Sharnita Moore, School Coordinator
Phone:	(858) 214-2511	Grade Span:	6-12

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

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

DataQuest

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

California School Dashboard

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

About This School

Sharnita Moore, School Coordinator

Principal, Audeo Charter School III

About Our School

Audeo Charter School III (Audeo III) is an innovative, role model public school that dares to make a significant difference in the lives of students in grades 6 through 12. Offering an option to traditional schools, Audeo III has innovated a different way of managing educational systems, both in instruction and operations. We serve as a role model because of five factors:

- **We transform the lives of students who are “at risk” in the educational system – taking many from failure to college bound.**
- **We run Audeo III with strategic initiatives, action plans and the ability to set and measure results.**
- **We are innovative, responsive and agile.**
- **We hold teachers accountable for students’ learning and success.**
- **We are a successful prototype for educational reform.**

This futuristic public school is designed for students in grades 6-12 who seek an alternative to the traditional approach to education. Independent study is the primary method of instruction, along with online courses, home school option, guest speakers, tutoring, and field trips to provide skills development and enrichment in the core curriculum.

Students can enroll in Audeo Charter School III with parent request any day throughout the year.

Student options include returning to comprehensive schools, earning a High School diploma, passing the California High School Proficiency Exam (CHSPE), passing the GED, or passing the High School Equivalency Test (HiSET). Each student receives a Pathways Personalized Education Plan supported through an extensive group of partnerships and alliances which provide services such as job development, pre-employment training, health maintenance, case-management, social and personal services and tutoring.

Please Note: 2018-2019 was Audeo III’s first year of operation.

Audeo Charter School III is a DASS school (Dashboard Alternative School Status) which uses modified methods of measurement for indicators that are aligned with the evaluation rubrics of the Local Control Funding Formula (LCFF) to evaluate the success or progress of schools that serve high-risk students. To be eligible for DASS, schools must have an unduplicated count of at least 70 percent of the school’s total enrollment comprised of high risk student groups including: Expelled, Suspended, Wards of the Court, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, Retained more than once in kindergarten through grade eight, students who are credit deficient, students with a gap in enrollment, students with a high level of transiency, Foster Youth, and Homeless Youth. As an alternative option, students enroll with Audeo III to address credit deficiencies before returning to a traditional school or may choose to complete the GED or HiSET, which are not factored into the four-year cohort graduation rate.

Contact

Audeo Charter School III
200 East Via Rancho Pkwy.
Escondido, CA 92025-8006

Phone: (858) 214-2511
Email: info@audeo3.com

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name Escondido Union High
Phone Number (760) 291-3200

School Contact Information (School Year 2021—2022)

School Name Audeo Charter School III
Street 200 East Via Rancho Pkwy.

Superintendent	Staffieri, Anne
Email Address	astaffieri@euhsd.org
Website	www.euhsd.org

City, State, Zip	Escondido, CA , 92025-8006
Phone Number	(858) 214-2511
Principal	Sharnita Moore, School Coordinator
Email Address	info@audeo3.com
Website	http://www.audeo3.com
County-District-School (CDS) Code	37681060137034

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)**The Vision**

The educational community known as Audeo Charter School III is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student. Audeo Charter School III is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform. Audeo Charter School III is committed to collaborative efforts to improve the quality of life for students, their families, and the community it serves.

The Mission

Audeo Charter School III will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

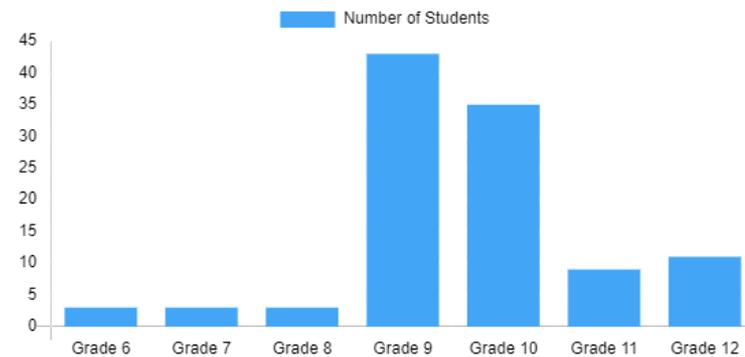
Basic Values

- Kids come first.
- Education at Audeo III is personalized, individualized, and high quality.
- Audeo III is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high-energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.
- Audeo III uses business principles in managing the school.
- Audeo III is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.
- Audeo III employees are accountable for their work.
- People-centered teams focus on supporting quality teaching and learning. Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Audeo III.
- Audeo III is committed to the improvement of the quality of life for students, their families, and the community it serves.

Last updated: 1/31/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 6	3
Grade 7	3
Grade 8	3
Grade 9	43
Grade 10	35
Grade 11	9
Grade 12	11
Total Enrollment	107



Last updated: 1/31/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	56.10%
Male	43.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.90%
Asian	1.90%
Black or African American	0.90%
Filipino	0.90%
Hispanic or Latino	72.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.80%
White	20.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	25.20%
Foster Youth	0.00%
Homeless	2.80%
Migrant	0.00%
Socioeconomically Disadvantaged	78.50%
Students with Disabilities	33.60%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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

School Facility Conditions and Planned Improvements

Audeo III's resource centers are exceptionally attractive, clean, safe, and orderly. Every resource center is fully equipped with student computers linked to the Internet, teacher laptop computers, audio-visual equipment, individual teacher telephones, bookshelves, textbooks, storage, alarm systems, smoke detectors, tables, chairs, and teacher desks.

Last updated: 1/31/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local

assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/31/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	NT	NT	NT	NT
Female	19	NT	NT	NT	NT
Male	20	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	26	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	NT	NT	NT	NT
Female	19	NT	NT	NT	NT
Male	20	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	26	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): NWEA MAP Growth Reading
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	36	32	89	11	28.1
Female	17	15	88	12	26.7
Male	19	17	89	11	29.4
American Indian or Alaska Native					
Asian					
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	23	88	12	21.7
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): NWEA MAP Growth Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	36	32	89	11	18.8
Female	17	14	82	18	21.4
Male	19	18	95	5	16.7
American Indian or Alaska Native					
Asian					
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	24	92	8	16.7
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	36.56	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/31/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	11	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/31/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

Career Technical Education (CTE) opportunities vary according to the students' goals. Student strengths, interests and values are discussed with the student and parents and become part of the Pathways Personalized Educational Plan (PPEP). Audeo III offers more than 20 CTE courses and 5 Career Pathways in either an independent study or online environments. Eleventh and twelfth grade students research career paths and post-secondary career options to compile an electronic portfolio as part of a required senior course called "Pathways Exhibition" which leads to a Workforce Readiness Certificate. Counselors, teachers, career resource speakers, administrators and parents provide assistance in the educational and career decision making process. Because of the flexibility in this school's schedule, students are able to work while traditional schools are in session, which broadens the range of job opportunities and work-based learning available. The school allows students the freedom to participate in community events and encourages them to volunteer. In order to broaden their experience and prepare students for the transition from school to career, students who remain at Audeo Charter School III until graduation are required to earn two credits in a specified CTE course, Service Learning, or in our state approved General Work Experience Education (WEE) courses. In this way, students have the chance to experience the world outside school as either volunteers or while learning a career skill on their path to becoming College and Career Ready.

Last updated: 1/31/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	31
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/31/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	94.90%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	16.67%

Last updated: 1/31/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/31/22

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

Parents become involved in their children's education at Audeo Charter School III from the beginning. Parents are a part of the initial meeting with the teacher, when they learn school requirements. Together with the student, they develop each student's unique Pathways Personalized Educational Plan (PPEP). Parents are encouraged to call and make appointments at any time; parents are involved in their child's education on a daily/weekly basis. Parents are encouraged to give feedback through the annual LCAP parent survey, open houses, senior exit orientation meetings, master agreement signings, board meetings, and graduation.

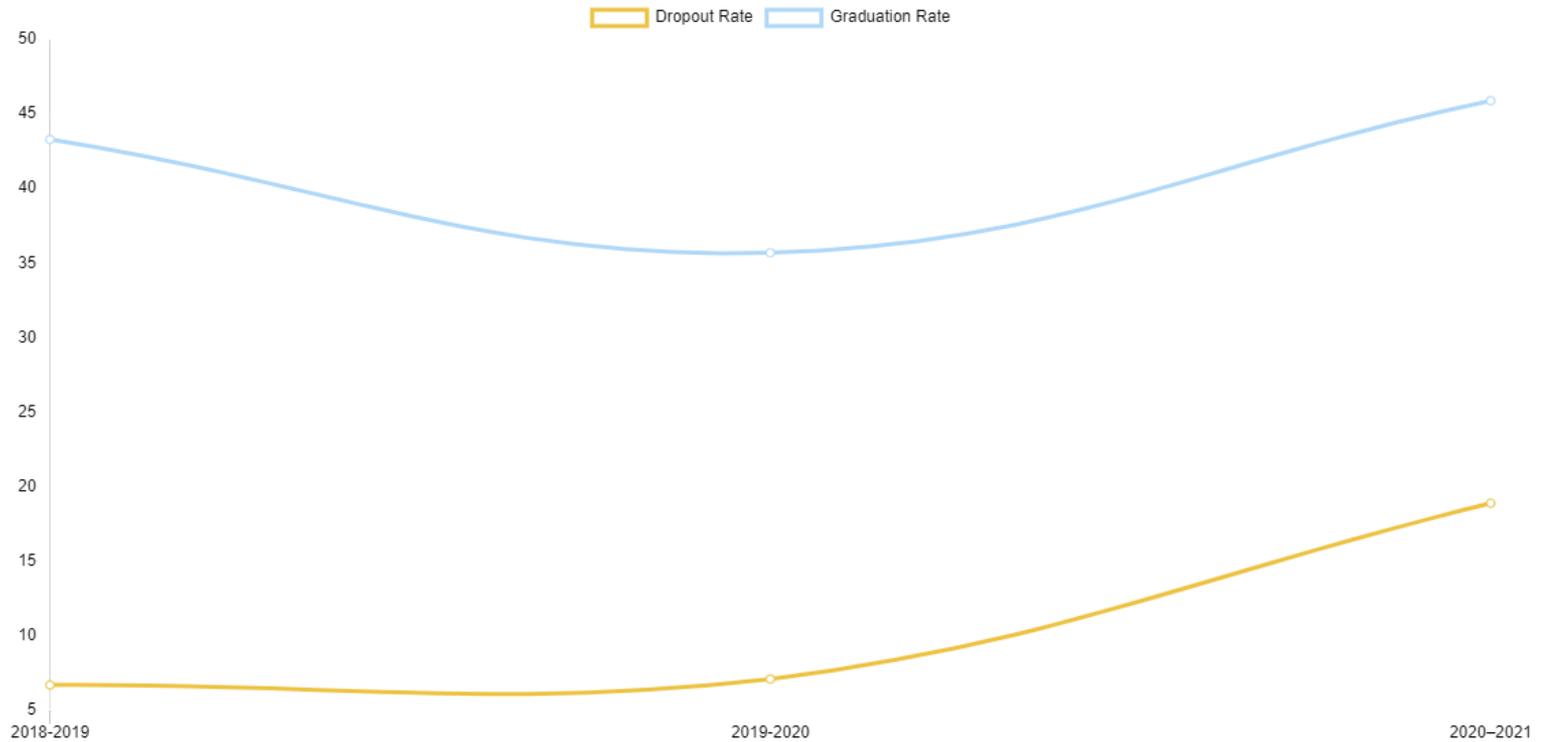
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	6.70%	7.10%	18.90%	5.50%	4.70%	6.00%	9.00%	8.90%	9.40%
Graduation Rate	43.30%	35.70%	45.90%	85.50%	88.10%	86.90%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	37	17	45.9
Female	15	10	66.7
Male	22	7	31.8
Non-Binary	--	--	0.0
American Indian or Alaska Native	0	0	31.8
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	26	12	46.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	34	15	44.1
Students Receiving Migrant Education Services	--	--	0.0
Students with Disabilities	14	5	35.7

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

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	239	183	65	35.5
Female	125	97	35	36.1
Male	114	86	30	34.9
American Indian or Alaska Native	12	2	1	34.9
Asian	1	1	0	0.0
Black or African American	4	4	0	0.0
Filipino	3	3	1	33.3
Hispanic or Latino	132	115	53	46.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	9	3	33.3
White	74	49	7	14.3
English Learners	35	33	15	45.5
Foster Youth	1	1	1	100.0
Homeless	10	10	4	40.0
Socioeconomically Disadvantaged	147	122	52	42.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	48	44	11	25.0

Last updated:

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.00%	0.00%	2.83%	0.21%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.20%	0.01%	0.08%	0.00%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	2.67%	2.45%
Expulsions	0.00%	0.05%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Last updated: 1/31/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The safety plan is updated and approved annually. It includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, lockdown procedures, loitering law , going to and from school safely, zero tolerance policy, emergency resource information, emergency disaster kit, and emergency quick reference guide. A sexual harassment policy, child abuse reporting procedures, school dress codes and the school discipline policy are also included. Regular safety drills are conducted and recorded three times per year.

Last updated: 1/31/22

D. Other SARC information

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	535.0

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	1.30

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12878.00	\$2508.00	\$10370.00	--
District	N/A	N/A	--	\$82401.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$92222.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/31/22

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

Types of Services Funded (Fiscal Year 2020–2021)

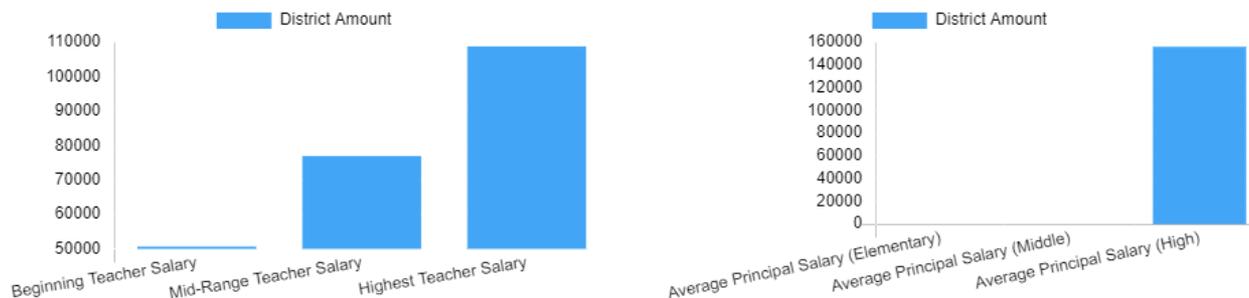
As a 501c3 non-profit corporation, Audeo Charter School Corporation has full authority and discretion in the management of all its fiscal matters. The latitude to determine the use of funds is accompanied by an obligation to remain revenue neutral and to submit an audited financial report annually to the District. More than half of the funds the school receives go to certificated instructors who work directly with students. Funds are also used for purchasing up-to-date instructional materials and technology.

Last updated: 1/31/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50688.00	\$54687.00
Mid-Range Teacher Salary	\$76992.00	\$92222.00
Highest Teacher Salary	\$108790.00	\$114208.00
Average Principal Salary (Elementary)	\$0.00	\$143647.00
Average Principal Salary (Middle)	\$0.00	\$145785.00
Average Principal Salary (High)	\$156070.00	--
Superintendent Salary	\$245975.00	\$258950.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	7.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/31/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

Grossmont Secondary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	111 Fletcher Pkwy. El Cajon, CA , 92020-2510	Principal:	Hayley Beaupre, Admin. of Instructional Services
Phone:	(858) 678-3908	Grade Span:	7-12

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

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

DataQuest

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

California School Dashboard

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

About This School

Hayley Beaupre, Admin. of Instructional Services

Principal, Grossmont Secondary

About Our School

Grossmont Secondary School (GSS) is an innovative, role model public school that dares to make a significant difference in the lives of students in grades 7 through 12. Offering an option to traditional schools, GSS has innovated a different way of managing educational systems, both in instruction and operations. We serve as a role model because of five factors:

- **We transform the lives of students who are “at risk” in the educational system – taking many from failure to college bound.**
- **We run GSS with strategic initiatives, action plans and the ability to set and measure results.**
- **We are innovative, responsive and agile.**
- **We hold teachers accountable for students’ learning and success.**
- **We are a successful prototype for educational reform.**

This futuristic public school is designed for students in grades 7-12 who seek an alternative to the traditional approach to education. Independent study is the primary method of instruction, along with online courses, home school option, guest speakers, tutoring, and field trips to provide skills development and enrichment in the core curriculum.

Students can enroll in Grossmont Secondary School with parent request any day throughout the year.

Student options include returning to comprehensive schools, earning a High School diploma, passing the California High School Proficiency Exam (CHSPE), passing the GED, or passing the High School Equivalency Test (HiSET). Each student receives a Pathways Personalized Education Plan supported through an extensive group of partnerships and alliances which provide services such as job development, pre-employment training, health maintenance, case-management, social and personal services and tutoring.

Please Note: Grossmont Secondary School is a DASS school (Dashboard Alternative School Status) which uses modified methods of measurement for indicators that are aligned with the evaluation rubrics of the Local Control Funding Formula (LCFF) to evaluate the success or progress of schools that serve high-risk students. To be eligible for DASS, schools must have an unduplicated count of at least 70 percent of the school’s total enrollment comprised of high risk student groups including: Expelled, Suspended, Wards of the Court, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, Retained more than once in kindergarten through grade eight, students who are credit deficient, students with a gap in enrollment, students with a high level of transiency, Foster Youth, and Homeless Youth. As an alternative option, students enroll with GSS to address credit deficiencies before returning to a traditional school or may choose to complete the GED or HiSET, which are not factored into the four-year cohort graduation rate.

Contact

Grossmont Secondary
111 Fletcher Pkwy.
El Cajon, CA 92020-2510

Phone: (858) 678-3908

Email: info@grossmontsecondarycharter.com

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	SBE - Grossmont Secondary
Phone Number	(858) 678-2020
Superintendent	Beaupre, Hayley

School Contact Information (School Year 2021—2022)

School Name	Grossmont Secondary
Street	111 Fletcher Pkwy.
City, State, Zip	El Cajon, CA , 92020-2510

Email Address	hbeaupre@grossmontcharter.com
Website	www.grossmontsecondarycharter.com

Phone Number	(858) 678-3908
Principal	Hayley Beaupre, Admin. of Instructional Services
Email Address	info@grossmontsecondarycharter.com
Website	http://www.grossmontsecondarycharter.com
County-District-School (CDS) Code	37770990136077

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)**The Vision**

The educational community known as Grossmont Secondary School (GSS) is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student. Grossmont Secondary School is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform. Grossmont Secondary School is committed to collaborative efforts to improve the quality of life for students, their families, and the community it serves.

The Mission

Grossmont Secondary School will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

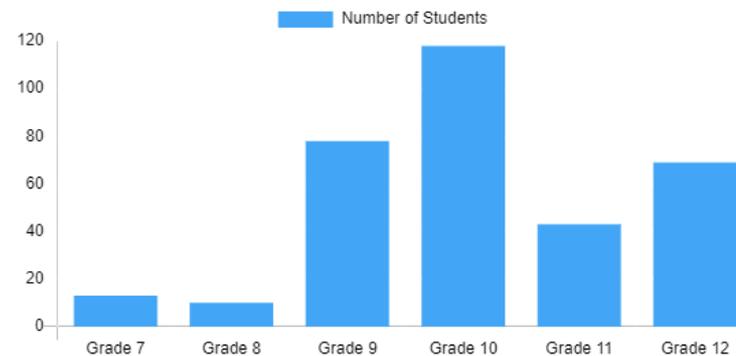
Basic Values

- Kids come first.
- Education at GSS is personalized, individualized, and high quality.
- GSS is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high-energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.
- GSS uses business principles in managing the school.
- GSS is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.
- GSS employees are accountable for their work.
- People-centered teams focus on supporting quality teaching and learning. Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of GSS.
- GSS is committed to the improvement of the quality of life for students, their families, and the community it serves.

Last updated: 2/1/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 7	13
Grade 8	10
Grade 9	78
Grade 10	118
Grade 11	43
Grade 12	69
Total Enrollment	331



Last updated: 2/1/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	52.90%
Male	47.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	0.90%
Black or African American	6.90%
Filipino	3.00%
Hispanic or Latino	58.00%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	6.90%
White	22.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	11.50%
Foster Youth	0.60%
Homeless	3.00%
Migrant	0.00%
Socioeconomically Disadvantaged	66.20%
Students with Disabilities	21.50%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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

School Facility Conditions and Planned Improvements

GSS' resource centers are exceptionally attractive, clean, safe, and orderly. Every resource center is fully equipped with student computers linked to the Internet, teacher laptop computers, audio-visual equipment, individual teacher telephones, bookshelves, textbooks, storage, alarm systems, smoke detectors, tables, chairs, and teacher desks.

Last updated: 2/1/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local

assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 2/1/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	63	67.74	32.26	50.79
Female	53	37	69.81	30.19	54.05
Male	40	26	65.00	35.00	46.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	38	79.17	20.83	52.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	13	52.00	48.00	61.54
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	45	88.24	11.76	51.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	7	63.64	36.36	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	63	68.48	31.52	20.63
Female	52	37	71.15	28.85	18.92
Male	40	26	65.00	35.00	23.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	38	79.17	20.83	21.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	13	54.17	45.83	23.08
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	45	88.24	11.76	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	7	63.64	36.36	--

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (-) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 2/1/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	NT	NT	NT	NT
Female	45	NT	NT	NT	NT
Male	48	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	49	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	26	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	55	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 2/1/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

Career Technical Education (CTE) opportunities vary according to the students' goals. Student strengths, interests and values are discussed with the student and parents and become part of the Pathways Personalized Educational Plan (PPEP). GSS offers more than 20 CTE courses and 5 Career Pathways in either an independent study or online environments. Eleventh and twelfth grade students research career paths and post-secondary career options to compile an electronic portfolio as part of a required senior course called "Pathways Exhibition" which leads to a Workforce Readiness Certificate. Counselors, teachers, career resource speakers, administrators and parents provide assistance in the educational and career decision making process. Because of the flexibility in this school's schedule, students are able to work while traditional schools are in session, which broadens the range of job opportunities and work-based learning available. The school allows students the freedom to participate in community events and encourages them to volunteer. In order to broaden their experience and prepare students for the transition from school to career, students who remain at Grossmont Secondary School until graduation are required to earn two credits in a specified CTE course, Service Learning, or in our state approved General Work Experience Education (WEE) courses. In this way, students have the chance to experience the world outside school as either volunteers or while learning a career skill on their path to becoming College and Career Ready.

Last updated: 2/1/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	114
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.3

Last updated: 2/1/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	92.86%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	3.70%

Last updated: 2/1/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 2/1/22

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

Parents become involved in their children's education at Grossmont Secondary School from the beginning. Parents are a part of the initial meeting with the teacher, when they learn school requirements. Together with the student, they develop each student's unique Pathways Personalized Educational Plan (PPEP). Parents are encouraged to call and make appointments at any time; parents are involved in their child's education on a daily/weekly basis. Parents are encouraged to give feedback through the annual LCAP parent survey, open houses, senior exit orientation meetings, master agreement signings, board meetings, and graduation.

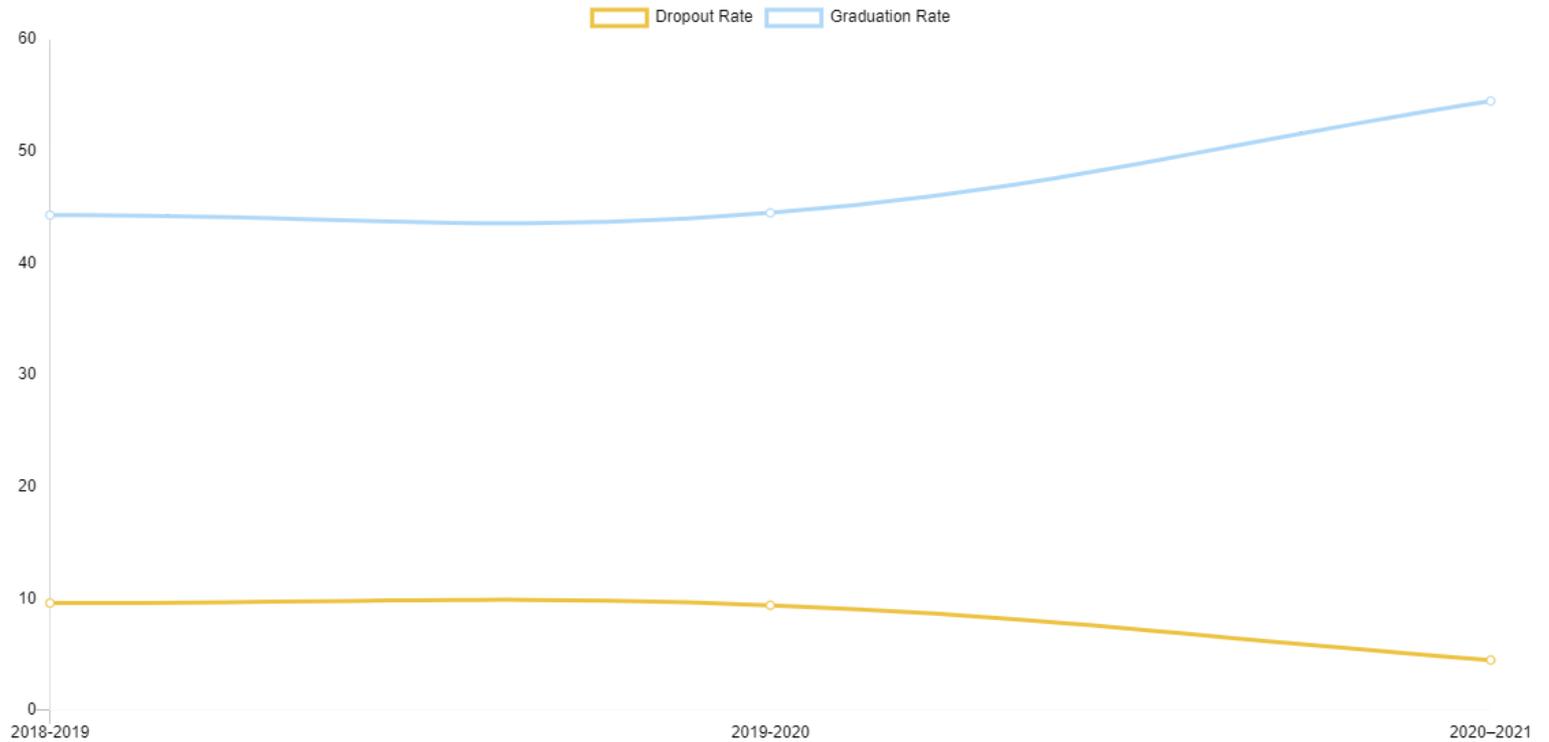
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	9.60%	9.40%	4.50%	9.60%	9.40%	4.50%	9.00%	8.90%	9.40%
Graduation Rate	44.30%	44.50%	54.50%	44.30%	44.50%	54.50%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	112	61	54.5
Female	55	28	50.9
Male	57	33	57.9
Non-Binary			0.0
American Indian or Alaska Native	0	0	57.9
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	62	31	50.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	30	19	63.3
English Learners	11	5	45.5
Foster Youth			0.0
Homeless	13	8	61.5
Socioeconomically Disadvantaged	90	48	53.3
Students Receiving Migrant Education Services			0.0
Students with Disabilities	22	8	36.4

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

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	640	448	143	31.9
Female	342	239	87	36.4
Male	298	209	56	26.8
American Indian or Alaska Native	6	4	0	26.8
Asian	4	2	1	50.0
Black or African American	46	31	9	29.0
Filipino	14	11	3	27.3
Hispanic or Latino	355	268	93	34.7
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	60	33	9	27.3
White	149	95	25	26.3
English Learners	62	46	12	26.1
Foster Youth	5	5	0	0.0
Homeless	25	20	5	25.0
Socioeconomically Disadvantaged	382	292	99	33.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	97	88	33	37.5

Last updated:

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.00%	0.00%	0.00%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	0.00%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 2/1/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The safety plan is updated and approved annually. It includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, lockdown procedures, loitering law, going to and from school safely, zero tolerance policy, emergency resource information, emergency disaster kit, and emergency quick reference guide. A sexual harassment policy, child abuse reporting procedures, school dress codes and the school discipline policy are also included. Regular safety drills are conducted and recorded three times per year.

Last updated: 2/1/22

D. Other SARC information

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	662.0

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.40
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	3.40

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11830.00	\$989.00	\$10841.00	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 2/1/22

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

Types of Services Funded (Fiscal Year 2020–2021)

As a 501c3 non-profit corporation, Audeo Charter School Corporation has full authority and discretion in the management of all its fiscal matters. The latitude to determine the use of funds is accompanied by an obligation to remain revenue neutral and to submit an audited financial report annually to the District. More than half of the funds the school receives go to certificated instructors who work directly with students. Funds are also used for purchasing up-to-date instructional materials and technology.

Last updated: 2/1/22

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.70%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered*	2.00%

Last updated: 2/1/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

Sweetwater Secondary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	3252 Bonita Rd. Chula Vista, CA , 91910-3200	Principal:	Hayley Beaupre, Admin.of Instructional Services
Phone:	(858) 678-3908	Grade Span:	7-12

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

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

DataQuest

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

California School Dashboard

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

About This School

Hayley Beaupre, Admin.of Instructional Services

Principal, Sweetwater Secondary

About Our School

Sweetwater Secondary School (SSS) is an innovative, role model public school that dares to make a significant difference in the lives of students in grades 7 through 12. Offering an option to traditional schools, SSS has innovated a different way of managing educational systems, both in instruction and operations. We serve as a role model because of five factors:

- **We transform the lives of students who are “at risk” in the educational system – taking many from failure to college bound.**
- **We run SSS with strategic initiatives, action plans and the ability to set and measure results.**
- **We are innovative, responsive and agile.**
- **We hold teachers accountable for students’ learning and success.**
- **We are a successful prototype for educational reform.**

This futuristic public school is designed for students in grades 7-12 who seek an alternative to the traditional approach to education. Independent study is the primary method of instruction, along with online courses, home school option, guest speakers, tutoring, and field trips to provide skills development and enrichment in the core curriculum.

Students can enroll in Sweetwater Secondary School with parent request any day throughout the year.

Student options include returning to comprehensive schools, earning a High School diploma, passing the California High School Proficiency Exam (CHSPE), passing the GED, or passing the High School Equivalency Test (HiSET). Each student receives a Pathways Personalized Education Plan supported through an extensive group of partnerships and alliances which provide services such as job development, pre-employment training, health maintenance, case-management, social and personal services and tutoring.

Please Note: Sweetwater Secondary School is a DASS school (Dashboard Alternative School Status) which uses modified methods of measurement for indicators that are aligned with the evaluation rubrics of the Local Control Funding Formula (LCFF) to evaluate the success or progress of schools that serve high-risk students. To be eligible for DASS, schools must have an unduplicated count of at least 70 percent of the school’s total enrollment comprised of high risk student groups including: Expelled, Suspended, Wards of the Court, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, Retained more than once in kindergarten through grade eight, students who are credit deficient, students with a gap in enrollment, students with a high level of transiency, Foster Youth, and Homeless Youth. As an alternative option, students enroll with SSS to address credit deficiencies before returning to a traditional school or may choose to complete the GED or HiSET, which are not factored into the four-year cohort graduation rate.

Contact

Sweetwater Secondary
3252 Bonita Rd.
Chula Vista, CA 91910-3200

Phone: (858) 678-3908

Email: info@sweetwatersecondarycharter.com

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	SBE - Sweetwater Secondary
Phone Number	(858) 678-3908

School Contact Information (School Year 2021—2022)

School Name	Sweetwater Secondary
Street	3252 Bonita Rd.

Superintendent	Beaupre, Hayley
Email Address	hbeaupre@sweetwatersecondary.com
Website	www.sweetwatersecondarycharter.com

City, State, Zip	Chula Vista, CA , 91910-3200
Phone Number	(858) 678-3908
Principal	Hayley Beaupre, Admin.of Instructional Services
Email Address	info@sweetwatersecondarycharter.com
Website	http://www.sweetwatersecondarycharter.com
County-District-School (CDS) Code	37771070136473

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)**The Vision**

The educational community known as Sweetwater Secondary School is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student. Sweetwater Secondary School is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform. Sweetwater Secondary School is committed to collaborative efforts to improve the quality of life for students, their families, and the community it serves.

The Mission

Sweetwater Secondary School will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

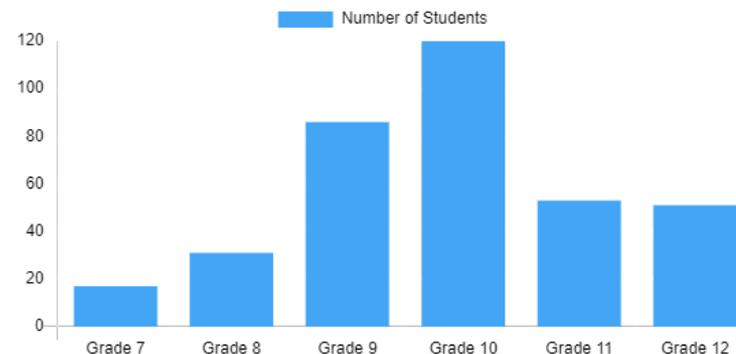
Basic Values

- Kids come first.
- Education at SSS is personalized, individualized, and high quality.
- SSS is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high-energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.
- SSS uses business principles in managing the school.
- SSS is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.
- SSS employees are accountable for their work.
- People-centered teams focus on supporting quality teaching and learning. Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of SSS.
- SSS is committed to the improvement of the quality of life for students, their families, and the community it serves.

Last updated: 2/1/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 7	17
Grade 8	31
Grade 9	86
Grade 10	120
Grade 11	53
Grade 12	51
Total Enrollment	358



Last updated: 2/1/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	49.40%
Male	50.30%
Non-Binary	0.30%
American Indian or Alaska Native	0.30%
Asian	1.10%
Black or African American	2.80%
Filipino	2.20%
Hispanic or Latino	80.70%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	5.60%
White	5.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	14.80%
Foster Youth	0.30%
Homeless	4.20%
Migrant	0.00%
Socioeconomically Disadvantaged	65.10%
Students with Disabilities	20.70%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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

School Facility Conditions and Planned Improvements

SSS' resource centers are exceptionally attractive, clean, safe, and orderly. Every resource center is fully equipped with student computers linked to the Internet, teacher laptop computers, audio-visual equipment, individual teacher telephones, bookshelves, textbooks, storage, alarm systems, smoke detectors, tables, chairs, and teacher desks.

Last updated: 2/1/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local

assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 2/1/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	80	78.43	21.57	60.00
Female	56	42	75.00	25.00	73.81
Male	45	37	82.22	17.78	43.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	62	82.67	17.33	59.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	7	63.64	36.36	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	45	81.82	18.18	57.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	9	69.23	30.77	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	81	79.41	20.59	22.50
Female	56	42	75.00	25.00	26.83
Male	45	38	84.44	15.56	18.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	62	82.67	17.33	19.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	7	63.64	36.36	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	45	81.82	18.18	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	9	69.23	30.77	--

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (-) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (-) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/1/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 2/1/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	NT	NT	NT	NT
Female	50	NT	NT	NT	NT
Male	42	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	76	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	12	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	55	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 2/1/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

Career Technical Education (CTE) opportunities vary according to the students' goals. Student strengths, interests and values are discussed with the student and parents and become part of the Pathways Personalized Educational Plan (PPEP). SSS offers more than 20 CTE courses and 5 Career Pathways in either an independent study or online environments. Eleventh and twelfth grade students research career paths and post-secondary career options to compile an electronic portfolio as part of a required senior course called "Pathways Exhibition". Counselors, teachers, career resource speakers, administrators and parents provide assistance in the educational and career decision making process. Because of the flexibility in this school's schedule, students are able to work while traditional schools are in session, which broadens the range of job opportunities and work-based learning available. The school allows students the freedom to participate in community events and encourages them to volunteer. In order to broaden their experience and prepare students for the transition from school to career, students who remain at Sweetwater Secondary School until graduation are required to earn two credits in a specified CTE course, Service Learning, or in our state approved General Work Experience Education (WEE) courses. In this way, students have the chance to experience the world outside school as either volunteers or while learning a career skill on their path to becoming College and Career Ready.

Last updated: 2/1/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	105
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.3

Last updated: 2/1/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	95.48%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	11.36%

Last updated: 2/1/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 2/1/22

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

Parents become involved in their children's education at Sweetwater Secondary School from the beginning. Parents are a part of the initial meeting with the teacher, when they learn school requirements. Together with the student, they develop each student's unique Pathways Personalized Educational Plan (PPEP). Parents are encouraged to call and make appointments at any time; parents are involved in their child's education on a daily/weekly basis. Parents are encouraged to give feedback through the annual LCAP parent survey, open houses, senior exit orientation meetings, master agreement signings, board meetings, and graduation.

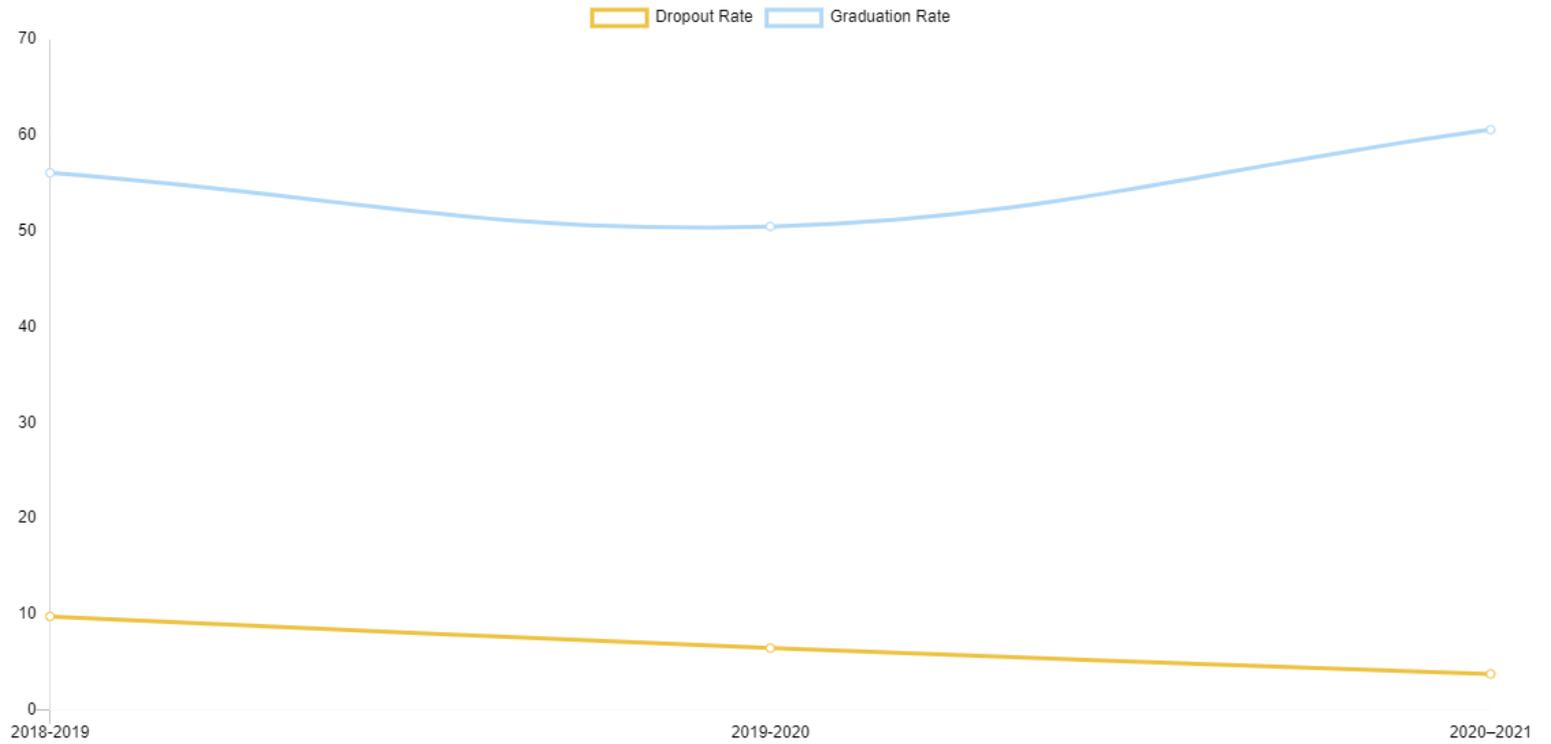
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	9.80%	6.50%	3.80%	9.80%	6.50%	3.80%	9.00%	8.90%	9.40%
Graduation Rate	56.10%	50.50%	60.60%	56.10%	50.50%	60.60%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	104	63	60.6
Female	47	27	57.4
Male	56	36	64.3
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	64.3
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	83	51	61.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	14	8	57.1
Foster Youth	--	--	--
Homeless	15	12	80.0
Socioeconomically Disadvantaged	89	56	62.9
Students Receiving Migrant Education Services			0.0
Students with Disabilities	12	8	66.7

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

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	546	455	127	27.9
Female	281	231	68	29.4
Male	264	223	59	26.5
American Indian or Alaska Native	10	6	0	26.5
Asian	1	1	0	0.0
Black or African American	17	13	2	15.4
Filipino	13	12	1	8.3
Hispanic or Latino	405	352	102	29.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	31	25	8	32.0
White	58	37	11	29.7
English Learners	77	69	24	34.8
Foster Youth	4	2	1	50.0
Homeless	32	29	10	34.5
Socioeconomically Disadvantaged	337	293	100	34.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	95	82	31	37.8

Last updated:

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.22%	0.00%	0.22%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	0.00%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Last updated: 2/1/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The safety plan is updated and approved annually. It includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, lockdown procedures, loitering law, going to and from school safely, zero tolerance policy, emergency resource information, emergency disaster kit, and emergency quick reference guide. A sexual harassment policy, child abuse reporting procedures, school dress codes and the school discipline policy are also included. Regular safety drills are conducted and recorded three times per year.

Last updated: 2/1/22

D. Other SARC information

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	716.0

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	2.40

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11929.00	\$725.00	\$11204.00	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 2/1/22

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

Types of Services Funded (Fiscal Year 2020–2021)

As a 501c3 non-profit corporation, Audeo Charter School Corporation has full authority and discretion in the management of all its fiscal matters. The latitude to determine the use of funds is accompanied by an obligation to remain revenue neutral and to submit an audited financial report annually to the District. More than half of the funds the school receives go to certificated instructors who work directly with students. Funds are also used for purchasing up-to-date instructional materials and technology.

Last updated: 2/1/22

Advanced Placement (AP) Courses (School Year 2020—2021)**Percent of Students in AP Courses** 2.60%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	4
Total AP Courses Offered*	8.00%

Last updated: 2/1/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

Comprehensive Safety Plan

Audeo
Charter School
NONPROFIT CORPORATION

SY 2021-2022

Audeo II
Charter School

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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 facility operated by Audeo Charter School II.

A “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 their 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 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

Audeo Charter School II Office/Resource Centers

Information and Street Map

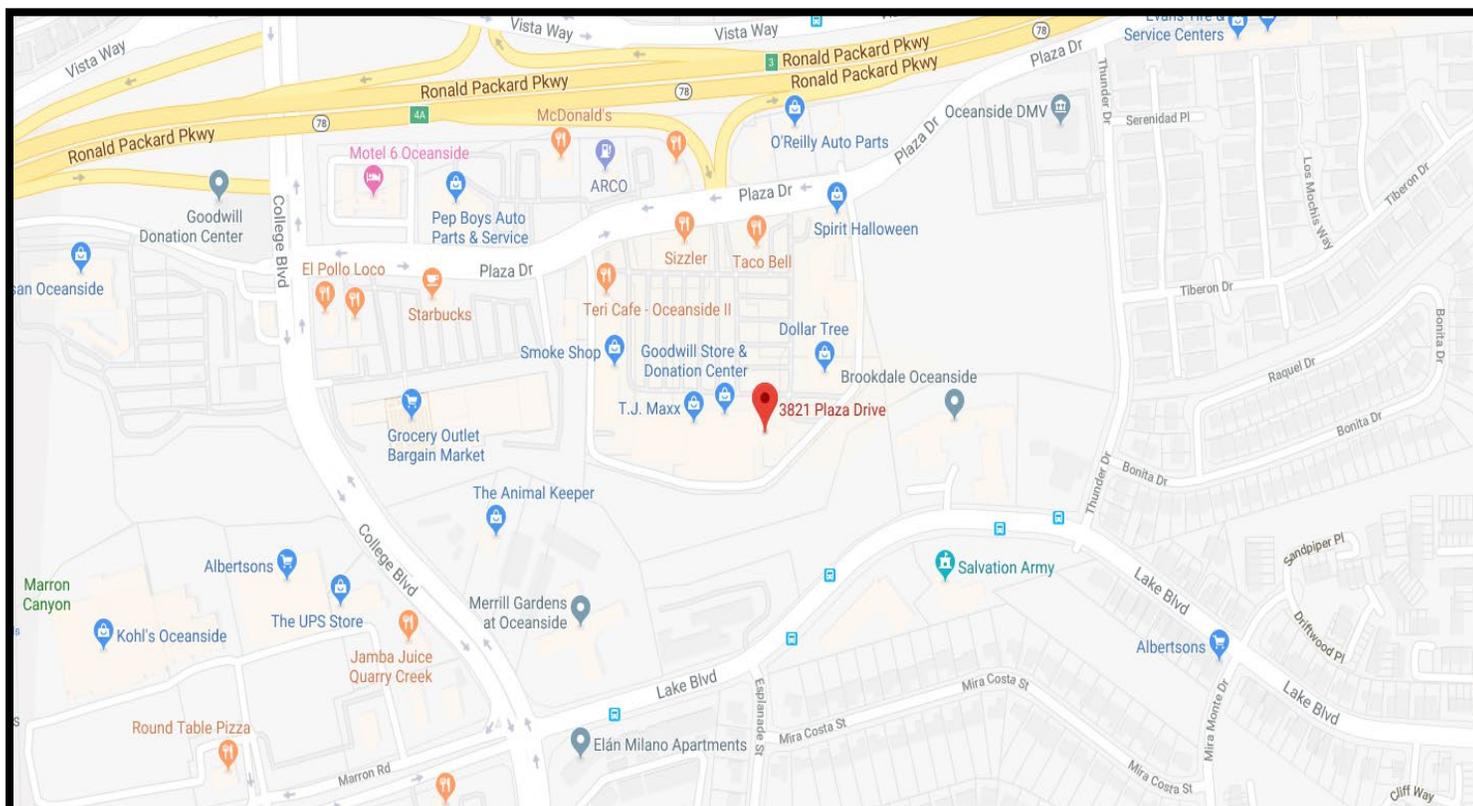
Location

Resource Center (RC)/Office Name: **North Carlsbad/ Carlsbad Administrative Office**

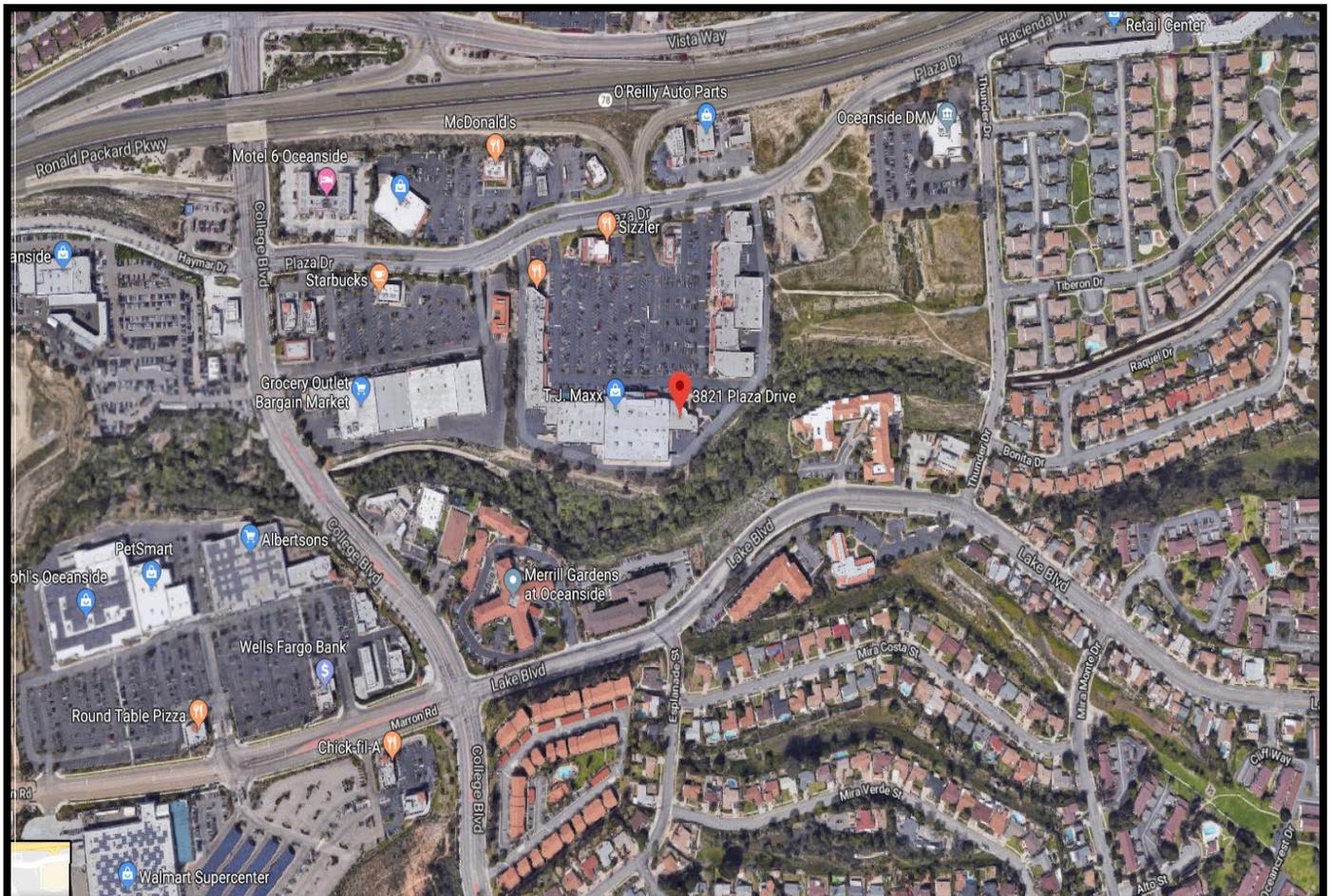
RC/Office Address: **3821 Plaza Dr. #401-402, Oceanside, CA 92056**

RC/Office Public Phone Number: **858-678-4800**

RC/Office Fax Number: **760-639-6484**



North Carlsbad Resource Center/Carlsbad Administrative Office Aerial Map



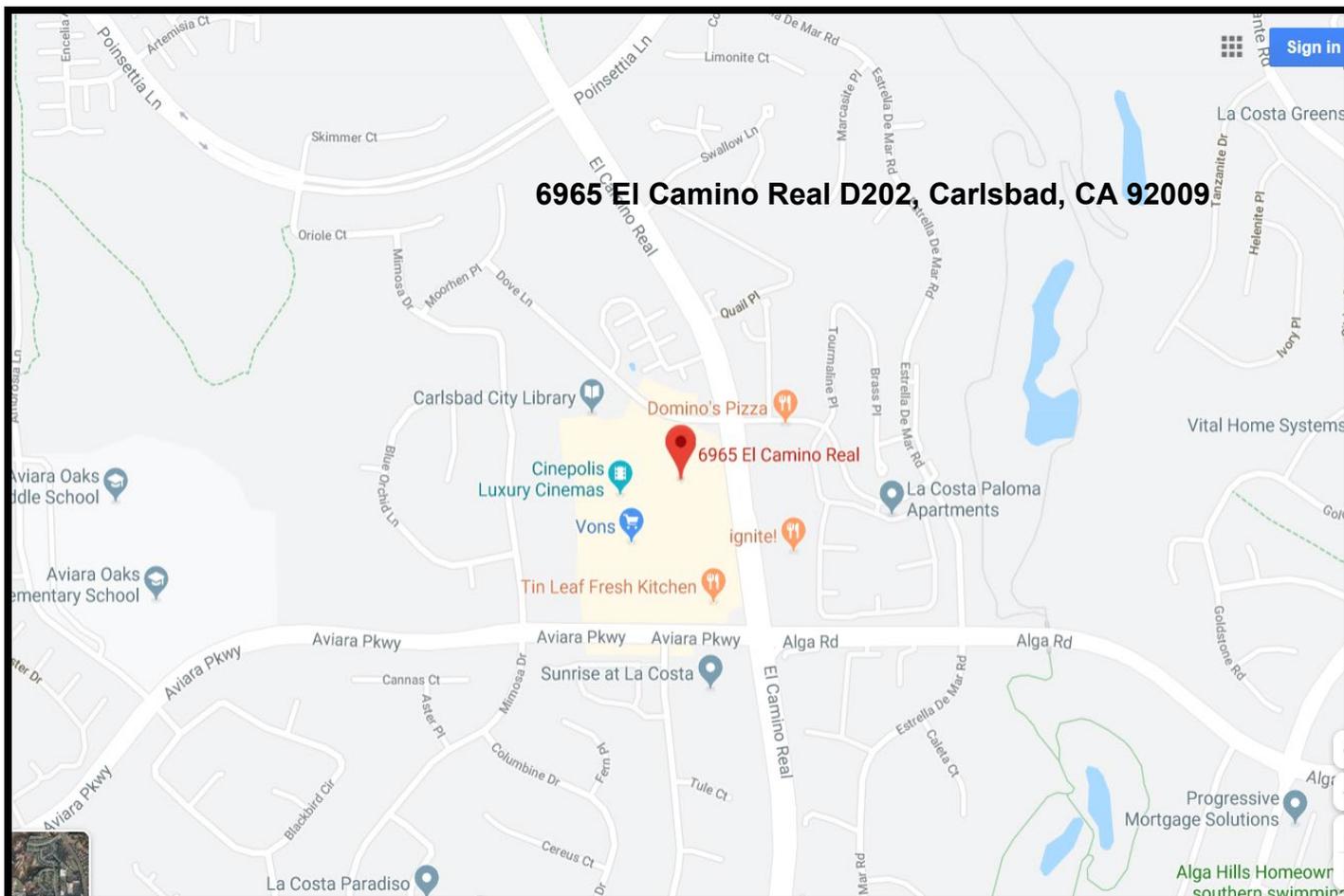
Location

Resource Center (RC) Name: South Carlsbad

Address: 6965 El Camino Real D202, Carlsbad, CA 92009

RC Public Phone Number: 858-678-4800

RC Fax Number: 760-639-6484



South Carlsbad Resource Center Aerial Map



LOCATION HAZARD ASSESSMENT SUMMARY

Assessment of School Crime

In assessing the crime rate for the last two school years at Audeo Charter School II the crime data indicates that there have been no incidents of the last two years. Audeo II 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.

	2020yr	Rate	2021yr	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					
2020yr	244		2021yr	186	

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.

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Audeo Charter School II. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

President	<i>Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.</i>
Chief Financial Officer	<i>Assists the President with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.</i>
Director of Operations and Technology	<i>Responsible for internal communications with our RCs, staff, and the team in collaboration with the Administrator of Instructional Services.</i>
Administrator of Instructional Services	<i>Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.</i>

Operational Overview

Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- Evacuation of Students/Emergency Assembly
- Communication
- Reunion Procedures
- Public Information
- Sweep and Rescue
- Security
- First Aid and CPR

Emergency Operation Center

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Audeo Charter School II defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Audeo Charter School II will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2 _____ Singular or Multiple Locations

Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3 _____ RC Specific

(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: Administrator of Instructional Services according to responsibility.

Responsibilities for Situation Levels 1 and 2

1. Assess situation (to evacuate or secure RC)
2. Call 911

3. Contact EOT: Communicate essential information

Example: Describe the situation – clearly and calmly.
Who is involved?
Who's present/at the RC –staff/students/community?
Have the police been called? Have they arrived?
Who else has been notified?
What have you done so far?
Is anyone hurt? Describe injury.

4. Gather essential information – keep emergency supplies in one area

- Student emergency binder
- Student roster
- Emergency procedure binder
- Today's sign in sheet
- Backpack, First Aid Kit, Blood borne Pathogen Kit
- Keys

5. Reassess situation and roll call

Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)

6. Give students appraisal of situation

Tell them what to do and what is expected.

7. Re-contact EOT**8. Release students as appropriate to authorized individuals.****9. Contain remaining students in designated safe area.****10. Wait until crisis has passed****11. Notify corporate office****12. Remaining students will be brought to safe area designated by EOT****13. Staff will then be released by EOT**

Resource Center Preparedness Activities

Training programs for staff:

- Disaster preparedness and scene management classes
- Mock disaster drill
- Evacuation/earthquake drills
- Blood borne Pathogens
- CPR and First Aid
- HIV Awareness

Educational activities:

- Basic earthquake education
- Parent meetings, home preparedness and orientation to RC plan

Equipment and supplies:

- Trauma/first aid kits
- Bodily fluid cleanup kit
- Backpacks for sweep and rescue team

Aftermath plan:

- Return school/community to normal
- Provide safe place to process event
- Plan for resumption of normal activities

***Drills are scheduled at least three times per year**

Communications

Audeo Charter School II Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

	<u>Emergency RC Call to Central</u>
	RC contact Central or Able
	Remember 6 Key points –
◆ RC	Identify your location
◆ Number	Approximate number of participants
◆ Code	Red (Life-threatening) 911
	Orange (Serious)
	Yellow (Potential – advisement)
◆ Description	Briefly describe incident
◆ Location	In class, outside front/back door, alley
◆ Listen	Answer central’s questions succinctly

Procedure

- President will declare need for emergency action.
- President, manager and any designated support staff prepare Blackboard Connect/Alert Now telephone message and E-mail message.
- President notifies Audeo Charter School II Board of Directors.
- Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.
- When schools are not in session, it may be necessary to call employees at home.
- Callers must report to the President's office by e-mail (mbixby@audeocharterschool.net) the names of the employee's they were unable to reach.
- Share all information on the operation of the telephone tree with support staff at your RC.
- Make copies of the tree information and give to appropriate staff.
- It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee's regardless of the day of the week or the time of day or evening. It is important that employees who are to make calls and their backups have copies of the tree information and the telephone numbers both at school and home.

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the South side of Westminster Blvd., across the resource center. They are shouting and threatening one of our students who are here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the Certificated Teacher Resource (CTR) and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your CERTIFICATED TEACHER RESOURCE (CTR) with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- ◆ Remember, speak calmly and slowly.
- ◆ Tend to the business at hand and keep Central informed. **STAY CALM.**
- ◆ If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, "Situation secured". This officially closes down the incident. Central logs the time.

BlackBoard Connect/AlertNow System

In the event of an emergency, the President or designee may activate the school-wide BlackBoard Connect/AlertNow. BlackBoard Connect/AlertNow allows Audeo Charter School II administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff.

BlackBoard Connect/AlertNow allows Audeo Charter School II to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, BlackBoard Connect/AlertNow is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.
- We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.
- Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.

1. Receive Communication.

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of an Audeo Charter School II emergency call. Resource Center, Number, Code, Description, Location, Listen. It is preferable that you speak directly to the teacher whenever possible.



2. Ascertain the level of emergency and degree of danger.

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.

Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.

Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.

After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time.

Contact the Audeo Charter School II Administrative Office to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. Log call.

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central Office before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

EMERGENCY RESPONSES

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:

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

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- x **If imminent risk, call 911 (always call 911 if using "Epi" pen).**
- x **Notify nurse/parent or guardian.**
- x **Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.**
- x **Observe for respiratory difficulty.**
- x **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:

- x **Keep an "Epi" pen in the school office and notify staff as to location.**
- x **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:

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

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

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

Inside the Resource Center

STAFF ACTIONS:

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

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- x Initiate EVACUATION of the resource center or EMERGENCY MEETING AREA EVACUATION to move students away from immediate vicinity of danger.**
- x Move up-wind from the potential danger.**
- x Call 911. Provide exact location and nature of emergency.**
- x Designate security team to isolate and restrict access to potentially contaminated areas.**
- x Wait for instructions from emergency responders-- Health or Fire Department.**
- x Notify Director of Operations and Technology of the situation.**
- x Arrange for immediate psychological counseling for students and staff.**
- x 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:

- x Wash affected areas with soap and water.**
- x Immediately remove and contain contaminated clothing**
- x Do not use bleach on potentially exposed skins.**
- x 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.

<p style="text-align: center;">Telephone Bomb Threats</p> <ul style="list-style-type: none"> ▪ Remain calm/courteous. ▪ Read phone's visual display. ▪ Listen, don't interrupt. ▪ Keep caller talking. Pretend hearing difficulty. ▪ Notice details: background noises, voice description. ▪ Ask: When? Where? What? How? ▪ Don't touch any suspicious objects. <p style="text-align: center;">Call 911</p>	
--	--

PERSON RECEIVING THREAT BY TELEPHONE:

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

PERSON RECEIVING THREAT BY MAIL:

- x **Note the manner in which the threat was delivered, where it was found and who found it.**
- x **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.**
- x **Caution students against picking up or touching any strange objects or packages.**
- x **Notify Administrator of Instructional Services or Safety Ambassador.**

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- x **Call 911.**
- x **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.**
- x **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.**
- x **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.**
- x **Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.**
- x **If it is necessary to evacuate the entire school, use the fire alarm.**
- x **Notify the Director of Operations and Technology of the situation.**
- x **Direct a search team to look for suspicious packages, boxes or foreign objects.**
- x **Do not return to the resource center until it has been inspected and determined safe by proper authorities.**
- x **Avoid publicizing the threat any more than necessary.**

SEARCH TEAM ACTIONS:

- x **Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.**
- x **Check the resource center 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).**
- x **If suspicious item is found, make no attempt to investigate or examine object.**

STAFF ACTIONS:

- x **Evacuate students as quickly as possible, using primary or alternate routes.**
- x **Upon arrival at the designated safe emergency meeting area, take attendance. Notify the Administrator of Instructional Services/Safety Ambassador of any missing students.**
- x **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 evacuation 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@isa.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

- Female
- Male
- Accent
- Angry
- Calm
- Clearing throat
- Coughing
- Cracking Voice
- Crying
- Deep
- Deep breath(s)
- Disgusted
- Distinct
- Excited
- Laughter
- Upp
- Loud
- Nasal
- Normal
- Ragged
- Rapid
- Raspy
- Slow
- Slurred
- Soft
- Stutter

Background Sounds

- Animal noises
- House noises
- Kitchen noises
- Street noises
- Booth
- PA system
- Conversation
- Music
- Motor
- Clear
- Static
- Office machinery
- Factory machinery
- Local
- Long distance

Threat Language

- Incoherent
- Message read
- Taped message
- Irrational
- Profane
- Well-spoken

Other Information:

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:

- X Issue STAND BY instruction. Determine if evacuation is required.**
- X Notify local police department of intent to EVACUATE, the location of the emergency meeting area and the route to be taken to that location.**
- X Delegate a search team to assure that all students have been evacuated.**
- X Post a notice on the resource center door stating where the school has relocated and inform the District Office.**
- X Monitor local AM radio weather station for flood information.**
- X Notify the Director of Operations and Technology of school status and action taken.**
- X 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:

- X 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.**
- X Remain with students throughout the evacuation process.**
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to Administrator of Instructional Services/Safety Ambassador and emergency response personnel.**
- X 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:

- X **Notify Administrator of Instructional Services.**
- X **Move students from immediate vicinity of danger.**
- X **Do not turn on any electrical devices such as lights, computers, fans, etc.**
- X **If odor is severe, leave the area immediately.**
- X **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:

- X **If gas leak is internal, evacuate the resource center immediately.**
- X **Call 911.**
- X **Notify utility company.**
- X **Determine whether to move to alternate location.**
- X **If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.**
- X **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:

- X Call 911, if necessary.**
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.**
- X 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.**
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.**
- X If time is available, initiate Emergency Meeting Area Evacuation. Move students and staff away from the path of the hazardous materials.**
- X Notify Director of Operations and Technology.**
- X Wait for instructions from emergency responders-- Health or Fire Department.**
- X Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.**
- X Upon return to school, ensure that all resource centers are adequately aired.**

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.**
- X Report names of missing students to office.**
- X 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

- X **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**
- X **Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.**
- X **Protect resource center occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both).**
- X **Secure exterior doors from outside access.**
- X **When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.**
- X **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.**
- X **Identify media staging area, if appropriate. Implement a hotline for parents.**
- X **Account for students as they are evacuated.**
- X **Provide recovery counseling for students and staff.**

STAFF ACTIONS:

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

- X Initiate LOCKDOWN.
- X 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."*
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X 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.
- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

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

- X Notify utility company. Provide the following information:**
- X Determine length of time service will be interrupted.**
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.**
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.**
- X Use messengers with oral or written word as an alternate means of faculty notification.**
- X Notify District Office of loss of service.**
- X 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.
- X Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- X 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.
- X 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.
- X 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.
- X Facilitate a meeting with student(s) and family to review expectations.
- X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- X 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.
- X Inside the resource center, institute LOCKDOWN. Close all curtains and blinds.
- X Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.
- X 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:

- X Keep the individual under continuous adult supervision.**
- X Keep the individual in the resource center until parent/guardian has been notified.**
- X Arrange appropriate support services for necessary care of individual.**
- X 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).**
- X 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.****
- X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.**
- X Provide follow-up collaborative support for the student and parents (as indicated) within the school**
- X Develop a safety plan prior to the student's return to school.**
- X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)**

STAFF ACTIONS:

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

- X Initiate DROP, COVER AND HOLD ON.**
- X 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.**
- X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.**
- X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.**
- X Render first aid as necessary.**
- X Do not return to the resource center until the emergency response personnel determine it is safe to do so.**

- X **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:

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

Respiratory Hygiene E tiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

- x **Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).**
- x **Practice “respiratory hygiene etiquette”.**

- x **Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).**
- x **Implement online homework assignments so that students can stay home.**

SUSPENSION AND EXPULSION POLICY

Board Policy #: 3110

Amended: February 16, 2022

This Pupil Suspension and Expulsion Policy has been established by the Board of Directors of Audeo Charter School Corporation, Inc. in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Sweetwater Secondary School, Grossmont Secondary School (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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, involuntary removals, and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Charter School is committed to annual review of policies and procedures surrounding suspensions, involuntary removals, and expulsions 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. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion 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. Charter School 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 the 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 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 Charter School 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") 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. 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 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).

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; 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 it not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but it 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 it 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 it 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.

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 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).

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 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 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 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.

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 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.
- 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 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 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.

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.

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 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 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 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 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 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 Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Audeo 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 Audeo 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 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 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

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 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 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 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. 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, Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Charter School. 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 the 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 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 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 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 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 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; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at Charter School . 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 Charter School as the Audeo 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. 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 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 Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or 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 to the Charter School 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 Charter School'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.

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.]

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

1. Notification of SELPA

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 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, Charter School, the parent/guardian, 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/guardian 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 Charter School, the parent/guardian, 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 Charter School, the parent/guardian, 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 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 and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If 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 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 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 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 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.

Special Circumstances

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 Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Charter School had knowledge that the student was disabled before the behavior occurred.

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 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 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 Charter School supervisory personnel.

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

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.

Notification to Staff of Dangerous Students

- a. The administration will inform the Administrator of Instructional Services of information received from the court and the Probation Department. The Audeo Charter School II 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.**
- b. 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.**
- c. 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.**
- d. 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

Audeo Charter School II is 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 Charter School II 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 language proficiency 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 Charter School II 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 Administrator of Instructional Services at (858) 678-2056 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2050.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. 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**

Loitering Law Compliance

SY 2021-2022

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures *may include:*

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.

Exceptions *may include:*

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.
- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.

- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

- “Adult” means any person twenty-one (21) years of age and older.
- “Emergency” includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- “Establishment” means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- “Juvenile” means any person under eighteen (18) years of age.
- “Parent” means a person who is the natural or adoptive parent of a person. “Parent” includes a court-appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- “Public place” means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.
- “Scheduled school days” are Monday through Friday excluding school holidays. “School hours” are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student’s appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Student: _____

Date: _____

Parent: _____

Date: _____

Going to and From School 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 Charter School II 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 Charter School II students and parents to help prepare all Audeo Charter School II students for a safer journey.

- 1. Every Audeo Charter School II student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.**
- 2. Every student, parent and guest are required to sign-in and out each time he/she arrives and departs 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 school 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 school 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 school 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 school 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 school a "teachable moment" and chance to put their skills to the test.**

Safe Ingress and Egress Procedures

All Audeo Charter School II staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, 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 RC evacuation plan
- Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan
- Using class 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, the Administrator of Instructional Services 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 situation 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

Audeo Charter School II is and will remain a safe place for students and adults.

Audeo Charter School II staff believes 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 Charter School II.

SEVERE CLAUSE BYPASSES

A majority of students at Audeo Charter School II 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 Charter School II certificated teachers, 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 Charter School II 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.*

I. 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 child care 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.

II. DEFINITIONS

• **“Child care custodian”** means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• **“Health practitioner”** means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• **“Child protective agency” (CPA)** means a police or sheriff’s department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct 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

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Carlsbad Police	911	760-931-2197
Carlsbad Fire	911	760-931-2141
Carlsbad Water	911	760-438-2722
Oceanside Police	911	760-435-4900
Oceanside Fire	911	760-435-4100
Oceanside Water	911	760-435-4500
SD County Office of Emergency Services		858-565-3490
San Diego Gas & Electric		1-800-611-7343

INTERNAL CONTACTS FOR AUDEO CHARTER SCHOOL II:

CONTACT	EMERGENCY	NON-EMERGENCY
Audeo Charter School II Safety Coordinator	619-757-0028	858-678-2045 Business Office
Audeo II 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 resource center 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. School 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 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

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 RC Command Post belongs to the following individuals:

Primary: Incident Commander
 Alternate: Operations Chief

Crisis Response Boxes

This resource center maintains 1 Crisis Response Box.

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

The Crisis Response Boxes are 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, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.**
- Current map of resource center 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 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. Each resource center and office has 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.

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 at the school to carry out assigned responsibilities. School 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 a 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 teacher 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 team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the School Safety Team.

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 training 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 School Safety Team.

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

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 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 Communications Officer is available**
 - **Liaison Officer – serves as the point-of-contact for agencies outside of the school.**
- **Operations Chief – manages direct response to the RC emergency**
 - **Resource Center 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 at the 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.

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

SECTION THREE EMERGENCY PROCEDURES

RESOURCE CENTER EVACUATION PROCEDURE

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary.

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 announcement, telephone 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 resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. 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

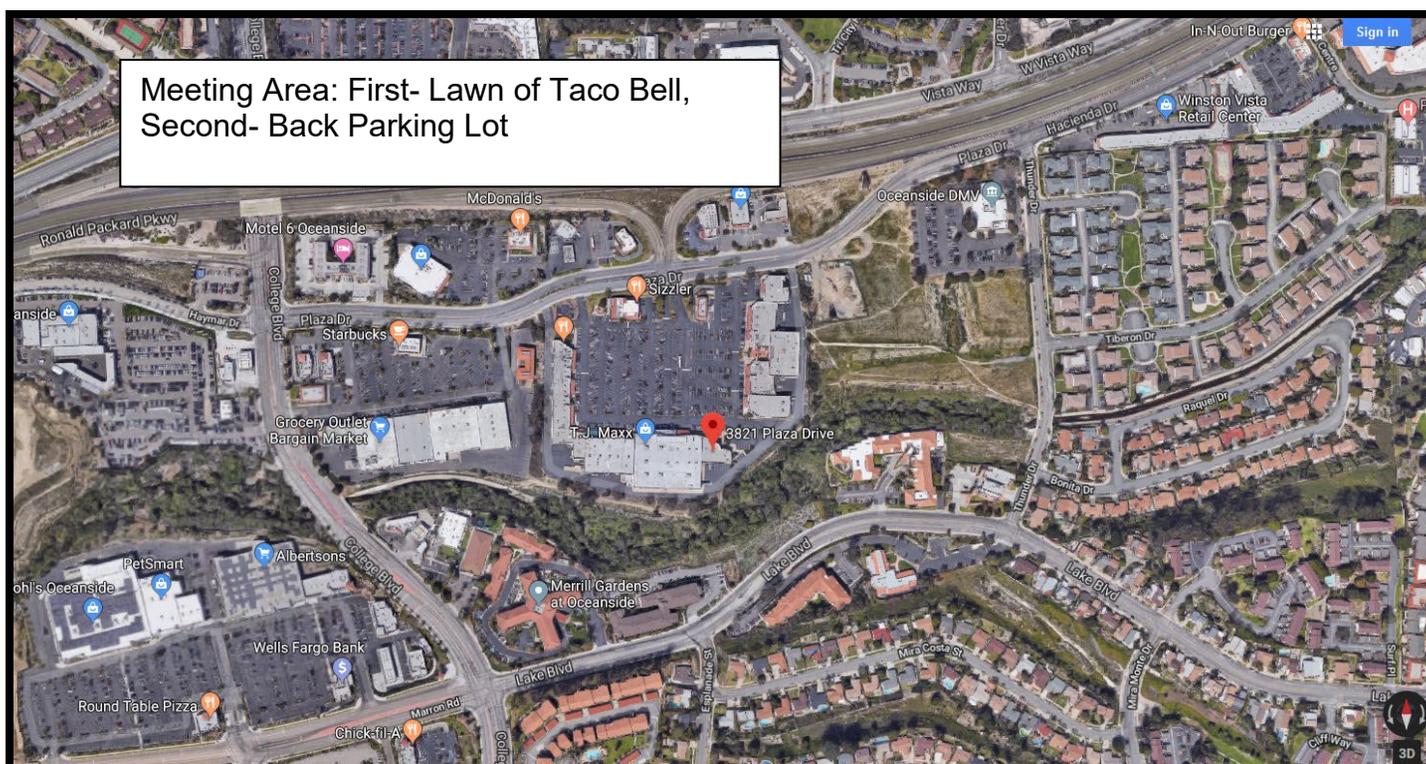
Evacuation Locations

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 meeting area.

North Carlsbad: 3821 Plaza Dr., Suites 401-402, Oceanside, CA 92056

Cross Street: College Blvd.

Meeting Area: First- Lawn of Taco Bell, Second- Back Parking Lot



North Carlsbad Plan

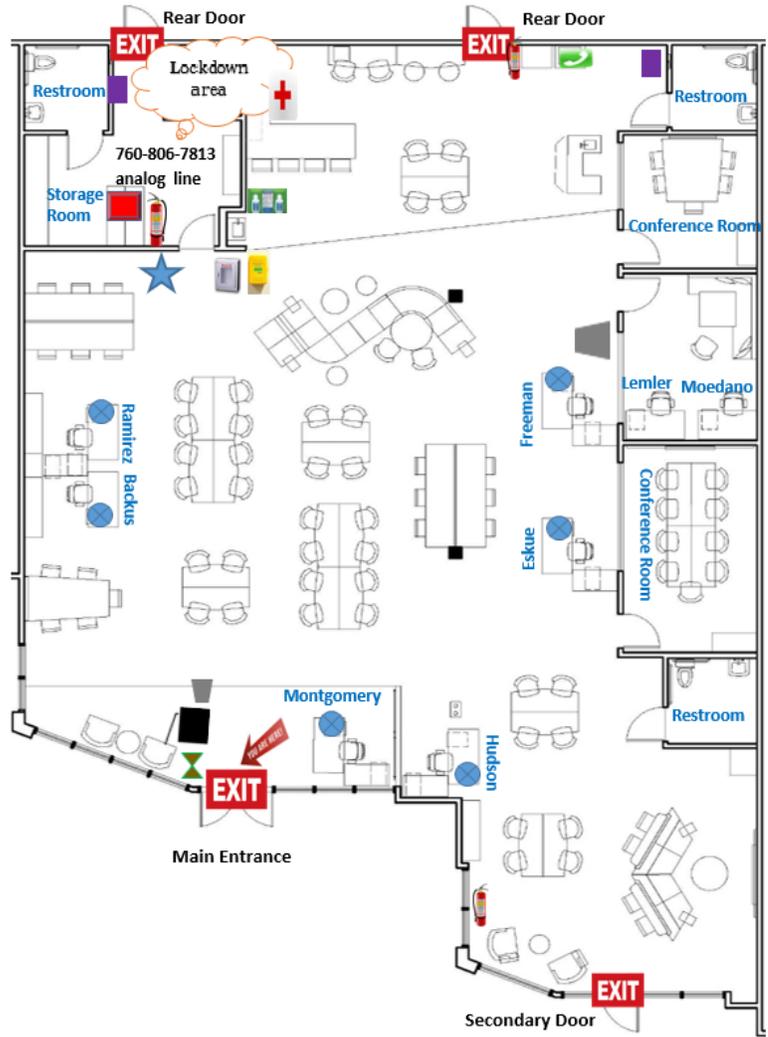
Audeo Charter School II
North Carlsbad Resource Center
3821 Plaza Drive, Suite 401/402
Oceanside, CA 92054
858-678-2050

-  Hardwire Button/
Constant Door Lock
-  Hand Sanitizer
-  Thermo Scan
-  COVID Caddy
-  Epi-Pens
-  Fire Extinguisher
-  First Aid Supplies
-  Circuit Panel
-  Eye Wash Kit
-  Alarm Keypad
-  AED
-  Fire/Life Safety System keypad/equipment

1st Emergency Meeting Area
 Exit main door, walk to lawn of Taco Bell

2nd Emergency Meeting Area
 Exit main door to the right. Meet in back parking lot.

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



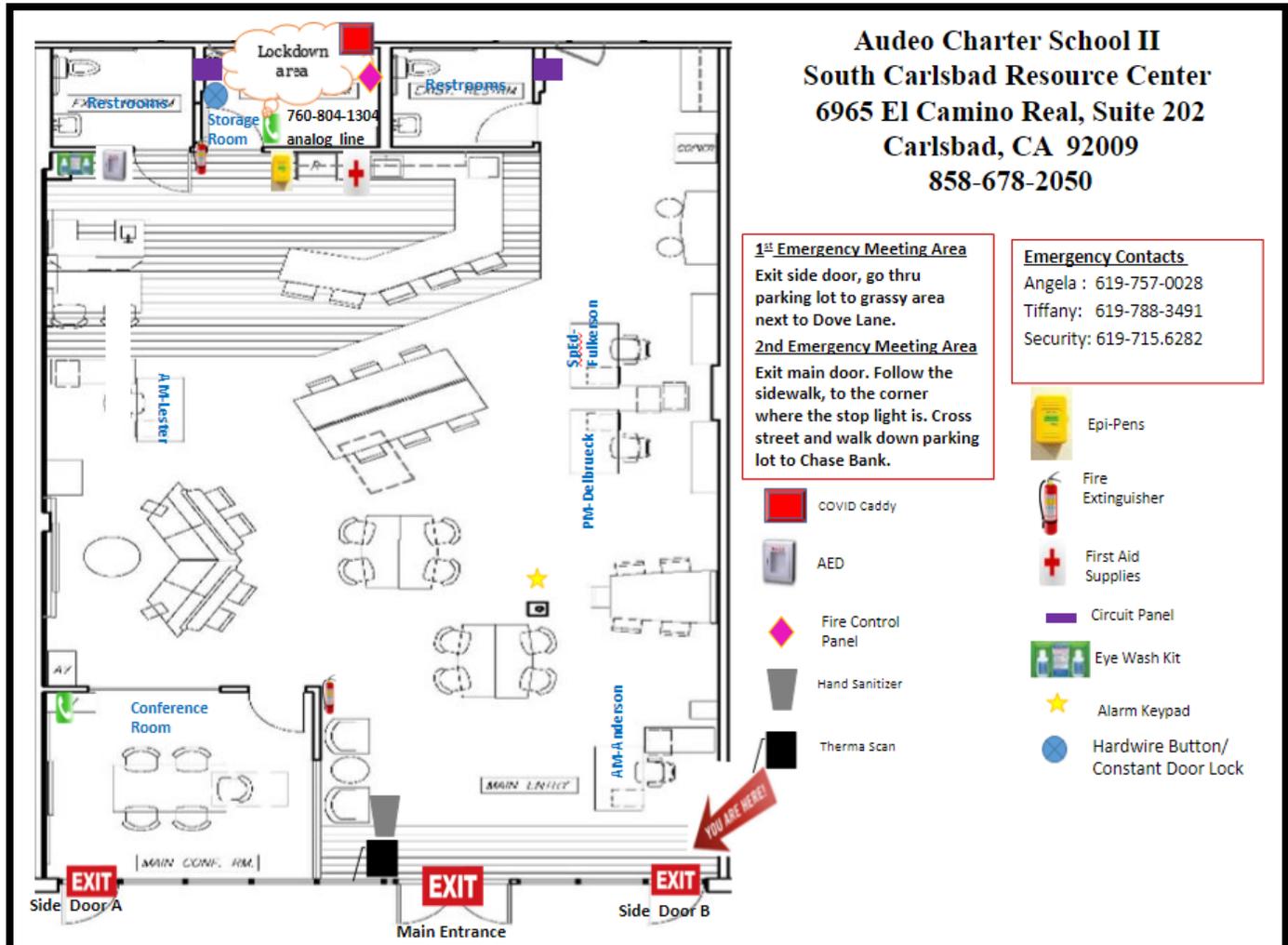
South Carlsbad: 6965 El Camino Real D202, Carlsbad, CA 92009

Cross Streets: Dove Lane and Aviara Parkway

Meeting Area: Grassy area next to Dove Lane then cross parking lot to Chase Bank



South Carlsbad Plan



Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The 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.

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 Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the resource center.

Emergency Lockdown Procedures

***If an emergency situation near an Audeo Charter School II RC endangers student or staff safety,
Lockdown the Resource Center.***

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

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 Ambassador or designee 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 Audeo Charter School II Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.**
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 defer media statements to the Communications Department.**

Only a member of the Audeo Charter School II Safety Committee may lift a lock down.

Persons who may activate a RC lockdown:

- Any member of a school 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 a 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 school 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. School 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 locations 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 at 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.**

Signature: _____ **Date:** _____

Date Report Received: _____

AUDEO CHARTER SCHOOL II 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 Ambassador 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				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

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

Date:	Time of lockdown:	Safety Ambassador 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:

2.	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:

3.	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:

4.	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:

EMERGENCY RELEASE SIGN OUT RECORD

PAGE 2 of __

5.	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:

6.	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:

7.	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:

8.	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:

9.	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:

EMERGENCY RELEASE SIGN OUT RECORD

PAGE 3 of __

10.	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:

11.	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:

12.	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:

13.	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:

14.	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:

EMERGENCY RELEASE SIGN OUT RECORD

PAGE 4 of __

15.	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:

16.	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:

17.	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:

18.	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:

19.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 5 of __**

20.	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:

21.	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:

22.	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:

23.	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:

24.	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:

EMERGENCY RELEASE SIGN OUT RECORD

PAGE 6 of __

25.	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:

26.	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:

27.	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:

Parent Notification & Reunification Procedure

Following a lockdown 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 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 school, 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's student database.

Reunification

Reunification will generally occur from the location pre-identified as the meeting 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 school 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 belongs to the following individuals at this RC:

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 evacuation procedures after confirming the path and destination are safe.

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

Structural Failure

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

Advise Administrator of Instructional Services of the situation. Contact the Director of Operations and Technology at (619) 778-3491.

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 location 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 Director of Operations and Technology by calling 619-778-3491. The Director of Operations and Technology will handle notifying the proper emergency and communications personnel.

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

Activate specific components of your 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 assembly area until the situation is under control.

Have some staff standing by the 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 Armer 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 a school 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 schools 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.
- D. 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 school 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 school campus (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.

B. 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).

C. 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 school building and campus.**

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.

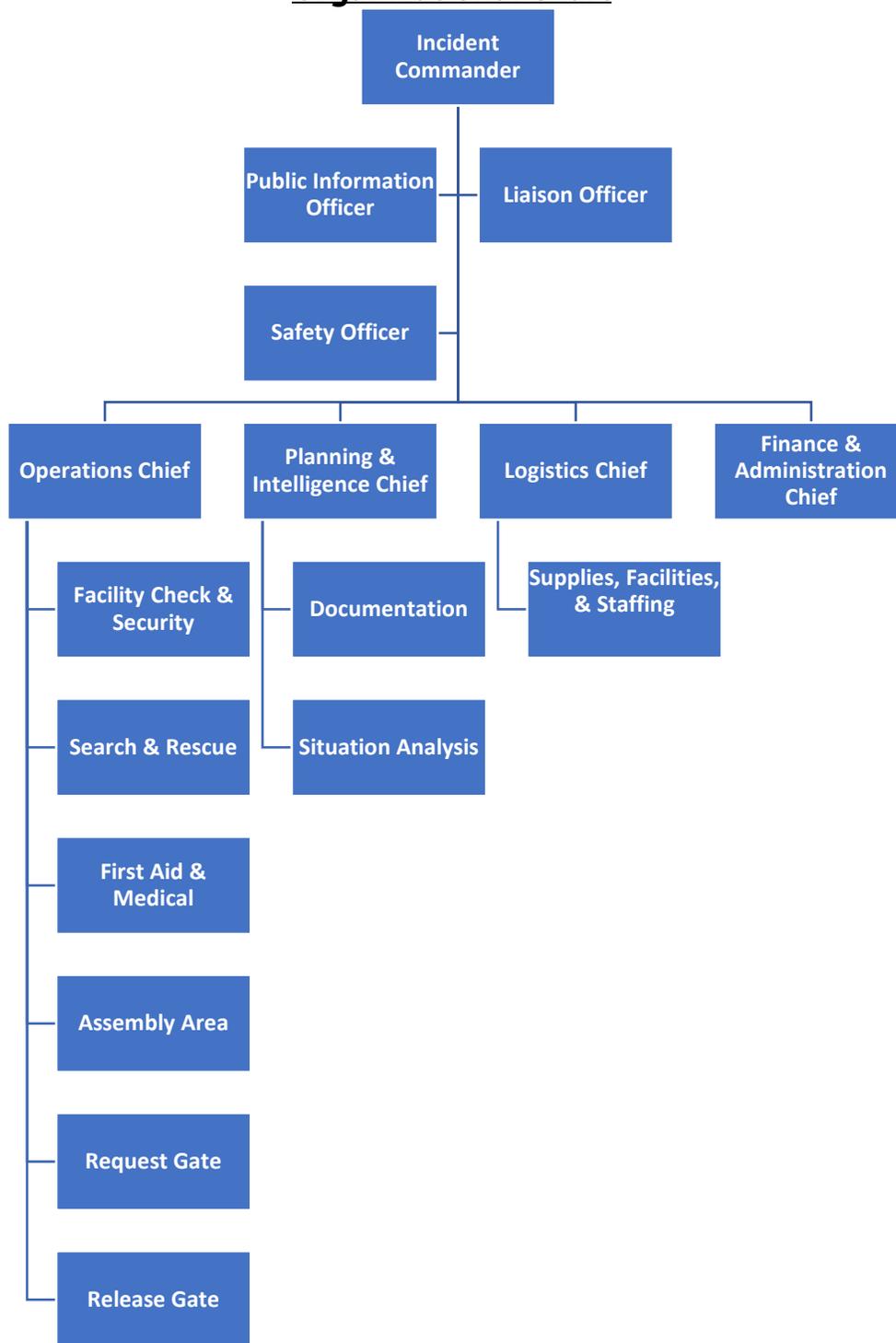
SECTION FOUR

Emergency Plan Roles & Responsibilities

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
Bradi Zapata	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	Bradi Zapata
Tim Tuter	Operations Chief	Hayley Beaupre
Angela Neri	Facility Check/Security	Hayley Beaupre
Safety Ambassador by Location	Search & Rescue Team Leader	Hayley Beaupre
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
Administrator of Instructional Services	Assembly Area	Hayley Beaupre
Safety Ambassadors (per location)	Request Point	Hayley Beaupre
Safety Ambassadors (per location)	Release Point	Hayley Beaupre
Hayley Beaupre	Planning Chief / Logistics Chief	Gail Levine
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Position Activation Information

Equipment

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

1. Identification vest
2. Two-way campus 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

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.

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

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- 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)
- Copies of Forms

Start-Up:

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- Implement Emergency Plan and 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 school situation:
- View location map periodically for Search & Rescue progress and damage assessment information.
- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- 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. By law, during a disaster, the staff will become "Disaster Service Workers."**
- Remain on and in charge of your RC until the incident has been resolved.**

After:

- Authorize deactivation of sections or units when they are no longer required.**
- Deactivate the entire emergency response.**
- 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

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**

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

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
 - Public Information Release Worksheet
 - School Accountability Report Card
- Scissors
- School 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.)
- Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- Advise arriving media that the school 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 school, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to school 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 school/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

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**

Reports to: Incident Commander

Staffing

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

Responsibility: The Operations Chief manages the direct response to the disaster, which can include 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

Reports to: Operations Chief

Staffing

Characteristics: Building Safety Supervisor or others familiar with the school'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 campus and report any damage 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 campus 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 campus 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 as appropriate.**

Section: Operations**Position: Search & Rescue Team Leader****Reports to:** Operations Chief**Staffing****Characteristics:** Trained in Search & Rescue**Responsibility:** Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports 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.

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 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.

Section: Operations**Position: Search & Rescue Team**

Reports to: Search & Rescue Team Leader

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports 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.

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 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.

Section: Operations

First Aid & Medical Team Leader

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:

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- Request assistance from the 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 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**

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 campus 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 treatment records.**
- Follow categories: Immediate, Delayed, 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****Reports to:** Operations Chief**Staffing****Characteristic:** Trained in managing large groups of students**Responsibility:** Ensure the care and safety of all students (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 school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the students as they exit, to make sure that all students evacuate.
 - 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

Reports to: Operations Chief

Staffing

Characteristics: School 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 resource center.

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 with class:

- 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 with the class:

- Teacher makes appropriate notation on Student Release Form:
- "*Absent*" if student was never in school that day.
- "*First Aid*" if student is in First Aid & Medical Treatment Area.
- "*Missing*" if student was in school 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

Reports to: Operations Chief

Staffing

Characteristics: School 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 with class:

- 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 with the class:

- Teacher makes appropriate notation on Student Release Form:
- "*Absent*" if student was never in school that day.
- "*First Aid*" if student is in First Aid & Medical Treatment Area.
- "*Missing*" if student was in school 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

Reports to: Incident Commander

Staffing

Characteristics: Someone familiar with the school and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Forms:
 - Position Log

During Event:

- 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

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 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 on campus for Situation Analysis. Update periodically.
- Report missing persons and damage to the 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

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 school 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
- File box(es)
- Map of local area

During:

Situation Status Map:

- Collect, organize and analyze situation information.
- Mark school 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 campus.
- 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

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.
- Forms:
 - 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

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.

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

Reports to: Incident Commander

Staffing

Characteristics: Familiar with common financial record keeping standards.

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.
- 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.

Audeo Charter School II

RC/Facility Planning Teams Safety Ambassadors* 2021-2022

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 Inspections

Resource Center	Safety Ambassador
North Carlsbad	Jacqueline Eskue
South Carlsbad	David Delbrueck

Comprehensive Safety Plan

Audeo
Charter School
NONPROFIT CORPORATION

SY 2021-2022

Audeo³
Charter School

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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 facility operated by Audeo Charter School III.

An “Incident Commander” (with 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 their 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 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

Audeo Charter School III Office/Resource Center

Information and Street Map

Location

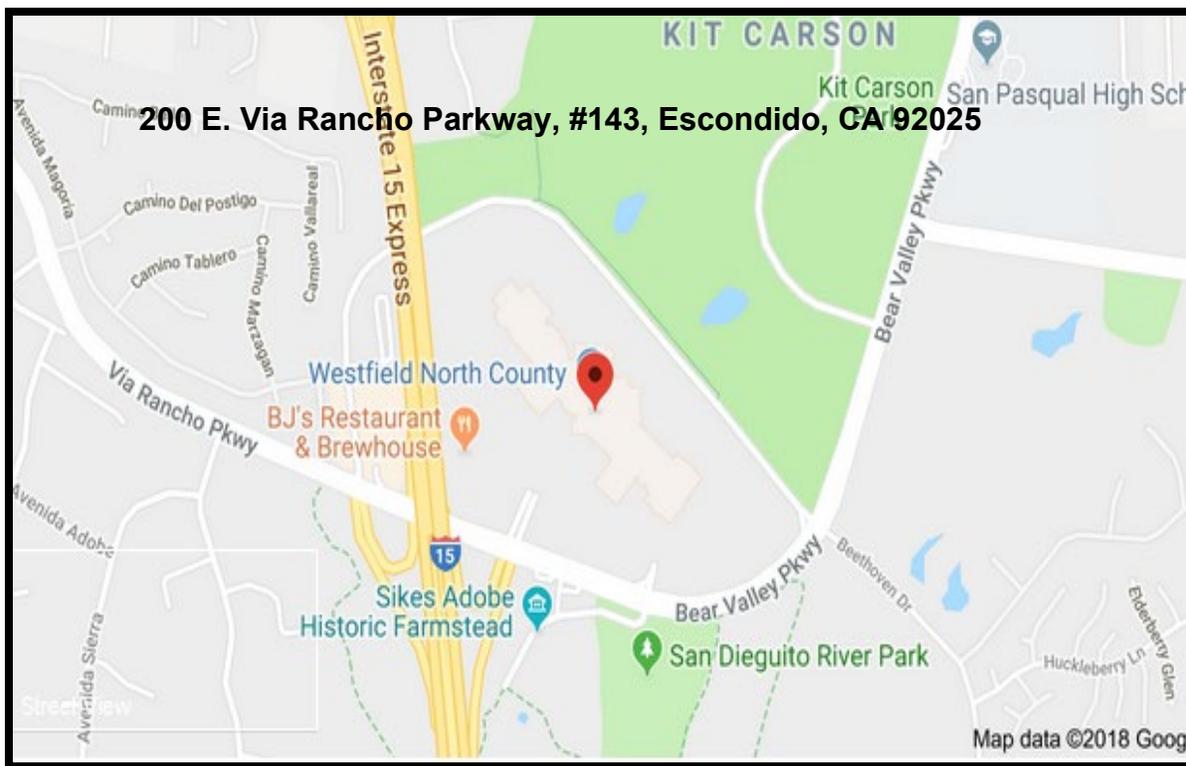
Office/ Resource Center (RC) Name: Escondido

RC Address: Westfield Mall - 200 E. Via Rancho Parkway, #143 Escondido, CA 92025

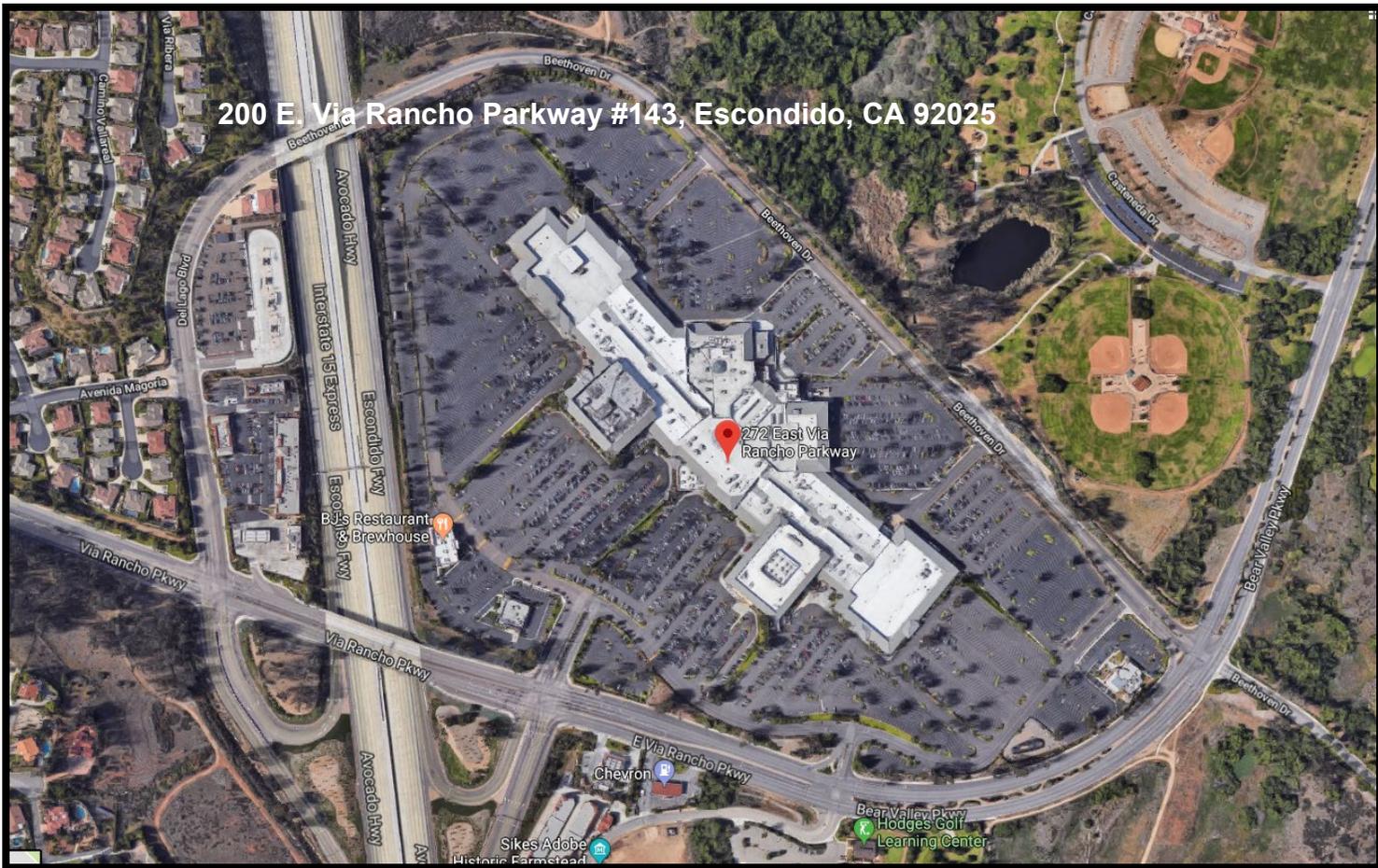
(Near Broken Yolk Restaurant by Westfield Back Entrance)

RC Public Phone Number: 858-203-4720

RC Fax Number: 760-639-6484/619-280-8033



Escondido Resource Center Aerial Map



Assessment of School Crime

In assessing the crime rate for the last two school years at Audeo Charter School III the crime data indicates that there have been no incidents of the last two years. Audeo III 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.

	2020yr	Rate	2021yr	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	2020yr	107	2021yr	106	

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.

LOCATION HAZARD ASSESSMENT SUMMARY

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Audeo Charter School III. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

President	<i>Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.</i>
Chief Financial Officer	<i>Assists the President with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.</i>
Director of Operations and Technology	<i>Responsible for internal communications with our RCs, staff, and the team in collaboration with the School Coordinator.</i>
School Coordinator	<i>Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.</i>

Operational Overview

Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- **Evacuation of Students/Emergency Assembly**
- **Communication**
- **Reunion Procedures**
- **Public Information**
- **Sweep and Rescue**
- **Security**
- **First Aid and CPR**

Emergency Operation Center

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Audeo Charter School III defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Audeo Charter School III will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2 Singular or Multiple Locations

Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3 RC Specific

(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: School Coordinator according to responsibility.

Responsibilities for Situation Levels 1 and 2

1. Assess situation (to evacuate or secure RC)

2. Call 911

3. Contact EOT: Communicate essential information

***Example:* Describe the situation – clearly and calmly.
Who is involved?
Who's present/at the RC –staff/students/community?
Have the police been called? Have they arrived?**

**Who else has been notified?
What have you done so far?
Is anyone hurt? Describe injury.**

- 4. Gather essential information – keep emergency supplies in one area**
 - **Student emergency binder**
 - **Student roster**
 - **Emergency procedure binder**
 - **Today's sign in sheet**
 - **Backpack, First Aid Kit, Blood borne Pathogen Kit**
 - **Keys**
- 5. Reassess situation and roll call**

Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)
- 6. Give students appraisal of situation**

Tell them what to do and what is expected.
- 7. Re-contact EOT**
- 8. Release students as appropriate to authorized individuals.**
- 9. Contain remaining students in designated safe area.**
- 10. Wait until crisis has passed**
- 11. Notify corporate office**
- 12. Remaining students will be brought to safe area designated by EOT**
- 13. Staff will then be released by EOT**

Resource Center Preparedness Activities

Training programs for staff:

- **Disaster preparedness and scene management classes**
- **Mock disaster drill**
- **Evacuation/earthquake drills**
- **Blood borne Pathogens**
- **CPR and First Aid**

- HIV Awareness

Educational activities:

- Basic earthquake education
- Parent meetings, home preparedness and orientation to RC plan

Equipment and supplies:

- Trauma/first aid kits
- Bodily fluid cleanup kit
- Backpacks for sweep and rescue team

Aftermath plan:

- Return school/community to normal
- Provide safe place to process event
- Plan for resumption of normal activities

*Drills are scheduled at least three times per year

Communications

Audeo Charter School III Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

<u>Emergency RC Call to Central</u>	
	RC contact Central or Able
	Remember 6 Key points –
◆ RC	Identify your location
◆ Number	Approximate number of participants
◆ Code	Red (Life-threatening) 911
	Orange (Serious)
	Yellow (Potential – advisement)
◆ Description	Briefly describe incident
◆ Location	In class, outside front/back door, alley
◆ Listen	Answer central’s questions succinctly

Procedure

- **President will declare need for emergency action.**
- **President, manager and any designated support staff prepare Blackboard Connect/Alert Now telephone message and E-mail message.**
- **President notifies Audeo Charter School III Board of Directors.**

- Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.
- When schools are not in session, it may be necessary to call employees at home.
- Callers must report to the President's office by e-mail (mbixby@audeocharterschool.net) the names of the employee's they were unable to reach.
- Share all information on the operation of the telephone tree with support staff at your RC.
- Make copies of the tree information and give to appropriate staff.
- It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee's regardless of the day of the week or the time of day or evening. It is important that employees who are to make calls and their backups have copies of the tree information and the telephone numbers both at school and home.

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the South side of Via Rancho Parkway, across the resource center. They are shouting and threatening one of our students who are here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your CTR with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- ◆ Remember, speak calmly and slowly.
- ◆ Tend to the business at hand and keep Central informed. **STAY CALM.**
- ◆ If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, "Situation secured". This officially closes down the incident. Central logs the time.

BlackBoard Connect/AlertNow System

In the event of an emergency, the President or designee may activate the school-wide BlackBoard Connect/AlertNow. BlackBoard Connect/AlertNow allows Audeo Charter School III administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. BlackBoard Connect/AlertNow allows Audeo Charter School III to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-

sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, BlackBoard Connect/AlertNow is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.
- We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.
- Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.

1. Receive Communication.

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of an Audeo Charter School III emergency call. Resource Center, Number, Code, Description, Location, Listen. It is preferable that you speak directly to the teacher whenever possible.



2. Ascertain the level of emergency and degree of danger.

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.

Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.

Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.

After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time.

Contact the Audeo Charter School III Administrative Office to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. Log call.

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central Office before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Emergency Responses

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:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If imminent risk, call 911 (always call 911 if using "Epi" pen).
- X Notify nurse/parent or guardian.
- X Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- X Observe for respiratory difficulty.
- X 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:

- X Keep an "Epi" pen in the school office and notify staff as to location.
- X 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:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

Inside the Resource Center

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate EVACUATION of the resource center or EMERGENCY MEETING AREA EVACUATION to move students away from immediate vicinity of danger.**
- X Move up-wind from the potential danger.**
- X Call 911. Provide exact location and nature of emergency.**
- X Designate security team to isolate and restrict access to potentially contaminated areas.**
- X Wait for instructions from emergency responders-- Health or Fire Department.**
- X Notify Director of Operations and Technology of the situation.**
- X Arrange for immediate psychological counseling for students and staff.**
- X 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:

- X Wash affected areas with soap and water.**
- X Immediately remove and contain contaminated clothing**
- X Do not use bleach on potentially exposed skins.**
- X 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.

<p style="text-align: center;">Telephone Bomb Threats</p> <ul style="list-style-type: none"> ▪ Remain calm/courteous. ▪ Read phone's visual display. ▪ Listen, don't interrupt. ▪ Keep caller talking. Pretend hearing difficulty. ▪ Notice details: background noises, voice description. ▪ Ask: When? Where? What? How? ▪ Don't touch any suspicious objects. <p style="text-align: center;">Call 911</p>	
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PERSON RECEIVING THREAT BY TELEPHONE:

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

PERSON RECEIVING THREAT BY MAIL:

- X Note the manner in which the threat was delivered, where it was found and who found it.**
- X 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.**
- X Caution students against picking up or touching any strange objects or packages.**
- X Notify School Coordinator or Safety Ambassador.**

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911.**
- X 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.**
- X 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.**
- X 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.**
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.**
- X If it is necessary to evacuate the entire school, use the fire alarm.**
- X Notify the Director of Operations and Technology of the situation.**
- X Direct a search team to look for suspicious packages, boxes or foreign objects.**
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.**
- X Avoid publicizing the threat any more than necessary.**

SEARCH TEAM ACTIONS:

- X Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.**
- X Check the resource center 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).**
- X If suspicious item is found, make no attempt to investigate or examine object.**

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.**
- X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the School Coordinator/Safety Ambassador of any missing students.**
- X 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 evacuation 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@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"/> Profane
<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"/> Crackling Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathless	<input type="checkbox"/> Stalk	
<input type="checkbox"/> Disgusted	<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"/> Usp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> nasal		
<input type="checkbox"/> Hummal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other information:

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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Issue STAND BY instruction. Determine if evacuation is required.**
- X Notify local police department of intent to EVACUATE, the location of the emergency meeting area and the route to be taken to that location.**
- X Delegate a search team to assure that all students have been evacuated.**
- X Post a notice on the resource center door stating where the school has relocated and inform the District Office.**
- X Monitor local AM radio weather station for flood information.**
- X Notify the Director of Operations and Technology of school status and action taken.**
- X 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:

- X 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.**
- X Remain with students throughout the evacuation process.**
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to School Coordinator/Safety Ambassador and emergency response personnel.**
- X 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:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.**
- X Call 911.**
- X Notify utility company.**
- X Determine whether to move to alternate location.**
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.**
- X 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911, if necessary.**
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.**
- X 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.**
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.**
- X If time is available, initiate Emergency Meeting Area Evacuation. Move students and staff away from the path of the hazardous materials.**
- X Notify Director of Operations and Technology.**
- X Wait for instructions from emergency responders-- Health or Fire Department.**
- X Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.**
- X Upon return to school, ensure that all resource centers are adequately aired.**

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.**
- X Report names of missing students to office.**
- X 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

- X **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**
- X **Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.**
- X **Protect resource center occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both).**
- X **Secure exterior doors from outside access.**
- X **When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.**
- X **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.**
- X **Identify media staging area, if appropriate. Implement a hotline for parents.**
- X **Account for students as they are evacuated.**
- X **Provide recovery counseling for students and staff.**

STAFF ACTIONS:

- X **If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.**
- X **Alert the School Coordinator/Safety Ambassador.**
- X **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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate LOCKDOWN.
- X 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."*
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X 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.
- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

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

- X 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- X Notify utility company. Provide the following information:**
- X Determine length of time service will be interrupted.**
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.**
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.**
- X Use messengers with oral or written word as an alternate means of faculty notification.**
- X Notify District Office of loss of service.**
- X 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.

SCHOOL COORDINATOR/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.
- X Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- X 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.
- X 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.
- X 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.
- X Facilitate a meeting with student(s) and family to review expectations.
- X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- X 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.
- X Inside the resource center, institute LOCKDOWN. Close all curtains and blinds.
- X Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.
- X 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Keep the individual under continuous adult supervision.**
- X Keep the individual in the resource center until parent/guardian has been notified.**
- X Arrange appropriate support services for necessary care of individual.**
- X 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).**
- X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the School Coordinator. 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.****
- X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.**
- X Provide follow-up collaborative support for the student and parents (as indicated) within the school**
- X Develop a safety plan prior to the student's return to school.**
- X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)**

STAFF ACTIONS:

- X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.**
- X Notify School Coordinator/Safety Ambassador.**
- X Notify school nurse, school psychologist, counselor or social worker.**
- X 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.

SCHOOL COORDINATOR/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:

- X Initiate DROP, COVER AND HOLD ON.
- X 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.
- X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.

- X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.**
- X Render first aid as necessary.**
- X Do not return to the resource center until the emergency response personnel determine it is safe to do so.**
- X 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:

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

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

- x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- x Practice "respiratory hygiene etiquette".

- x **Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).**
- x **Implement online homework assignments so that students can stay home.**

SUSPENSION AND EXPULSION POLICY

Board Policy #: 3110

Amended: February 16, 2022

This Pupil Suspension and Expulsion Policy has been established by the Board of Directors of Audeo Charter School Corporation, Inc. in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Sweetwater Secondary School, Grossmont Secondary School (hereinafter collectively referred to as “Charter School”).

In adopting this policy, 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, involuntary removals, and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Charter School is committed to annual review of policies and procedures surrounding suspensions, involuntary removals, and expulsions 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. This policy shall serve

as Charter School’s policy and procedures for student suspension and expulsion 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. Charter School 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 the 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 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 Charter School 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") 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.

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 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).

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; 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 it not limited to electronic files and databases.**
- g) Stole or attempted to steal school property or private property, which includes but it 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 it 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 it 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.**

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 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).

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 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 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 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.

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 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.
- 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 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 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.

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.

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/gaurdian and, whenever practical, the teacher, supervisor or 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 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 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 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 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 Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The

Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Audeo 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 Audeo 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 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 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

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 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 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 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. 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, Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Charter School. 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 the 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 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 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 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 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 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; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at Charter School .

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 Charter School as the Audeo 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. 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 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 Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or 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 to the Charter School 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 Charter School '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.

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.]

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

1. Notification of SELPA

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 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, Charter School, the parent/guardian, 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/guardian 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 Charter School , the parent/guardian, 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 Charter School , the parent/guardian, 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 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 and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.**

If 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 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 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 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 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.

Special Circumstances

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 Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Charter School had knowledge that the student was disabled before the behavior occurred.

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 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 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 Charter School supervisory personnel.**

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

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.

Notification to Staff of Dangerous Students

- a. **The administration will inform the School Coordinator of information received from the court and the Probation Department. The Audeo Charter School III School Coordinator 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.**
- b. **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.**
- c. **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.**
- d. **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

Audeo Charter School III is 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 Charter School III 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 language proficiency 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 Charter School III 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 School Coordinator at (858) 678-2056 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2050.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. 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**

Loitering Law Compliance

SY 2021-2022

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures *may include:*

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.

Exceptions *may include:*

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.
- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.

- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

- “Adult” means any person twenty-one (21) years of age and older.
- “Emergency” includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- “Establishment” means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- “Juvenile” means any person under eighteen (18) years of age.
- “Parent” means a person who is the natural or adoptive parent of a person. “Parent” includes a court-appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- “Public place” means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.
- “Scheduled school days” are Monday through Friday excluding school holidays. “School hours” are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student’s appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Student: _____

Date: _____

Parent: _____

Date: _____

Going to and From School 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 Charter School III 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 Charter School III students and parents to help prepare all Audeo Charter School III students for a safer journey.

- 1. Every Audeo Charter School III student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.**
- 2. Every student, parent, and guest are required to sign-in and out each time he/she arrives and departs 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 school 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 school 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 school 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 school 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 school a "teachable moment" and chance to put their skills to the test.**

Safe Ingress and Egress Procedures

All Audeo Charter School III staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, 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 RC evacuation plan
- Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan
- Using class 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, the School Coordinator 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 situation 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

Audeo Charter School III is and will remain a safe place for students and adults.

Audeo Charter School III staff believes 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 Charter School III.

SEVERE CLAUSE BYPASSES

A majority of students at Audeo Charter School III 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 Charter School III certificated teachers, 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 Charter School III 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 School Coordinator 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 School Coordinator.
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 School Coordinator 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 School Coordinator 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.*

I. 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 child care 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.

II. DEFINITIONS

• “Child care custodian” means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• “Health practitioner” means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• “Child protective agency” (CPA) means a police or sheriff’s department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct 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

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Escondido Police	911	760-839-9111
Escondido Fire	911	760-839-5400
Escondido Utilities	911	760-839-4668
SD County Office of Emergency Services	858-565-3490	
San Diego Gas & Electric	1-800-611-7343	1-800-411-7343

INTERNAL CONTACTS FOR AUDEO CHARTER SCHOOL III:

CONTACT	EMERGENCY	NON-EMERGENCY
Audeo Charter School III Safety Coordinator	619-757-0028	858-678-2045 Business Office
Audeo III School Coordinator	619-957-8779	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 resource center 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. School 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 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

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 RC Command Post belongs to the following individuals:

Primary: Incident Commander
 Alternate: Operations Chief

Crisis Response Boxes

This resource center maintains 1 Crisis Response Box.

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

The Crisis Response Boxes are 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, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.**
- Current map of resource center 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 year book.**
- 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 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. Each resource center and office has 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.

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 at the school to carry out assigned responsibilities. School 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 a 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 teacher 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 team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with “read only” access to the Incident Command Team and revision access to the School Safety Team.

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 training 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 School Safety Team.

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

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 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 Communications Officer is available**
 - **Liaison Officer – serves as the point-of-contact for agencies outside of the school.**
- **Operations Chief – manages direct response to the RC emergency**
 - **Resource Center 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 at the 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.

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

SECTION THREE EMERGENCY PROCEDURES

RESOURCE CENTER EVACUATION PROCEDURE

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary.

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 announcement, telephone 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 resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. 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:

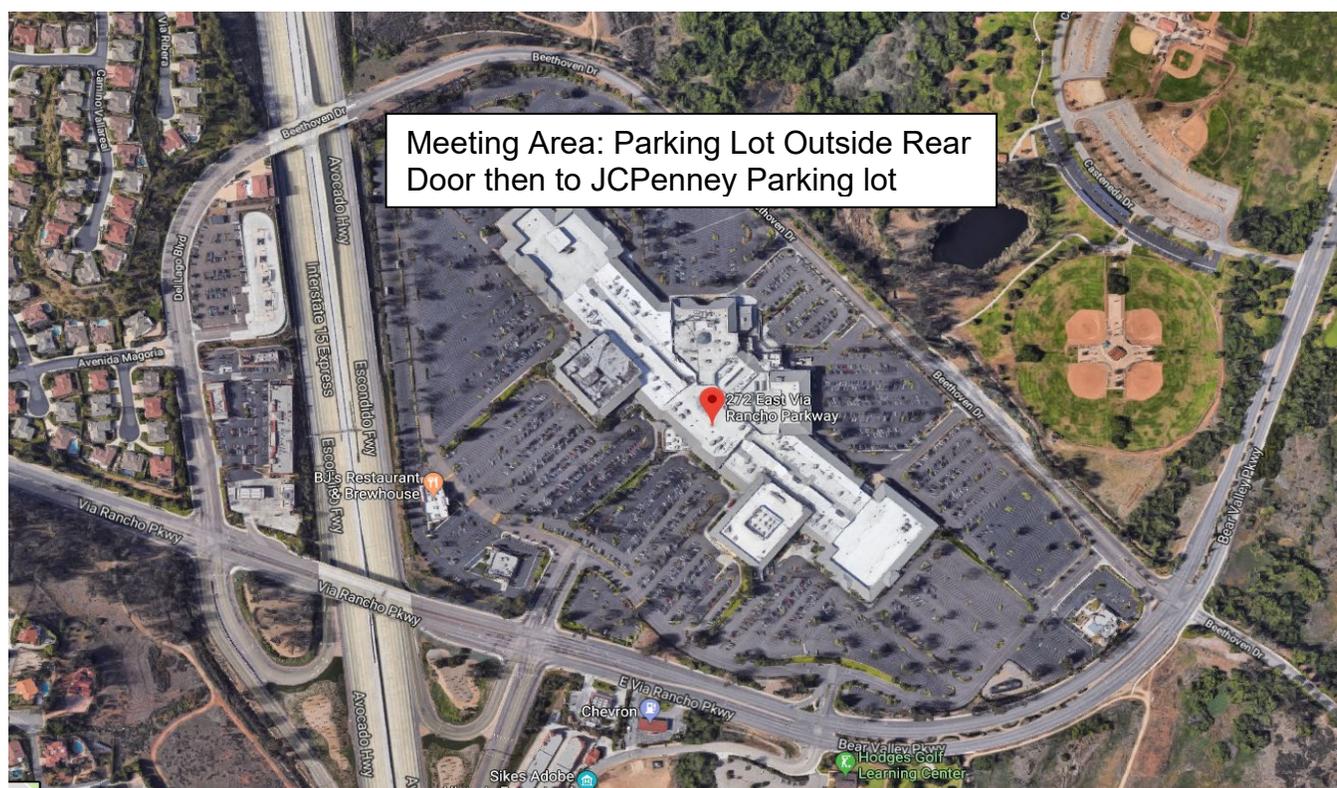
Primary: Incident Commander

Alternate: Operations Chief

Evacuation Locations

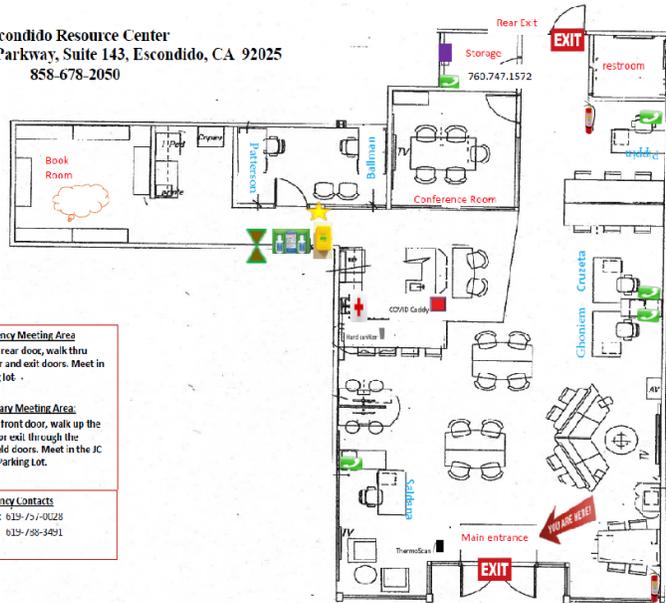
In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated meeting area.

Escondido: 200 (272) E Via Rancho Parkway, Space 143 Escondido, CA 92025
Cross Street: Bear Valley Parkway South and Beethoven Dr. (beside JC Penney)
Meeting Area: Parking Lot Outside Rear Door then to JC Penney Parking Lot



Escondido Plan

Escondido Resource Center
 200 E Via Rancho Parkway, Suite 143, Escondido, CA 92025
 858-678-2050



LEGEND

- Lockdown area
- COVID Ce-4dy
- Alarm Keypad
- Epi-Pens
- Circuit Panel
- AED
- Eye Wash Kit
- Hand sanitizer
- Fire Extinguisher
- First Aid Supplies
- Thermocan

Emergency Meeting Area
 Exit via rear door, walk thru corridor and exit doors. Meet in parking lot.

Secondary Meeting Area:
 Exit via front door, walk up the escalator exit. Through the Westfield doors. Meet in the JC Penny Parking Lot.

Emergency Contacts
 Angela : 619-757-0128
 Tiffany: 619-788-3491

Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The 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.

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 Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the resource center.

Emergency Lockdown Procedures

***If an emergency situation near an Audeo Charter School III RC endangers student or staff safety,
Lockdown the Resource Center.***

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

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 Ambassador or designee 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 Audeo Charter School III Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.**
- 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 defer media statements to the Communications Department.**

Only a member of the Audeo Charter School III Safety Committee may lift a lock down.

Persons who may activate a RC lockdown:

- Any member of a school 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 a 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 school 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. School 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 locations 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 at 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.**

Signature: _____ Date: _____

Date Report Received: _____

AUDEO CHARTER SCHOOL III 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 Ambassador Notified:
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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				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

EMERGENCY RELEASE SIGN OUT RECORD PAGE 1 of __

Date:	Time of lockdown:	Safety Ambassador 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:

2.	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:

3.	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:

4.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 2 of __**

5.	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:

6.	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:

7.	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:

8.	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:

9.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 3 of __**

10.	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:

11.	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:

12.	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:

13.	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:

14.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 4 of __**

15.	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:

16.	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:

17.	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:

18.	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:

19.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 5 of __**

20.	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:

21.	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:

22.	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:

23.	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:

24.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 6 of __**

25.	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:

26.	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:

27.	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:

Parent Notification & Reunification Procedure

Following a lockdown 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 procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the School Coordinator determines students are to be released from school, 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 reunification effort using information provided on student's emergency contact cards, as well as information available within the school's student database.

Reunification

Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the reunification location. Incident Command Team members will use school 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 belongs to the following individuals at this RC:

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 evacuation procedures after confirming the path and destination are safe.

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

Structural Failure

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

Advise School Coordinator of the situation. Contact the Director of Operations and Technology at (619) 778-3491.

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 School Coordinator. If possible, quickly assess the location 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 Director of Operations and Technology by calling 619-778-3491. The Director of Operations and Technology will handle notifying the proper emergency and communications personnel.

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

Activate specific components of your 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 assembly area until the situation is under control.

Have some staff standing by the 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 a school 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 schools 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.
- D. 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 school 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 school campus (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.

B. 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).

C. 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 school building and campus.
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.

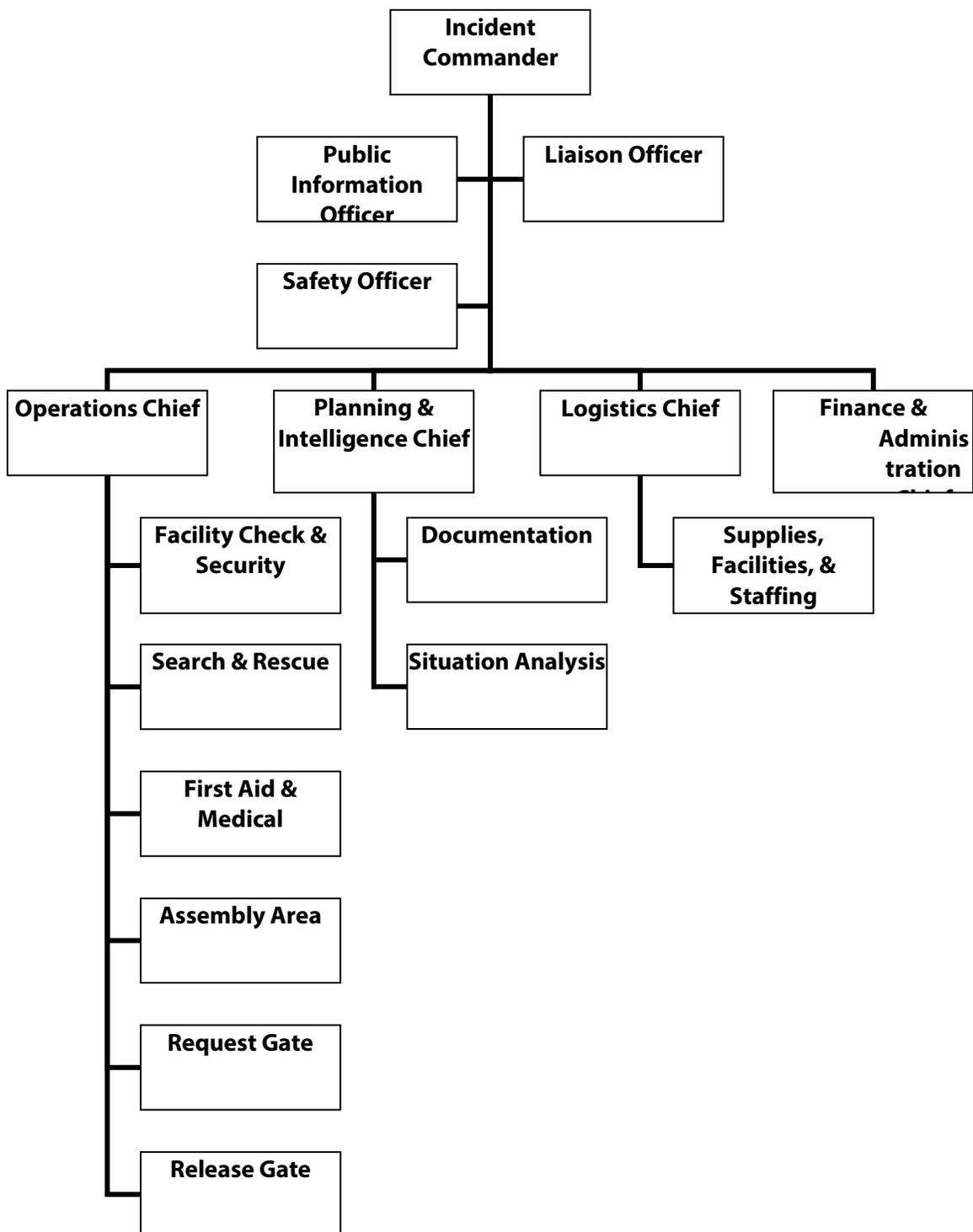
CONCLUSION

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.

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
Bradi Zapata	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	Bradi Zapata
Tim Tuter	Operations Chief	Sharnita Moore
Angela Neri	Facility Check/Security	Sharnita Moore
Safety Ambassador by Location	Search & Rescue Team Leader	Sharnita Moore
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
School Coordinator	Assembly Area	Sharnita Moore
Safety Ambassadors (per location)	Request Point	Sharnita Moore
Safety Ambassadors (per location)	Release Point	Sharnita Moore
Sharnita Moore	Planning Chief / Logistics Chief	Gail Levine
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Position Activation Information

Equipment

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

1. Identification vest
2. Two-way campus 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

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.

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

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- 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)
- Copies of Forms

Start-Up:

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- Implement Emergency Plan and 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 school situation:
- View location map periodically for Search & Rescue progress and damage assessment information.
- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- 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. By law, during a disaster, the staff will become “Disaster Service Workers.”**
- Remain on and in charge of your RC until the incident has been resolved.**

After:

- Authorize deactivation of sections or units when they are no longer required.**
- Deactivate the entire emergency response.**
- 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

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

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

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
 - Public Information Release Worksheet
 - School Accountability Report Card
- Scissors
- School 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.)
- Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- Advise arriving media that the school 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 school, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to school 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 school/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**

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

Reports to: **Incident Commander**

Staffing

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

Responsibility: The Operations Chief manages the direct response to the disaster, which can include 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

Reports to: Operations Chief

Staffing

Characteristics: Building Safety Supervisor or others familiar with the school'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 campus and report any damage 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 campus 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 campus 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 as appropriate.**

Section: Operations

Position: Search & Rescue Team Leader

Reports to: Operations Chief

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports 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.

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 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.

Section: Operations

Position: Search & Rescue Team

Reports to: Search & Rescue Team Leader

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports 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.

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 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.

Section: Operations

First Aid & Medical Team Leader

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:

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- Request assistance from the 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 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

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 campus 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 treatment records.**
- Follow categories: Immediate, Delayed, 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****Reports to:** Operations Chief**Staffing****Characteristic:** Trained in managing large groups of students**Responsibility:** Ensure the care and safety of all students (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 school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the students as they exit, to make sure that all students evacuate.
 - 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

Reports to: Operations Chief

Staffing

Characteristics: School 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 resource center.

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 with class:

- 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 with the class:

- Teacher makes appropriate notation on Student Release Form:
- "*Absent*" if student was never in school that day.
- "*First Aid*" if student is in First Aid & Medical Treatment Area.
- "*Missing*" if student was in school 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

Reports to: **Operations Chief**

Staffing

Characteristics: **School 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 with class:

- 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 with the class:

- Teacher makes appropriate notation on Student Release Form:**
- "*Absent*" if student was never in school that day.**
- "*First Aid*" if student is in First Aid & Medical Treatment Area.**
- "*Missing*" if student was in school 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**

Reports to: Incident Commander

Staffing

Characteristics: Someone familiar with the school and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Forms:
 - Position Log

During Event:

- 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

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 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 on campus for Situation Analysis. Update periodically.
- Report missing persons and damage to the 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

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 school 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
- File box(es)
- Map of local area

During:

Situation Status Map:

- Collect, organize and analyze situation information.
- Mark school 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 campus.
- 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**

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.
- Forms:
 - 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

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.

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

Reports to: **Incident Commander**

Staffing

Characteristics: **Familiar with common financial record keeping standards.**

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.**
- 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.**

Audeo Charter School III

RC/Facility Planning Teams

Safety Ambassador*

2021-2022

The designated Ambassador is 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 Inspections

Resource Center	Safety Ambassador
Escondido	Jasmine Ghoniem

Comprehensive Safety Plan

Audeo
Charter School
NONPROFIT CORPORATION

SY 2021-2022

Audeo *Valley*
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	Position	Alternate
School Coordinator	Incident Commander	Operations and HR Administrator
Operations and HR Administrator	Operations Chief	Budget and financial Analyst
Chief Financial Officer	Planning & Intelligence Chief	Data and Assessment Coordinator
Chief Financial Officer	Logistics Chief	Data and Assessment Coordinator
Budget and Financial Analyst	Finance & Administration Chief	Chief Financial Officer

(SUBORDINATE ASSIGNMENTS CAN BE FOUND ON PAGE 94)

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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 site. 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.

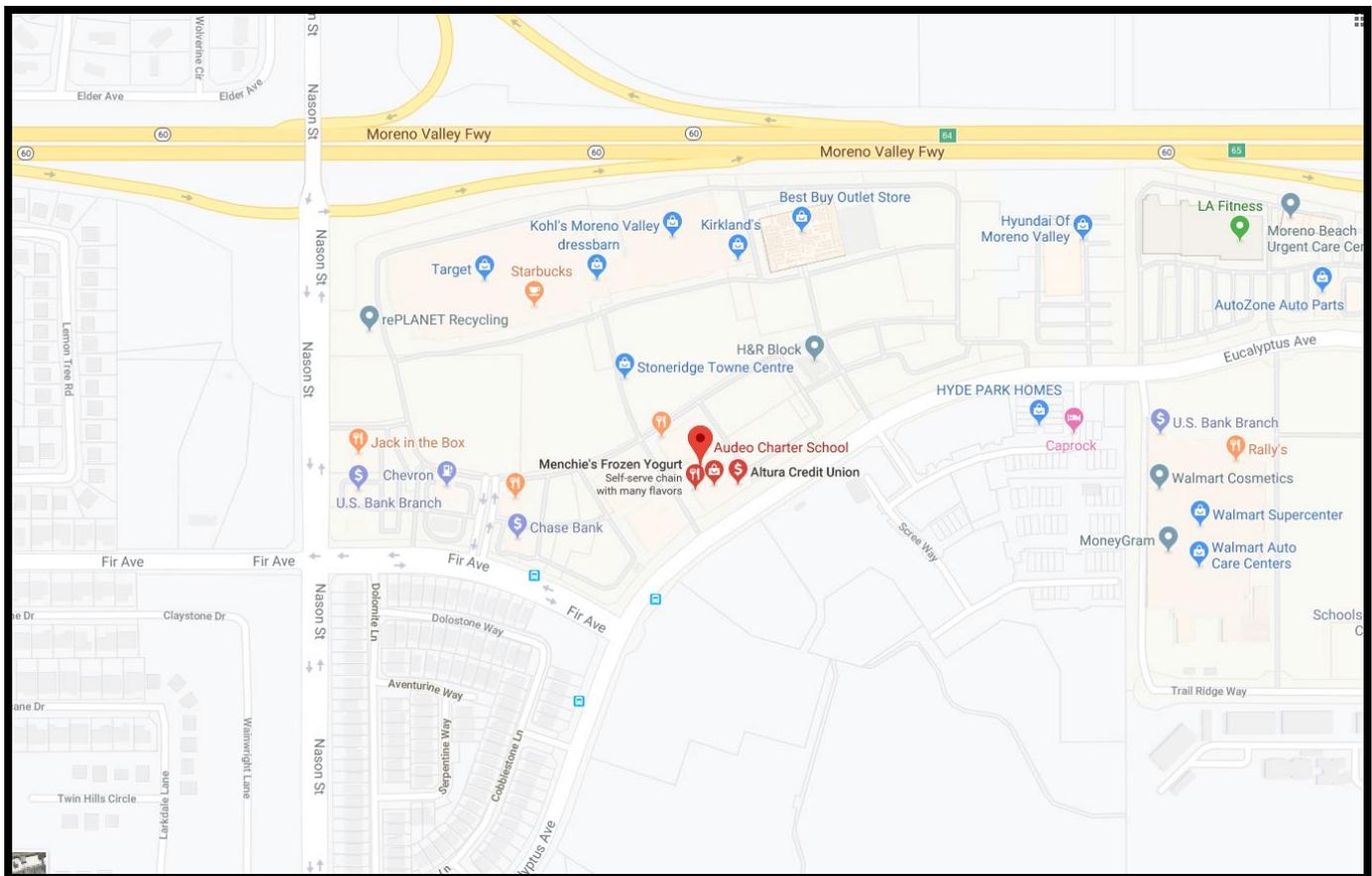
It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared.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

SECTION TWO

Office/Site Information And Street Map

Facility Information and Street/Aerial Maps

Location/Site Name: Moreno Valley
Office/Site Address: 27130 Eucalyptus Ave., Ste. A, Moreno Valley, CA 92555
Located in the Target Super Complex, next to Altura Credit Union
Office/Site Public Phone Number: 858-678-2050
Office/Site Direct Phone Numbers: 951-924-4964
Office/Site Fax Number: 951-242-6722



Moreno Valley Aerial Map



Hazard Assessment Summary

Information will be included here on any incidents that may occur during the previous school years.

Assessment of School Crime

In assessing the crime rate for the last two school years at Audeo Valley Charter School, the crime data indicates that there have been no incidents of the last two years. Audeo Valley 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.

	2020yr	Rate	2021yr	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	2020yr	N/A	2021yr	235	

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 site. 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 site staff. Methods for notifying staff include: Telephone – Landline and/or cellular, site radio, Runners – staff and/or students, Siren System – Siren and/or bell depending upon site, 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 site. 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 site 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

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Moreno Valley Police	911	951-247-8700
Moreno Valley Fire	911	951-242-3101
Riverside County Fire Department	911	951-924-6860
Moreno Valley Electric	911	844-341-6469

INTERNAL CONTACTS FOR AUDEO VALLEY CHARTER SCHOOL:

CONTACT	EMERGENCY	NON-EMERGENCY
Life or Limb Threatening		
Primary Contact: School Coordinator	619-957-8779	858-678-2042 Business Office
Audeo Valley Safety Coordinator	619-757-0028	858-678-2045 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 site maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for a site incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the site to a Public Safety Incident Command Post. Site 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 Site 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 site. 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 site maintains 1 Crisis Response Box.

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

The Crisis Response Boxes are 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 site 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, site numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.**
- Current map of site layout. Map must show all buildings, site numbers, and evacuation routes.**
- Most current blueprint (architectural drawings).**
- Current roster of students and staff assigned to the site, 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 site'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 year book.**
- Telephone numbers listed in numerical order for each site/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 site.

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 site and office has 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 site to carry out assigned responsibilities. Site 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 site 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 site 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 site 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 site 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 site for damage, rescues victims, and reports site 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 site (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 site 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.

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 site-level personnel. Additional information pertaining to site 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 site and department has 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.

Moreno Valley: 27130 Eucalyptus Ave., Ste. A, Moreno Valley, CA 92555

Cross Street: Fir Avenue

Emergency Meeting Area: First- Exit rear door to parking lot next to planter; Second- Exit door and head to Kohl's Department Store



Moreno Valley Plan

Audeo Charter School
Moreno Valley Resource Center
 27130 Eucalyptus Avenue, Suite A
 Moreno Valley, CA 92555
 858-678-2050



1st Emergency Meeting Area
 Exit Side Door - B and Rear Door and meet in parking lot next to planter and benches

2nd Emergency Meeting Area
 Exit nearest door, head north to Kohl's Department Store.

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

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 site:

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 is:
Communication via Emergency Radio and/or Cell Phone

Shelter-In-Place Procedure

Shelter-In-Place generally occurs when evacuating the site 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 site. 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 site-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 site is:
Communication via Emergency Radio and/or Cell phone

Emergency Lockdown Procedures

***If an emergency situation near a site endangers student or staff safety,
Lockdown the Site/Building.***

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

Executive Safety Committee	Office Number
School Coordinator	951-924-4964
School Nurse	951-924-4964
Operations and HR Administrator	951-924-4964

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 site or offices.**
- 3. All site 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 site will call/email Executive Safety Committee.**
- 7. A staff member will take a head count of ALL persons in site/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 Site Safety Ambassador and/or designee. 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 site.**
- 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. Site 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 a site lockdown:

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

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

- Authorities inform the school or site 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 a site.
- 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 site 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. Site staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the site 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 site.

Following Lockdown:

- The Safety Ambassador for the site will fill out and submit to School Coordinator 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

Site/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.**

Signature: _____ **Date:** _____

Date Report Received: _____

EMERGENCY LOCKDOWN SIGN IN SHEET

(ALL persons in site/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:	Site/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 site/building.

	Last Name	First Name	Position/Role	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

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

Date:	Time of lockdown:	Safety Lead lifted lockdown:
Site/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:

2.	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:

3.	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:

4.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 2 of __**

5.	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:

6.	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:

7.	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:

8.	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:

9.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 3 of __**

10.	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:

11.	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:

12.	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:

13.	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:

14.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 4 of __**

15.	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:

16.	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:

17.	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:

18.	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:

19.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 5 of __**

20.	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:

21.	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:

22.	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:

23.	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:

24.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 6 of __**

25.	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:

26.	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:

27.	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:

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 site procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the School Coordinator determines students are to be released from the site, a collaborative effort will begin to notify parents/guardians of the reunification 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 reunification location. Incident Command Team members will use site 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 site 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 site.

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 site evacuation procedures after confirming the path and destination are safe.

Monitor your site 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 School Coordinator of the situation.

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 site.

Notification

Notify your School Coordinator. If possible, quickly assess the site 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”). If phone service is unavailable, use your emergency radio (Channel 1).

Render first aid as needed. Be sure to notify the School Coordinator of injuries.

Activate specific components of your site 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 site assembly area until the situation is under control.

Have some staff standing by at the site 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 site 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 a site 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 site’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.

- D. **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 site). 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 site 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 site 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 site (e.g., ease of access to outside doors and proximity of places to hide other than a site).

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.

B. 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).

C. 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 site.

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

Board Policy #: 3110

Amended: February 16, 2022

This Pupil Suspension and Expulsion Policy has been established by the Board of Directors of Audeo Charter School Corporation, Inc. in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Sweetwater Secondary School, Grossmont Secondary School (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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, involuntary removals, and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Charter School is committed to annual review of policies and procedures surrounding suspensions, involuntary removals, and expulsions 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. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion 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. Charter School 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 the 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 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 Charter School 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”) 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. 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 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).

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; 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 it not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but it 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 it 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 it 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.

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 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).

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 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 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 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.

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 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.**
- 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 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 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.

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.

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/gaurdian and, whenever practical, the teacher, supervisor or 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 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 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 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 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 Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Audeo 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 Audeo 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 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 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

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 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 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 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. 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, Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Charter School. 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 the 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 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 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 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 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 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; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at Charter School .

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 Charter School as the Audeo 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. 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 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 Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or 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 to the Charter School 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 Charter School '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.

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.]

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

1. Notification of SELPA

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 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, Charter School , the parent/guardian, 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/guardian 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 Charter School , the parent/guardian, 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 Charter School , the parent/guardian, 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 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 and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If 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 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 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 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 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.

Special Circumstances

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 Charter School 's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Charter School had knowledge that the student was disabled before the behavior occurred.

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 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 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 Charter School supervisory personnel.**

If 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 Charter School had no basis for knowledge of the student's disability, it shall proceed with the

proposed discipline. Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Charter School pending the results of the evaluation.

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.

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

Site 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

Page Break

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:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x If imminent risk, call 911 (always call 911 if using "Epi" pen).**
- x Notify nurse/parent or guardian.**
- x Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.**
- x Observe for respiratory difficulty.**
- x 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:

- x Keep an "Epi" pen in the school office and notify staff as to location.**
- x 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 Site

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

Inside the Site

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- x Wash affected areas with soap and water.**
- x Immediately remove and contain contaminated clothing**
- x Do not use bleach on potentially exposed skins.**
- x 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.

<p style="text-align: center;">Telephone Bomb Threats</p> <ul style="list-style-type: none"> ▪ Remain calm/courteous. ▪ Read phone's visual display. ▪ Listen, don't interrupt. ▪ Keep caller talking. Pretend hearing difficulty. ▪ Notice details: background noises, voice description. ▪ Ask: When? Where? What? How? ▪ Don't touch any suspicious objects. <p style="text-align: center;">Call 911</p>	
--	--

PERSON RECEIVING THREAT BY TELEPHONE:

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

PERSON RECEIVING THREAT BY MAIL:

- x **Note the manner in which the threat was delivered, where it was found and who found it.**
- x **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.**
- x **Caution students against picking up or touching any strange objects or packages.**
- x **Notify School Coordinator or Safety Ambassador.**

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x **Call 911.**
- x **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.**
- x **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.**
- x **Determine whether to evacuate the threatened site and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.**
- x **Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.**
- x **If it is necessary to evacuate the entire school, use the fire alarm.**
- x **Notify the Director of Operations and Technology of the situation.**
- x **Direct a search team to look for suspicious packages, boxes or foreign objects.**
- x **Do not return to the site until it has been inspected and determined safe by proper authorities.**
- x **Avoid publicizing the threat any more than necessary.**

SEARCH TEAM ACTIONS:

- x **Use a systematic, rapid and thorough approach to search the site and surrounding areas.**
- x **Check the site 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).**
- x **If suspicious item is found, make no attempt to investigate or examine object.**

STAFF ACTIONS:

- x **Evacuate students as quickly as possible, using primary or alternate routes.**
- x **Upon arrival at the designated safe emergency meeting area, take attendance. Notify the School Coordinator/Safety Ambassador of any missing students.**
- x **Do not return to the site 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 call 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
- Poor handwriting
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

• Refer to your local bomb threat emergency response plan for evacuation 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@dsa.dhs.gov



BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER

PHONE NUMBER WHERE

HUNG UP:

CALL RECEIVED:

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"/> Profane
<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"/> Clear	
<input type="checkbox"/> Deep breathless	<input type="checkbox"/> Stalk	
<input type="checkbox"/> Fliegeland	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Fictive	<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"/> Lisp		
<input type="checkbox"/> Loud		
<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"/> Stunned		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other information:

EMERGENCY RESPONSE FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the site. 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

STAFF ACTIONS:

- x If warranted, EVACUATE students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the site.**
- x Remain with students throughout the evacuation process.**
- x Upon arrival at the emergency meeting area, take attendance. Report any missing students to School Coordinator/Safety Ambassador and emergency response personnel.**
- x Do not return to the site 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 site, it may not be necessary to evacuate.

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x **If gas leak is internal, evacuate the site immediately.**
- x **Call 911.**
- x **Notify utility company.**
- x **Determine whether to move to alternate location.**
- x **If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.**
- x **Do not return to the site 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 site 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

TEACHER ACTIONS:

- x **Follow standard student assembly, accounting and reporting procedures.**
- x **Report names of missing students to office.**
- x **Do not take unsafe actions such as returning to the site 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

- x 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**
- x Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.**
- x Protect site occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both).**
- x Secure exterior doors from outside access.**
- x When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.**
- x 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.**
- x Identify media staging area, if appropriate. Implement a hotline for parents.**
- x Account for students as they are evacuated.**
- x Provide recovery counseling for students and staff.**

STAFF ACTIONS:

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

EMERGENCY RESPONSE INTRUDER

All public schools are required to post signs at points of entry to their sites. 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 sites, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x **Initiate LOCKDOWN.**
- x **Request intruder to leave the site. 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.”*
- x **As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.**
- x **Keep subject in view until police or law enforcement arrives.**
- x **Take measures to keep subject away from students and the site.**
- x **Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map/exit plan and keys to public safety personnel.**
- x **When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.**
- x **Be available to deal with the media and bystanders and keep the site clear of visitors.**

STAFF ACTIONS:

- x **Notify the School Coordinator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.**
- x **Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.**
- x **Isolate intruder from students. Lock the site 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- x Notify utility company. Provide the following information:**
- x Determine length of time service will be interrupted.**
- x Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.**
- x If disruption in service will severely hamper school operation, notify students and staff by appropriate means.**
- x Use messengers with oral or written word as an alternate means of faculty notification.**
- x Notify District Office of loss of service.**
- x 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 sites 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.

SCHOOL COORDINATOR/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.**
- x **Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.**
- x **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.**
- x **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.**
- x **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.**
- x **Facilitate a meeting with student(s) and family to review expectations.**
- x **Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.**

STAFF ACTIONS:

- x **If any students are outside, move them inside the site 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.**
- x **Inside the site, institute LOCKDOWN. Close all curtains and blinds.**
- x **Disconnect the school television system in sites so the individual cannot view news coverage and see locations of police/students/etc.**
- x **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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Keep the individual under continuous adult supervision.**
- x Keep the individual in the site until parent/guardian has been notified.**
- x Arrange appropriate support services for necessary care of individual.**
- x 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).**
- x School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the School Coordinator. 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.**
- x Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.**
- x Provide follow-up collaborative support for the student and parents (as indicated) within the school**
- x Develop a safety plan prior to the student's return to school.**
- x Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)**

STAFF ACTIONS:

- x Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.**
- x Notify School Coordinator/Safety Ambassador.**
- x Notify school nurse, school psychologist, counselor or social worker.**
- x 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the site. EVACUATION may be warranted in some sites 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 sites 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).
- 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 site instruction. Do not return to the site until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

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

- x **Do not return to the site until the emergency response personnel determine it is safe to do so.**
- x **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:

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

Respiratory Hygiene E tiquette

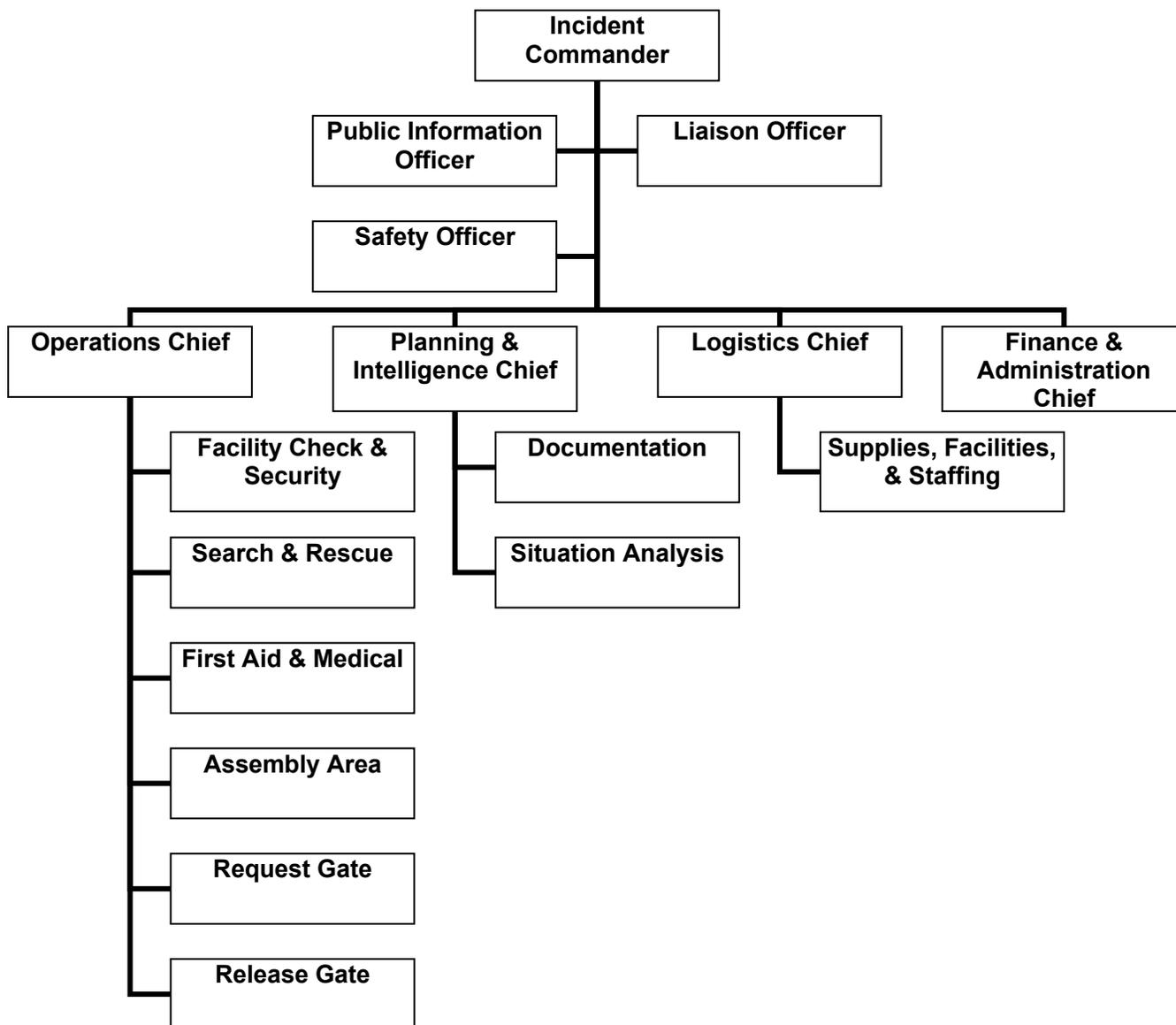
- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

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

SECTION FOUR

Emergency Plan Roles & Responsibilities

Incident Command Team Organizational Chart



Incident Command Team Assignments

Primary	Position	Alternate
School Coordinator	Incident Commander	Operations and H.R. Administrator
School Nurse	Safety Officer	Curriculum and P.D. Coordinator
Data and Assessment Coordinator	Public Information Officer (PIO)	School Nurse
Curriculum and P.D. Coordinator	Liaison Officer	School Coordinator
Operations and H.R. Administrator	Operations Chief	Budget and Financial Analyst
Teacher 1	Facility Check/Security	Site Safety Lead
Site Safety Lead	Search & Rescue Team Leader	Safety Ambassadors
School Nurse	First Aid & Medical Team Leader	Site Safety Lead
School Coordinators	Assembly Area	Data and Assessment Coordinator
Safety Ambassadors	Request Gate	School Nurse
Safety Ambassadors	Release Gate	School Nurse
Chief Financial Officer	Planning Chief / Logistics Chief	Data and Assessment Coordinator
School Clerk 1	Documentation	Teacher 1
School Coordinator	Situation Analysis	Operations and H.R. Administrator
Operations and H.R. Administrator	Supplies/Facilities/Staffing	School Coordinator
Budget and Financial Analyst	Finance & Administration Chief	Chief Financial Officer

Position Activation Information

Equipment

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

1. Identification vest
2. Two-way site 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: School Coordinator****Alternate: Operations and Human Resources Administrator****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 site.

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

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- Site 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 site situation:**
- View site 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, site as needed. (Site 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 site 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: School Nurse

Alternate: Curriculum and Professional Development Coordinator

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: Data and Assessment Coordinator

Alternate: School Nurse

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 site *as soon as it is available*.

The Public Information Officer acts as the official spokesperson for the site in an emergency situation. If the School's Communications Officer is available, he/she will be the official spokesperson. A site-based Public Information Officer should only be used if the media is in the site 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
- Site 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 site 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 site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to site 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 site staff volunteers to refer *a//* 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: Curriculum and Professional Development Coordinator

Alternate: School Coordinator

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: Operations and Human Resources Administrator

Alternate: Budget and Financial Analyst

Reports to: Incident Commander

Staffing

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

Responsibility: The Operations Chief manages the direct response to the disaster, which can include site 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: Teacher 1****Alternate: Site Safety Lead****Reports to: Operations Chief****Staffing****Characteristics: Building Safety Supervisor or others familiar with the site'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 site 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 site 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 site 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 site as appropriate.**

Section: Operations**Position: Search & Rescue Team Leader****Primary: Site Safety Leads****Alternate: Safety Ambassador****Reports to: Operations Chief****Staffing****Characteristics: Trained in Search & Rescue****Responsibility: Check the site for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports site 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: Safety Ambassadors****Alternate: School Coordinator****Reports to:** Search & Rescue Team Leader**Staffing****Characteristics:** Trained in Search & Rescue**Responsibility:** Check the site for damage, rescues victims, reports site 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

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

First Aid & Medical Team Leader

Primary: School Nurse

Alternate: Site Safety Lead

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:

- 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: School Nurse****Alternate: Safety Ambassadors****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 site 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 site 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: School Coordinators

Alternate: Data and Assessment Coordinator

Reports to: Operations Chief

Staffing

Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students in site (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 site is evacuating:**
 - **Verify that the assembly area and routes to it are safe.**
 - **Count or observe the site 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

Alternate: School Nurse

Reports to: Operations Chief

Staffing

Characteristics: Site 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 site.

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 site that day.
- "*First Aid*" if student is in First Aid & Medical Treatment Area.
- "*Missing*" if student was in the site 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: Safety Ambassadors

Alternate: School Nurse

Reports to: Operations Chief

Staffing

Characteristics: Site 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 site that day.**
- “First Aid”* if student is in First Aid & Medical Treatment Area.**
- “Missing”* if student was in the site 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: Chief Financial Officer

Alternate: Data and Assessment Coordinator

Reports to: Incident Commander

Staffing

Characteristics: Vice Principal or someone familiar with site 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 site, 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: School Clerk 1****Alternate: Teacher 1****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 site for Situation Analysis. Update periodically.
- Report missing persons and site damage to Incident Command Post.
- Report first aid needs to First Aid & Medical Team Leader.

After:

- File forms for reference.**
- Track regular and overtime of all staff.**

- 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: School Coordinator****Alternate: Operations and Human Resources Administrator****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 site 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 site, laminated or covered with plexiglas
- File box(es)
- Map of local area

During:**Situation Status Map:**

- Collect, organize and analyze situation information.
- Mark site 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 site.
- 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: Chief Financial Officer

Alternate: Data and Assessment Coordinator

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 site.**
- Forms:**
 - **Site 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: Operations and Human Resources Administrator

Alternate: School Coordinator

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 site

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: Budget and Financial Analyst

Alternate: Chief Financial Officer

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 sites 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 site 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.**

Site/Facility Planning Teams
Safety Ambassadors
2021-2022

The designated Ambassadors are responsible for planning and implementation at the site. Site 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 site – adhere to student scheduled hours
- ✓ Schedule CTR works hours – ensure there are two staff members when opening and closing the site
- ✓ Share information at site meetings - Discuss safety at monthly site meetings
- ✓ Meet with new site 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 site 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 Site Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections

AUDEO VALLEY CHARTER SCHOOL

Site	Safety Ambassador
Moreno Valley	Bradley Yarbrough

Child Abuse Reporting Procedures

All Audeo Valley certificated teachers, 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 Valley 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 School Coordinator 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 school site, 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 (1-800-442-4918) 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.
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 School Coordinator.
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 on the referral.

6. Submit completed form as directed by Child Abuse Hotline personnel.

I. 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 there of within 36 hours of receiving the information concerning the incident.

• Any child care 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.

II. DEFINITIONS

• “Child care custodian” means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• “Health practitioner” means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical

technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• “Child protective agency” (CPA) means a police or sheriff’s department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is:

<http://leginfo.legislature.ca.gov/>

Notification to Staff of Dangerous Students

- a. The School Coordinator will inform the appropriate school personnel of information received from the court and the Probation Department. Audeo Valley School Coordinator 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.**
- b. 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.**
- c. 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.**
- d. 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

Audeo Valley Charter School is 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 Valley Charter School 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 any activity.

Any student who engages in discrimination of another student or anyone from Audeo Valley 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 School Coordinator for resolution. If not resolved, contact: The Chairperson of the Board of Directors.

Schoolwide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. 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 School Safely

Every day 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 Valley students to understand safety guidelines and tips to follow to ensure their safety to and from the site. The following safety tips are reviewed annually with students and parents to help prepare all students for a safer journey.

- 1. Every student will have set schedule for arrival and departure from the site. When a student fails to arrive for their appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.**
- 2. Every students, parent, and guest is required to sign-in and out each time they arrive and depart the site. 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 site.**
- 4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the site. 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 encourage to walk the route to and from school 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 site, 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 site, 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 site, students will be taught to get away from that person, and TELL a school 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 school 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 site with anyone they don't know. They should always CHECK FIRST with a school 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 site.**
- 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 school a "teachable moment" and chance to put their skills to the test.**

Safe Ingress and Egress Procedures

All staff and students shall review site evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted on site. If there is a need for evacuation from the site, 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 site evacuation plan**
- **Designated staff take along emergency release binder, sign-in sheets, emergency materials specified in disaster preparedness plan**
- **Using 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, School Coordinator 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 situation 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

Audeo Valley Charter School will remain a safe place for students and adults.

Audeo Valley staff believes 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 Valley Charter School.

SEVERE CLAUSE BYPASSES

A majority of students at Audeo Valley Charter School 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.

Comprehensive Safety Plan

Audeo
Charter School
NONPROFIT CORPORATION



SY 2021-2022

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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 facility operated by Grossmont Secondary School.

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 their 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 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 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

Grossmont Secondary Resource Centers Information and Street Map

Location

Resource Center (RC)/Office Name: **El Cajon – Grossmont Secondary School**

RC/Office Address: **Westfield Shopping Mall - 111 Fletcher Parkway, El Cajon, CA 92020**

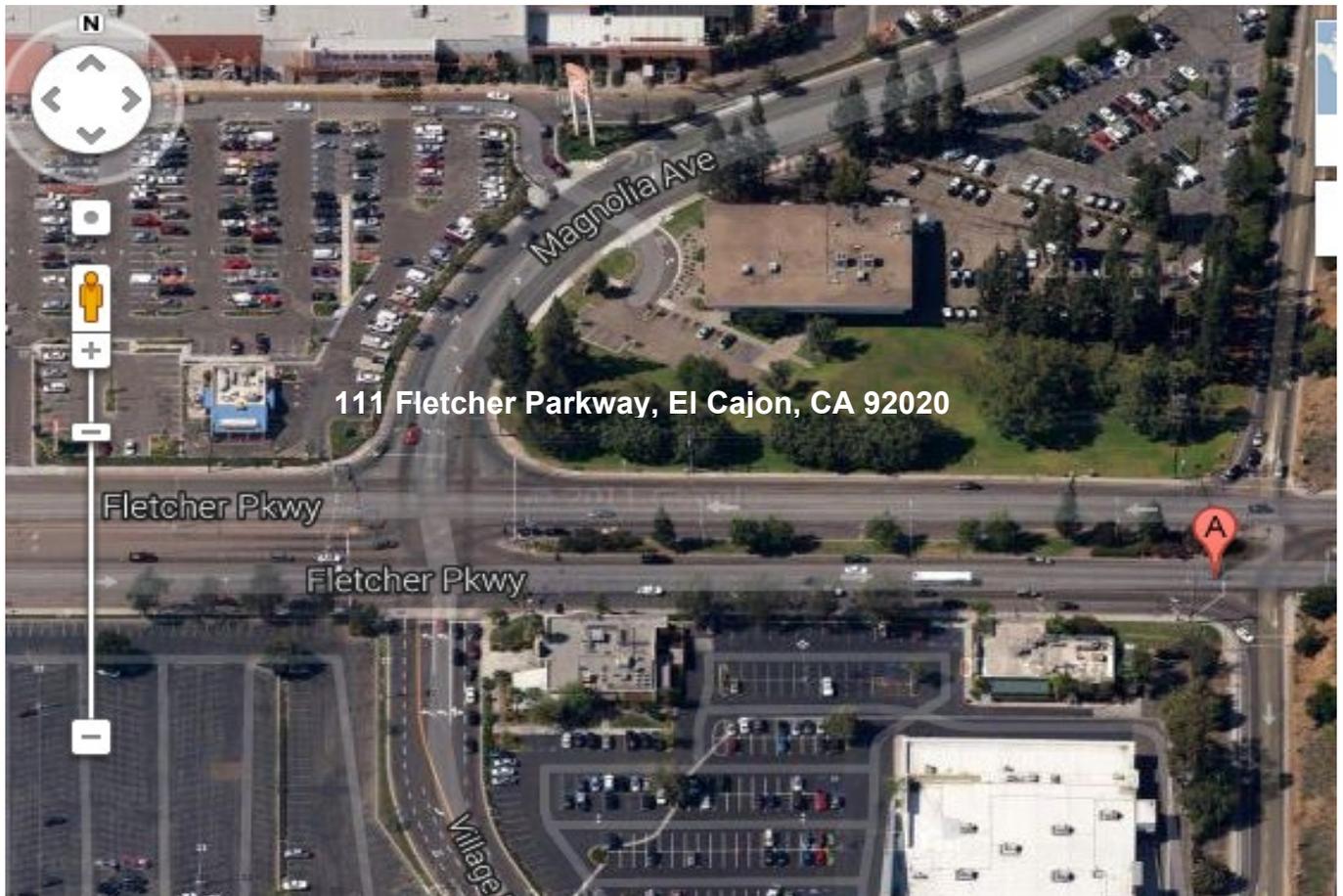
Directly behind Applebee's, next door to Metropolitan Credit Union

RC/Office Public Phone Number: **858-249-7018**

RC/Office Fax Number: **619-588-1546**



El Cajon Aerial Map



Location

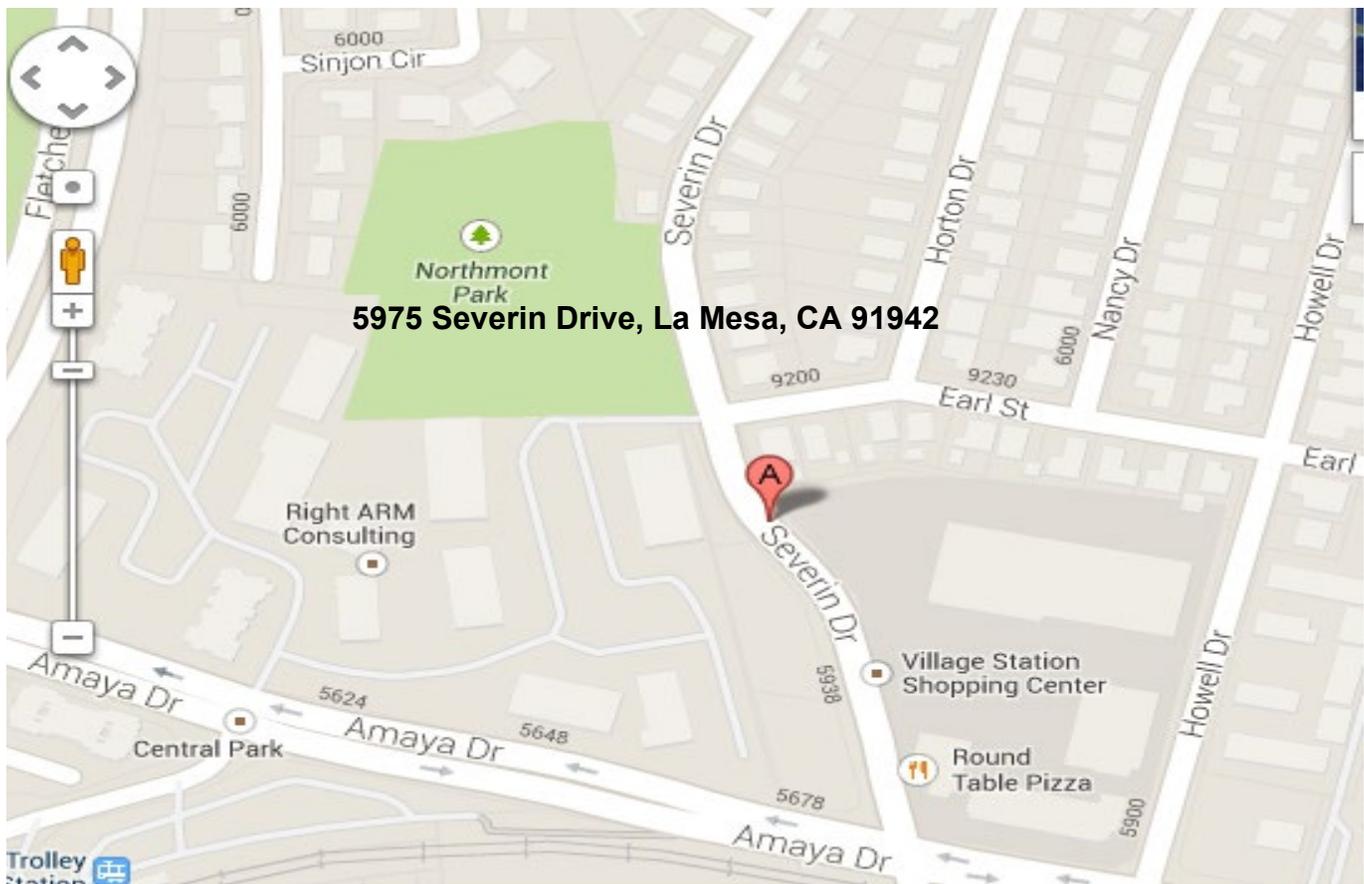
Resource Center (RC) Name: La Mesa

RC Address: 5975 Severin Dr., La Mesa, CA 91942

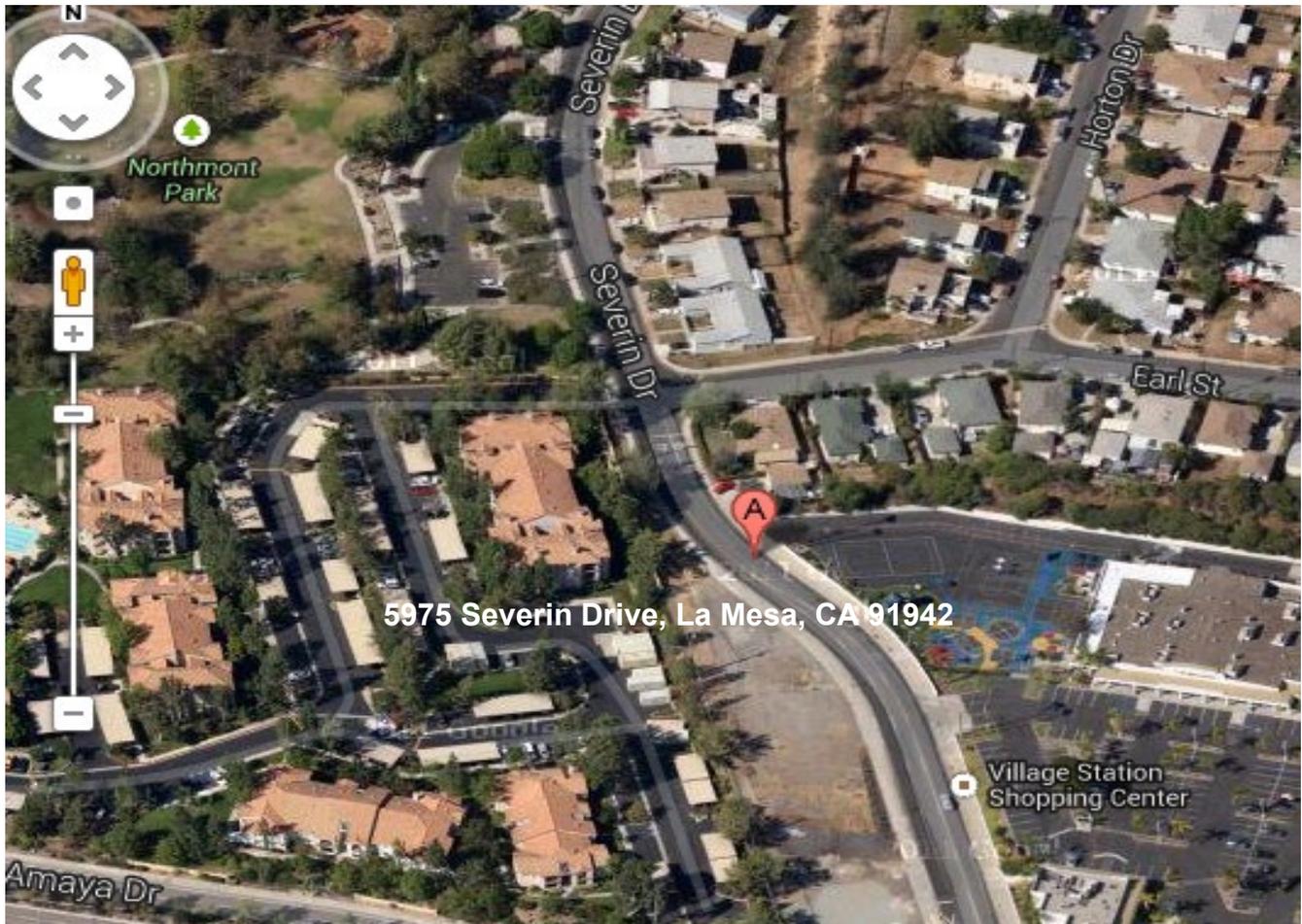
Located in the Village Station Shopping Complex

RC Public Phone Number: 858-249-7018

RC Fax Number: 619-588-1546



La Mesa Aerial Map



Location

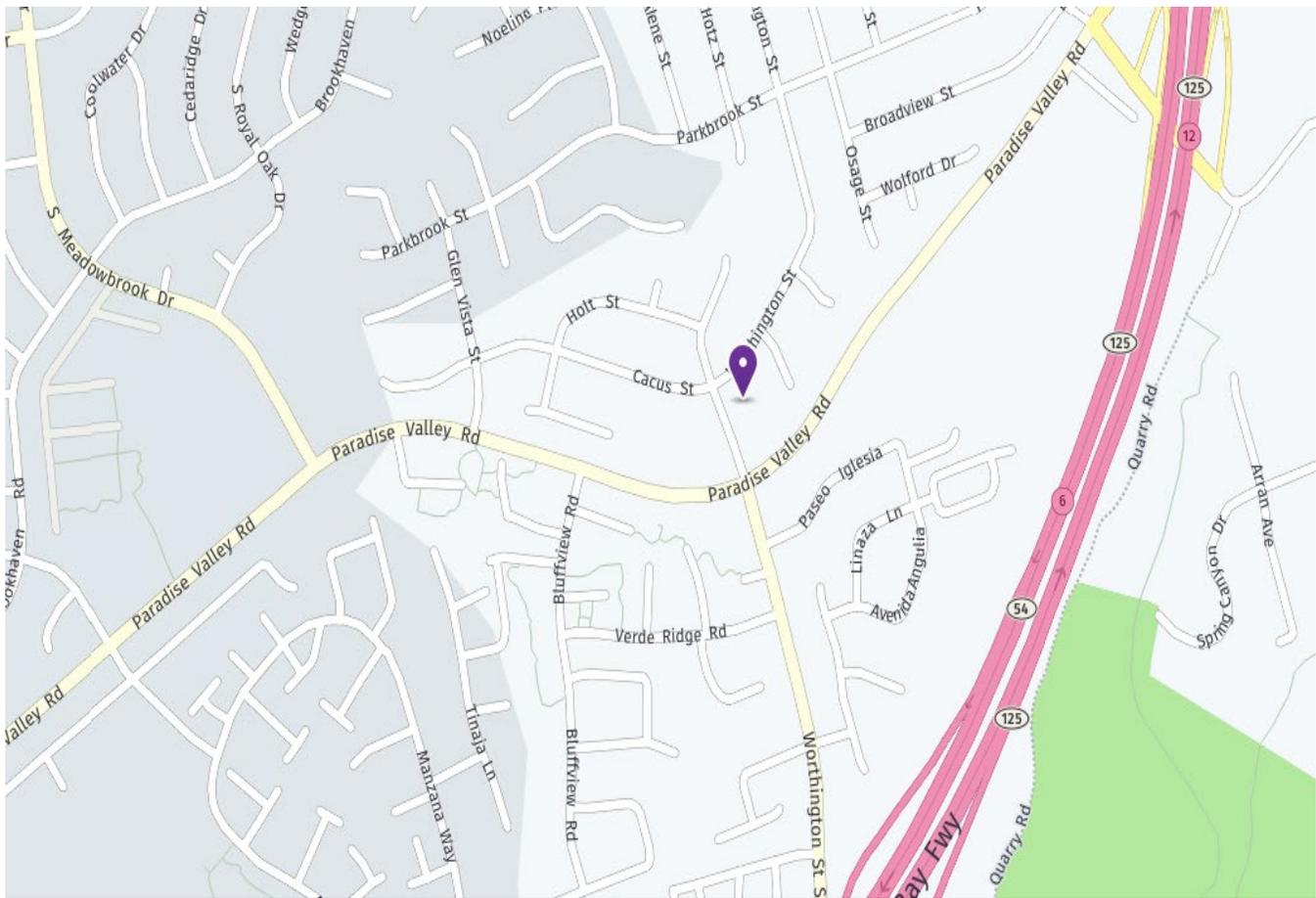
Resource Center (RC) Name: Paradise Valley

RC Address: 123 Worthington Street, Suites 104-106, Spring Valley, CA 91977

Near the Seven Eleven Store

RC Public Phone Number: 858-249-7018

RC Fax Number: 619-588-1546



Paradise Valley Aerial Map



123 Worthington St., Stes. 104-106, Spring Valley, CA

Assessment of School Crime

In assessing the crime rate for the last two school years at Grossmont Secondary School the crime data indicates that there have been no incidents of the last two years. GSS 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.

	2020yr	Rate	2021yr	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					
2020yr	331		2021yr	282	

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.

LOCATION HAZARD ASSESSMENT SUMMARY

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Grossmont Secondary School. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

President	<i>Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.</i>
Chief Financial Officer	<i>Assists the President with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.</i>
Director of Operations & Technology	<i>Responsible for internal communications with our RCs, staff, and the team in collaboration with the School Coordinator.</i>
School Coordinator	<i>Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.</i>

Operational Overview

Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- **Evacuation of Students/Emergency Assembly**
- **Communication**
- **Reunion Procedures**
- **Public Information**
- **Sweep and Rescue**
- **Security**
- **First Aid and CPR**

Emergency Operation Center

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Grossmont Secondary School defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Grossmont Secondary School will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2 Singular or Multiple Locations

Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3 RC Specific

(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: School Coordinator according to responsibility.

Responsibilities for Situation Levels 1 and 2

1. Assess situation (to evacuate or secure RC)

2. Call 911
3. Contact EOT: Communicate essential information
 - Example:* Describe the situation – clearly and calmly.
 - Who is involved?
 - Who's present/at the RC –staff/students/community?
 - Have the police been called? Have they arrived?
 - Who else has been notified?
 - What have you done so far?
 - Is anyone hurt? Describe injury.
4. Gather essential information – keep emergency supplies in one area
 - Student emergency binder
 - Student roster
 - Emergency procedure binder
 - Today's sign in sheet
 - Backpack, First Aid Kit, Blood borne Pathogen Kit
 - Keys
5. Reassess situation and roll call
 - Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)
6. Give students appraisal of situation
 - Tell them what to do and what is expected.
7. Re-contact EOT
8. Release students as appropriate to authorized individuals.
9. Contain remaining students in designated safe area.
10. Wait until crisis has passed
11. Notify corporate office
12. Remaining students will be brought to safe area designated by EOT
13. Staff will then be released by EOT

Resource Center Preparedness Activities

Training programs for staff:

- Disaster preparedness and scene management classes
- Mock disaster drill
- Evacuation/earthquake drills
- Blood borne Pathogens
- CPR and First Aid
- HIV Awareness

Educational activities:

- Basic earthquake education
- Parent meetings, home preparedness and orientation to RC plan

Equipment and supplies:

- Trauma/first aid kits
- Bodily fluid cleanup kit
- Backpacks for sweep and rescue team

Aftermath plan:

- Return school/community to normal
- Provide safe place to process event
- Plan for resumption of normal activities

***Drills are scheduled at least three times per year**

Communications

Grossmont Secondary School Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

	<u>Emergency RC Call to Central</u>
	RC contact Central or Able
	Remember 6 Key points –
◆ RC	Identify your location
◆ Number	Approximate number of participants
◆ Code	Red (Life-threatening) 911
	Orange (Serious)
	Yellow (Potential – advisement)
◆ Description	Briefly describe incident
◆ Location	In class, outside front/back door, alley
◆ Listen	Answer central’s questions succinctly

Procedure

- President will declare need for emergency action.
- President, manager and any designated support staff prepare Blackboard Connect/Alert Now telephone message and E-mail message.
- President notifies Grossmont Secondary School Board of Directors.
- Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.
- When schools are not in session, it may be necessary to call employees at home.
- Callers must report to the President's office by e-mail (mbixby@audeocharterschool.net) the names of the employee's they were unable to reach.
- Share all information on the operation of the telephone tree with support staff at your RC.
- Make copies of the tree information and give to appropriate staff.
- It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee's regardless of the day of the week or the time of day or evening. It is important that employees who are to make calls and their backups have copies of the tree information and the telephone numbers both at school and home.

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the South side of Westminster Blvd., across the resource center. They are shouting and threatening one of our students who are here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your RCA with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- ◆ Remember, speak calmly and slowly.
- ◆ Tend to the business at hand and keep Central informed. **STAY CALM.**
- ◆ If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, "Situation secured". This officially closes down the incident. Central logs the time.

BlackBoard Connect/AlertNow System

In the event of an emergency the President or designee may activate the school-wide BlackBoard Connect/AlertNow. BlackBoard Connect/AlertNow allows Grossmont Secondary School administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. BlackBoard Connect/AlertNow allows Grossmont Secondary School to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, BlackBoard Connect/AlertNow is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.
- We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.
- Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.

1. Receive Communication.

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of a Grossmont Secondary School emergency call. Resource Center, Number, Code, Description, Location, Listen. It is preferable that you speak directly to the teacher whenever possible.



2. Ascertain the level of emergency and degree of danger.

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.

Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.

Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.

After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time.

Contact the Grossmont Secondary School Administrative Office to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. Log call.

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central Office before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Emergency Responses

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:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If imminent risk, call 911 (always call 911 if using "Epi" pen).
- X Notify nurse/parent or guardian.
- X Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- X Observe for respiratory difficulty.
- X 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:

- X Keep an "Epi" pen in the school office and notify staff as to location.
- X 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:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

Inside the Resource Center

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate EVACUATION of the resource center or EMERGENCY MEETING AREA EVACUATION to move students away from immediate vicinity of danger.**
- X Move up-wind from the potential danger.**
- X Call 911. Provide exact location and nature of emergency.**
- X Designate security team to isolate and restrict access to potentially contaminated areas.**
- X Wait for instructions from emergency responders-- Health or Fire Department.**
- X Notify Director of Operations and Technology of the situation.**
- X Arrange for immediate psychological counseling for students and staff.**
- X 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:

- X Wash affected areas with soap and water.**
- X Immediately remove and contain contaminated clothing**
- X Do not use bleach on potentially exposed skins.**
- X 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.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911

PERSON RECEIVING THREAT BY TELEPHONE:

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

PERSON RECEIVING THREAT BY MAIL:

- X Note the manner in which the threat was delivered, where it was found and who found it.
- X 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.
- X Caution students against picking up or touching any strange objects or packages.
- X Notify School Coordinator or Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911.**
- X 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.**
- X 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.**
- X 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.**
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.**
- X If it is necessary to evacuate the entire school, use the fire alarm.**
- X Notify the Director of Operations and Technology of the situation.**
- X Direct a search team to look for suspicious packages, boxes or foreign objects.**
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.**
- X Avoid publicizing the threat any more than necessary.**

SEARCH TEAM ACTIONS:

- X Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.**
- X Check the resource center 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).**
- X If suspicious item is found, make no attempt to investigate or examine object.**

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.**
- X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the School Coordinator/Safety Ambassador of any missing students.**
- X 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 _____ PHONE NUMBER WHERE CALLED FROM: _____

HUNG UP: _____

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"/> Profane
<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"/> Clear	
<input type="checkbox"/> Deep breaths	<input type="checkbox"/> Static	
<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"/> Up		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Slutter		

Other information: _____

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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Issue STAND BY instruction. Determine if evacuation is required.**
- X Notify local police department of intent to EVACUATE, the location of the emergency meeting area and the route to be taken to that location.**
- X Delegate a search team to assure that all students have been evacuated.**
- X Post a notice on the resource center door stating where the school has relocated and inform the District Office.**
- X Monitor local AM radio weather station for flood information.**
- X Notify the Director of Operations and Technology of school status and action taken.**
- X 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:

- X 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.**
- X Remain with students throughout the evacuation process.**
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to School Coordinator/Safety Ambassador and emergency response personnel.**
- X 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:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.**
- X Call 911.**
- X Notify utility company.**
- X Determine whether to move to alternate location.**
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.**
- X 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911, if necessary.**
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.**
- X 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.**
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.**
- X If time is available, initiate Emergency Meeting Area Evacuation. Move students and staff away from the path of the hazardous materials.**
- X Notify Director of Operations and Technology.**
- X Wait for instructions from emergency responders-- Health or Fire Department.**
- X Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.**
- X Upon return to school, ensure that all resource centers are adequately aired.**

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.**
- X Report names of missing students to office.**
- X 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

- X 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
- X Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- X Protect resource center occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both).
- X Secure exterior doors from outside access.
- X When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- X 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.
- X Identify media staging area, if appropriate. Implement a hotline for parents.
- X Account for students as they are evacuated.
- X Provide recovery counseling for students and staff.

STAFF ACTIONS:

- X If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.
- X Alert the School Coordinator/Safety Ambassador.
- X 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate LOCKDOWN.
- X 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."
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X 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.
- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- X Notify utility company. Provide the following information:**
- X Determine length of time service will be interrupted.**
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.**
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.**
- X Use messengers with oral or written word as an alternate means of faculty notification.**
- X Notify District Office of loss of service.**
- X 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.

SCHOOL COORDINATOR/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.
- X Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- X 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.
- X 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.
- X 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.
- X Facilitate a meeting with student(s) and family to review expectations.
- X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- X 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.
- X Inside the resource center, institute LOCKDOWN. Close all curtains and blinds.
- X Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.
- X 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Keep the individual under continuous adult supervision.
- X Keep the individual in the resource center until parent/guardian has been notified.
- X Arrange appropriate support services for necessary care of individual.
- X 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).
- X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the School Coordinator. 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.
- X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- X Provide follow-up collaborative support for the student and parents (as indicated) within the school
- X Develop a safety plan prior to the student's return to school.
- X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- X Notify School Coordinator/Safety Ambassador.
- X Notify school nurse, school psychologist, counselor or social worker.
- X 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.

SCHOOL COORDINATOR/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.
- X 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:

- X Initiate DROP, COVER AND HOLD ON.
- X 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.
- X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.

- X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.**
- X Render first aid as necessary.**
- X Do not return to the resource center until the emergency response personnel determine it is safe to do so.**
- X 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:

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

Respiratory Hygiene E tiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

STAFF and STUDENT ACTIONS:

- x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- x Practice "respiratory hygiene etiquette".

- x **Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).**
- x **Implement online homework assignments so that students can stay home.**

SUSPENSION AND EXPULSION POLICY

Board Policy #: 3110

Amended: February 16, 2022

This Pupil Suspension and Expulsion Policy has been established by the Board of Directors of Audeo Charter School Corporation, Inc. in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Sweetwater Secondary School, Grossmont Secondary School (hereinafter collectively referred to as “Charter School”).

In adopting this policy, 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, involuntary removals, and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Charter School is committed to annual review of policies and procedures surrounding suspensions, involuntary removals, and expulsions 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. This policy shall serve

as Charter School’s policy and procedures for student suspension and expulsion 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. Charter School 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 the 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 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 Charter School 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") 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.

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 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).

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; 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 it not limited to electronic files and databases.**
- g) Stole or attempted to steal school property or private property, which includes but it 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 it 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 it 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.

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 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).

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 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 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 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.

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 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.
- 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 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 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.

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.

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/gaurdian and, whenever practical, the teacher, supervisor or 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 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 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 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 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 Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The

Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Audeo 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 Audeo 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 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 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

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 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 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 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. 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, Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Charter School. 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 the 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 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 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 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 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 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; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at Charter School .

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 Charter School as the Audeo 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. 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 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 Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or 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 to the Charter School 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 Charter School'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.

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.]

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

1. Notification of SELPA

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 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, Charter School, the parent/guardian, 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/guardian 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 Charter School , the parent/guardian, 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 Charter School , the parent/guardian, 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 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 and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.**

If 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 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 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 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 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.

Special Circumstances

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 Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Charter School had knowledge that the student was disabled before the behavior occurred.

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 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 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 Charter School supervisory personnel.**

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

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.

Notification to Staff of Dangerous Students

- a. The administration will inform the School Coordinator of information received from the court and the Probation Department. The Grossmont Secondary School School Coordinator 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.**
- b. 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.**
- c. 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.**
- d. 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

Grossmont Secondary School is 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. Grossmont Secondary School 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 language proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Grossmont Secondary School 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 School Coordinator at (858) 678-3908 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. 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**

Loitering Law

LOITERING LAW COMPLIANCE:

SY 2021-2022

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures *may include:*

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.

Exceptions *may include:*

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.

- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

- “Adult” means any person twenty-one (21) years of age and older.
- “Emergency” includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- “Establishment” means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- “Juvenile” means any person under eighteen (18) years of age.
- “Parent” means a person who is the natural or adoptive parent of a person. “Parent” includes a court- appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- “Public place” means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.
- “Scheduled school days” are Monday through Friday excluding school holidays. “School hours” are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student’s appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Student: _____

Date: _____

Parent: _____

Date: _____

Going to and From School Safely

Every day 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 Grossmont Secondary School 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 Grossmont Secondary School students and parents to help prepare all Grossmont Secondary School students for a safer journey.

- 1. Every Grossmont Secondary School student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.**
- 2. Every student, parent, and guest are required to sign-in and out each time he/she arrives and departs 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 school 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 school 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 school 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 school 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 school a "teachable moment" and chance to put their skills to the test.**

Safe Ingress and Egress Procedures

All Grossmont Secondary School staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, 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 RC evacuation plan**
- **Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan**
- **Using class 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, the School Coordinator 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 situation 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

Grossmont Secondary School is and will remain a safe place for students and adults.

Grossmont Secondary School staff believes 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 Grossmont Secondary School.

SEVERE CLAUSE BYPASSES

A majority of students at Grossmont Secondary School 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 Grossmont Secondary School certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Grossmont Secondary School 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 School Coordinator 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 School Coordinator.
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 School Coordinator 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 School Coordinator 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.*

I. 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 child care 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.

II. DEFINITIONS

• “Child care custodian” means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• “Health practitioner” means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• “Child protective agency” (CPA) means a police or sheriff’s department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct 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

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
La Mesa Police	911	619-667-1400
National City Police	911	619-336-4411
San Diego County Sheriff (for Spring Valley)	911	619-463-9993
El Cajon Police	911	619-579-3311
SD County Office of Emergency Services		858-565-3490
San Diego Gas & Electric		1-800-611-7343

INTERNAL CONTACTS FOR GROSSMONT SECONDARY SCHOOL:

CONTACT	EMERGENCY	NON-EMERGENCY
Grossmont Secondary School Safety Coordinator	619-757-0028	858-678-2045 Business Office
Grossmont Secondary School Coordinator	630-290-3034	858-678-3908 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 resource center 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. School 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 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

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 RC Command Post belongs to the following individuals:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Crisis Response Boxes

This resource center maintains 1 Crisis Response Box.

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

The Crisis Response Boxes are 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, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.**
- Current map of resource center 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 year book.**
- 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 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. Each resource center and office has 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.

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 at the school to carry out assigned responsibilities. School 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 a 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 teacher 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 team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with “read only” access to the Incident Command Team and revision access to the School Safety Team.

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 training 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 School Safety Team.

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

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 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 Communications Officer is available
 - **Liaison Officer** – serves as the point-of-contact for agencies outside of the school.
- **Operations Chief** – manages direct response to the RC emergency
 - **Resource Center 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 at the 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.

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

SECTION THREE

EMERGENCY PROCEDURES

Resource Center Evacuation Procedure

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary.

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 announcement, telephone 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 resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. 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

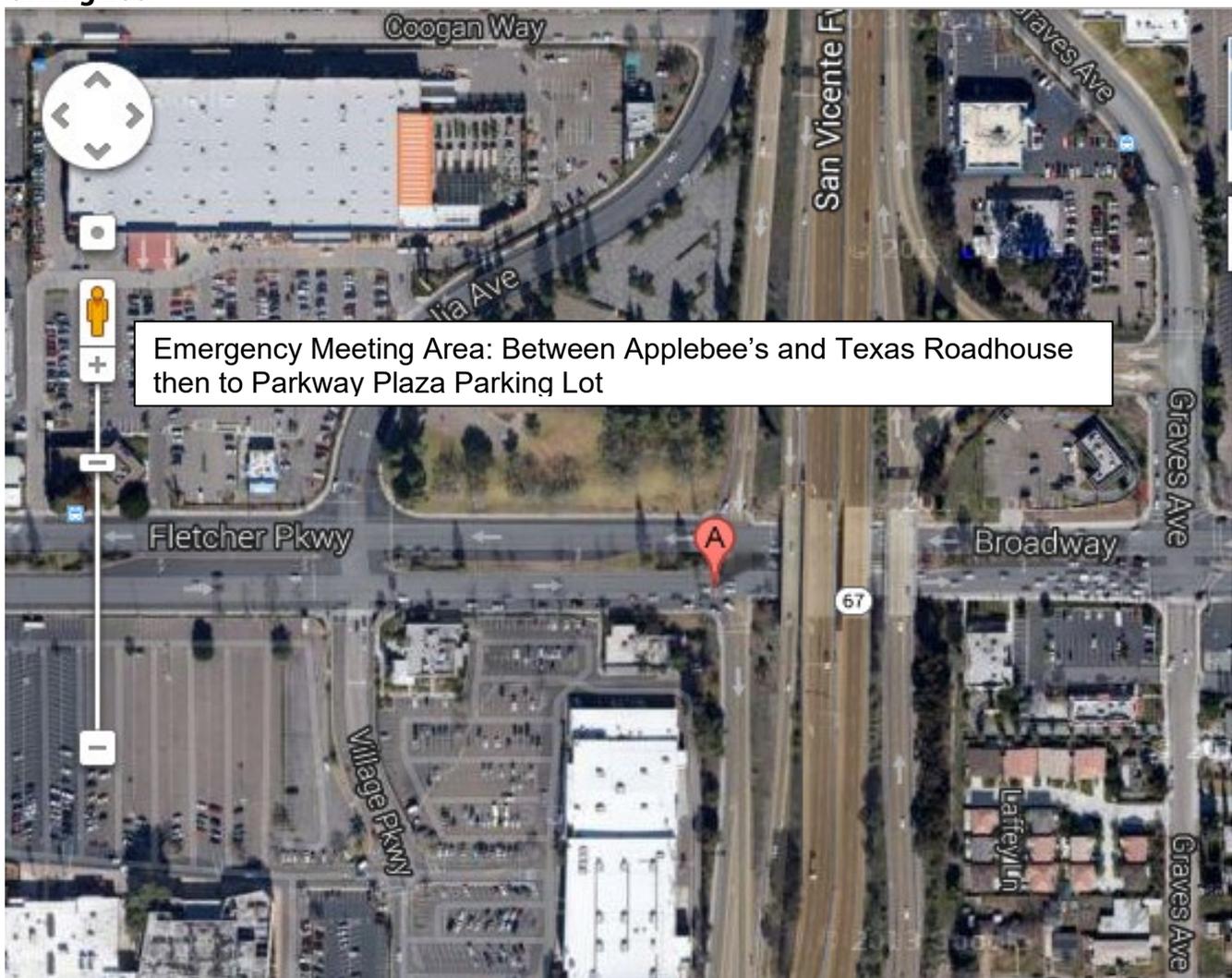
Evacuation Locations

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 meeting area.

El Cajon: 111 Fletcher Parkway, El Cajon, CA 92020

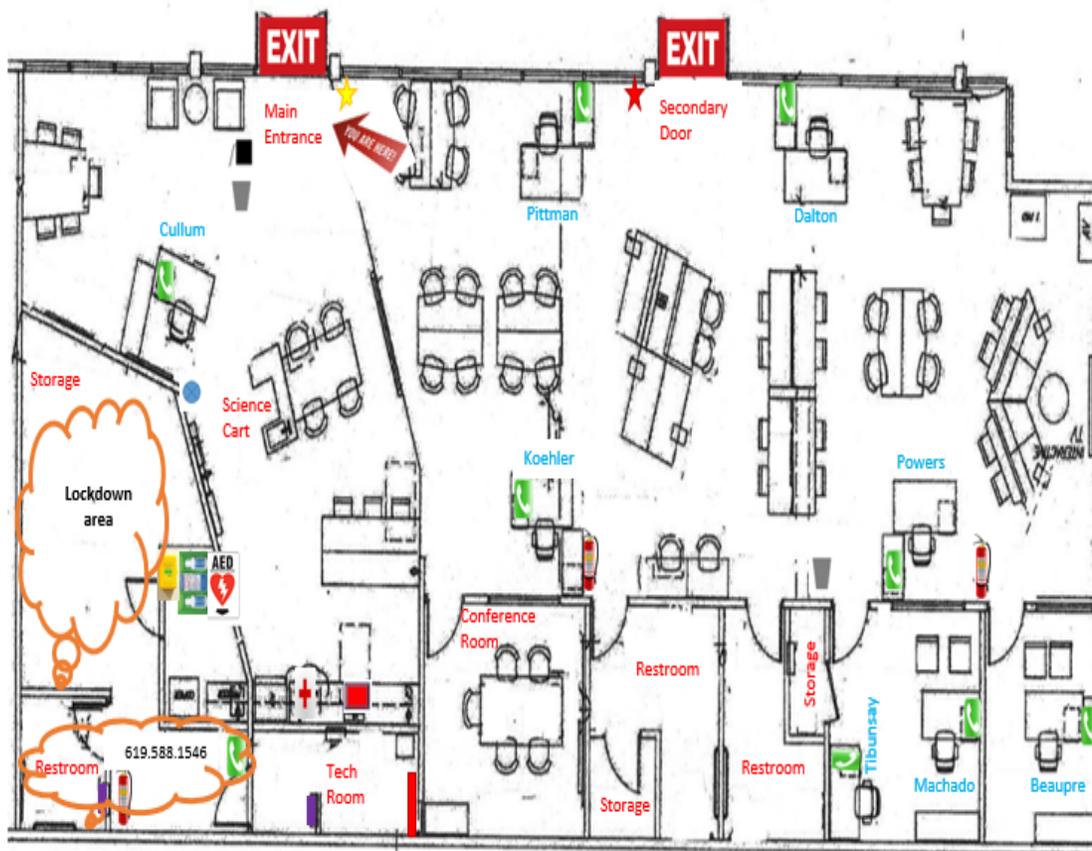
Cross Street: North Magnolia Avenue

Emergency Meeting Area: Between Applebee's and Texas Roadhouse then to Parkway Plaza Parking Lot



El Cajon Plan

El Cajon Resource Center ▪ 111 Fletcher Parkway, El Cajon, CA 92020
858-678-2020



1st Emergency Meeting Area
Exit main door, turn left and follow to parking lot. Meet between Applebees and Texas Roadhouse.

2nd Emergency Meeting Area
Exit main door, turn left, walk through parking lot past Texas Roadhouse. Use the crosswalk to cross Magnolia Avenue and meet in Parkway Plaza parking lot.

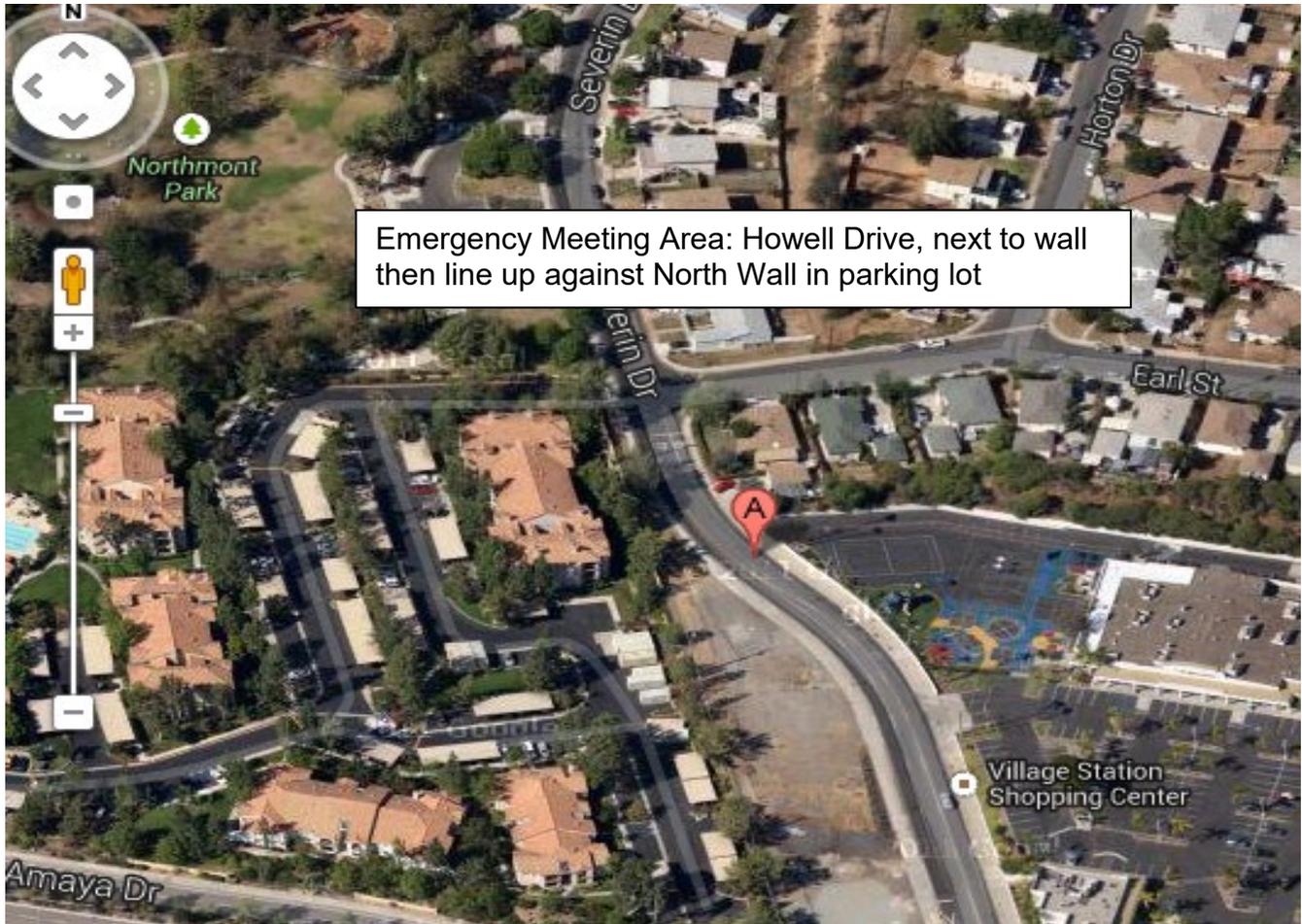
Emergency Contacts
Angela : 619-757-0028
Tiffany: 619-788-3491

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

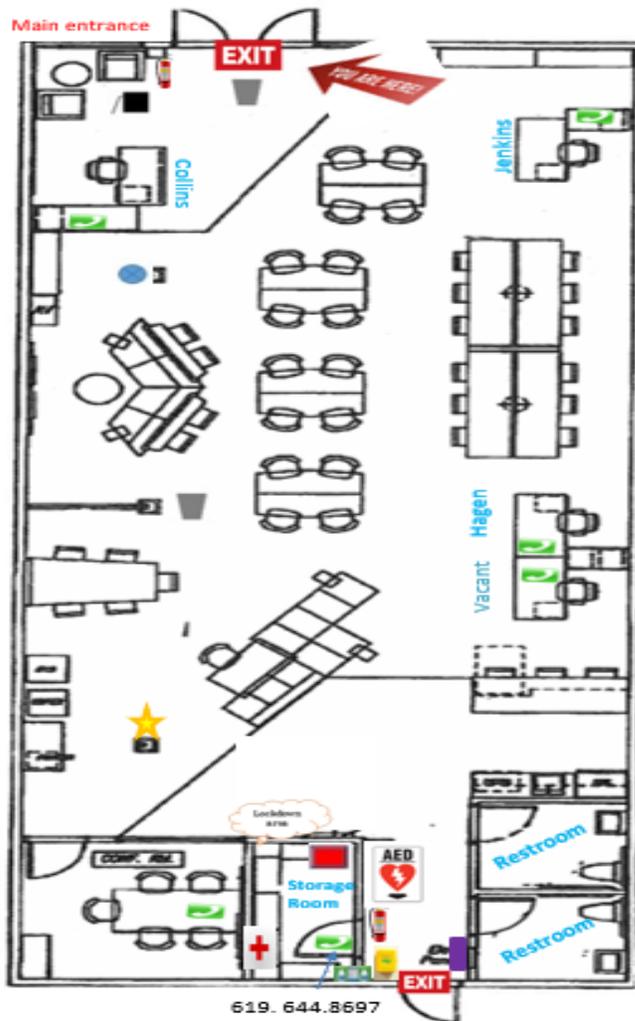
La Mesa: 5975 Severin Drive, La Mesa, CA 91942

Cross Street: Amaya Drive

Emergency Meeting Area: Howell Drive, Next to Wall then line up against North Wall in parking lot



La Mesa Plan



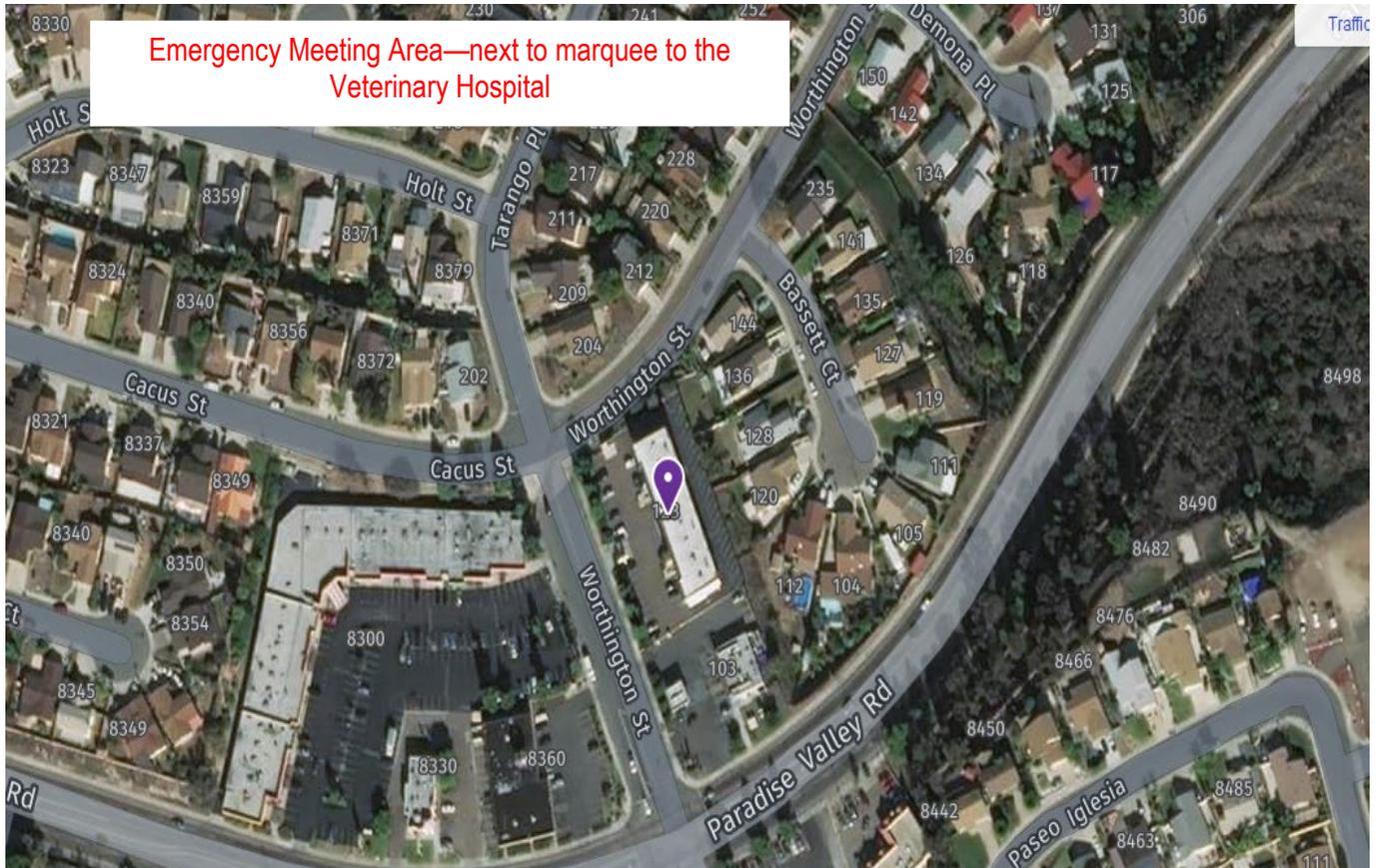
1st Meeting Area
 Exit main entrance, go to the left, walk off parking lot and go to Howell Drive. Meet next to wall.

2nd Meeting Area
 Exit Back Door, enter rear parking lot, head past dumpster on left and line up against North Wall in parking lot.

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

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

Paradise Valley: 123 Worthington Street, Suite 104-106, Spring Valley, CA 91977
Cross Street: Paradise Valley Road
Emergency Meeting Area: Next to Marquee to the Veterinary Hospital



Paradise Valley Plan

Grossmont Secondary School – Paradise Valley Resource Center
 123 Worthington Street, Suite 104, Spring Valley, CA 91977
 858-678-2020

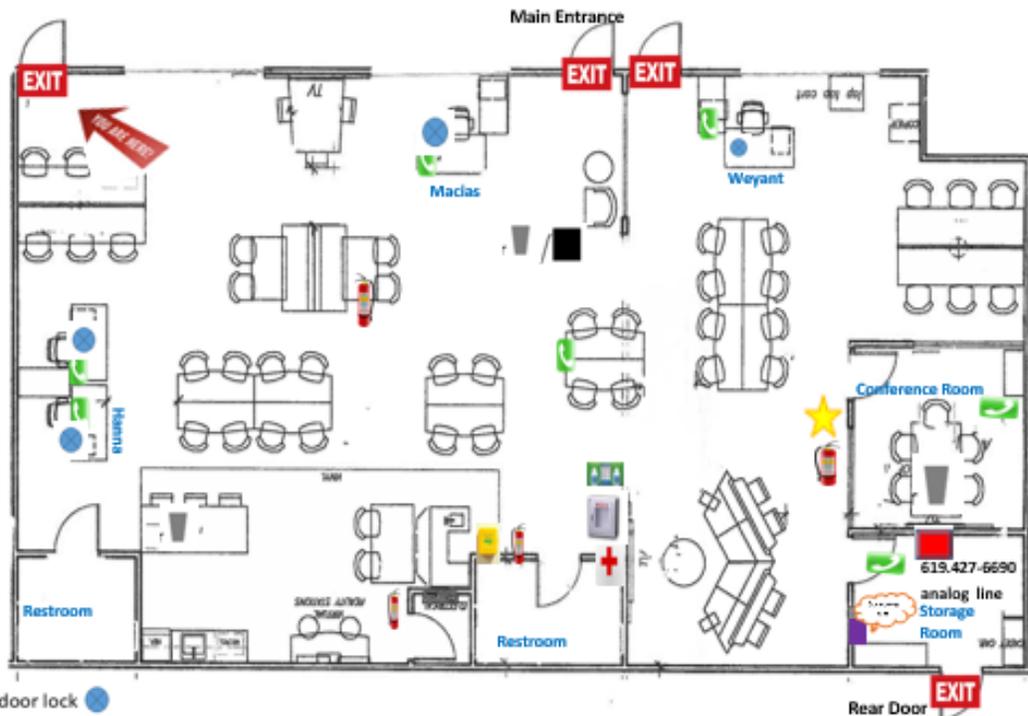
1st Emergency Meeting Area
 Exit main door, walk to sidewalk and meet next to marquee signage.

2nd Emergency Meeting Area
 Exit main door. Cross street using cross walk. Meet at the Veterinary Hospital.

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
-  ThermoScan
-  Hand sanitizer
-  COVID Caddy

Hardwire button for constant door lock 



Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The 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.

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 Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the resource center.

Lockdown Procedure

Emergency Lockdown Procedures

If an emergency situation near a Grossmont Secondary School RC endangers student or staff safety,

Lockdown the Resource Center.

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

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 Ambassador or designee 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 Grossmont Secondary School Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.
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 defer media statements to the Communications Department.

Only a member of the Grossmont Secondary School Safety Committee may lift a lock down.

Persons who may activate a RC lockdown:

- Any member of a school 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 a 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 school 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. School 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 locations 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 at 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.**

Signature: _____ **Date:** _____

Date Report Received: _____

GROSSMONT SECONDARY SCHOOL 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 Ambassador 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				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

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

Date:	Time of lockdown:	Safety Ambassador 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:

2.	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:

3.	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:

4.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 2 of __**

5.	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:

6.	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:

7.	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:

8.	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:

9.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 3 of ___**

10.	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:

11.	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:

12.	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:

13.	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:

14.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 4 of ___**

15.	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:

16.	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:

17.	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:

18.	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:

19.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 5 of __**

20.	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:

21.	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:

22.	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:

23.	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:

24.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 6 of __**

25.	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:

26.	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:

27.	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:

Parent Notification & Reunification Procedure

Following a lockdown 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 procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

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

Reunification

Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the reunification location. Incident Command Team members will use school 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 belongs to the following individuals at this RC:

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 evacuation procedures after confirming the path and destination are safe.

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

Structural Failure

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

Advise School Coordinator of the situation. Contact the Director of Operations & Technology at (619) 778-3491.

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 School Coordinator. If possible, quickly assess the location 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. 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 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 assembly area until the situation is under control.

Have some staff standing by the 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 a school 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 schools 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.
- D. 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 school 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 school campus (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.

B. 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).

C. 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 school building and campus.

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.**

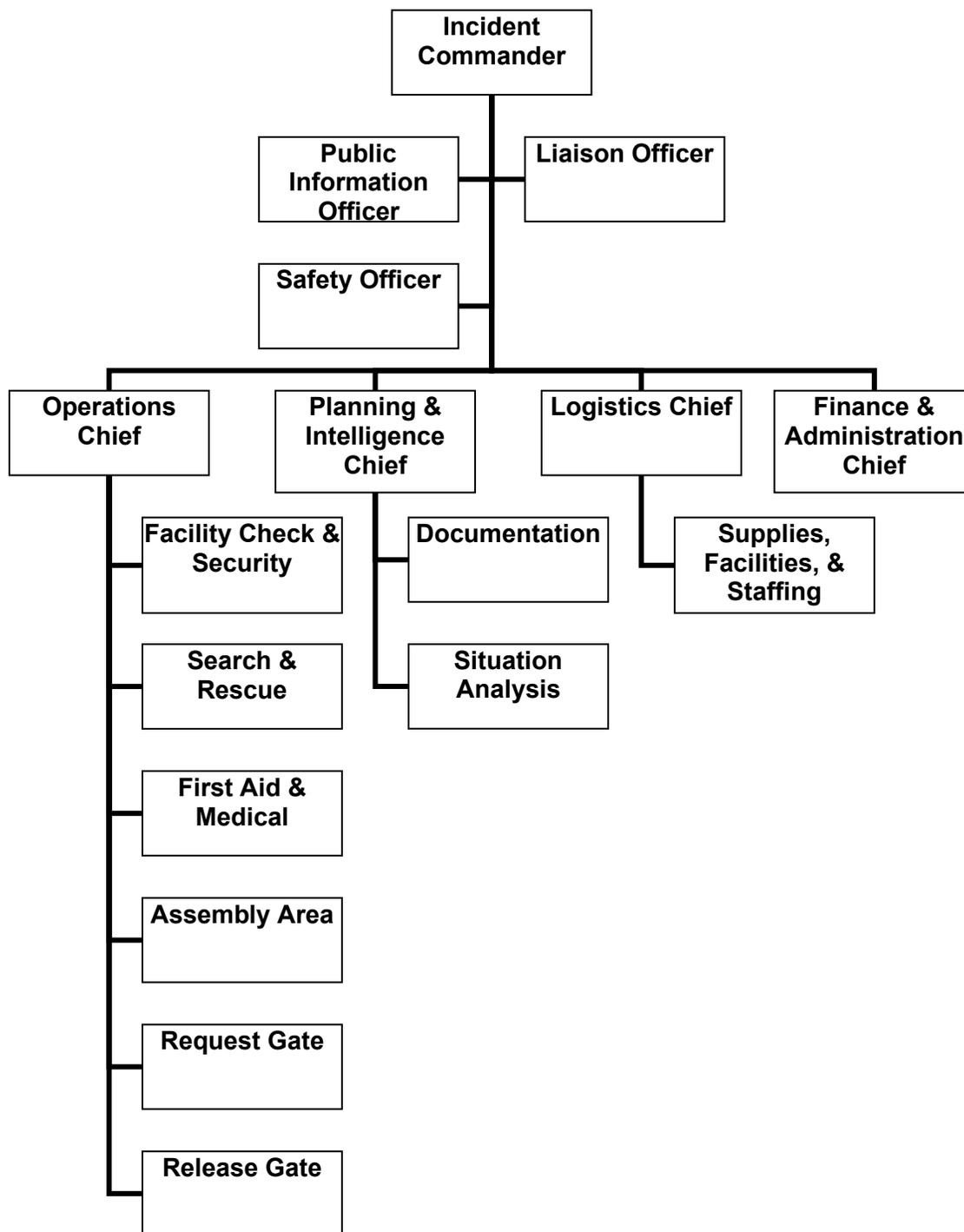
CONCLUSION

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.

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
Bradi Zapata	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	Bradi Zapata
Tim Tuter	Operations Chief	Allison Fleck
Angela Neri	Facility Check/Security	Allison Fleck
Safety Ambassador by Location	Search & Rescue Team Leader	Allison Fleck
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
School Coordinator	Assembly Area	Allison Fleck
Safety Ambassadors (per location)	Request Point	Allison Fleck
Safety Ambassadors (per location)	Release Point	Allison Fleck
Allison Fleck	Planning Chief / Logistics Chief	Angela Neri
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Position Activation Information

Equipment

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

1. Identification vest
2. Two-way campus 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

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.

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

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- 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)
- Copies of Forms

Start-Up:

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- Implement Emergency Plan and 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 school situation:
- View location map periodically for Search & Rescue progress and damage assessment information.
- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- 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. By law, during a disaster, the staff will become "Disaster Service Workers."**
- Remain on and in charge of your RC until the incident has been resolved.**

After:

- Authorize deactivation of sections or units when they are no longer required.**
- Deactivate the entire emergency response.**
- 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

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

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

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
 - Public Information Release Worksheet
 - School Accountability Report Card
- Scissors
- School 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.)
- Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- Advise arriving media that the school 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 school, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to school 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 school/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

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

Reports to: Incident Commander

Staffing

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

Responsibility: The Operations Chief manages the direct response to the disaster, which can include 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

Reports to: Operations Chief

Staffing

Characteristics: Building Safety Supervisor or others familiar with the school'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 campus and report any damage 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 campus 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 campus 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 as appropriate.**

Section: Operations

Position: Search & Rescue Team Leader

Reports to: Operations Chief

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports 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.

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 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.

Section: Operations

Position: Search & Rescue Team

Reports to: Search & Rescue Team Leader

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports 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.

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 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.

Section: Operations

First Aid & Medical Team Leader

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:

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- Request assistance from the 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 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

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 campus 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 treatment records.**
- Follow categories: Immediate, Delayed, 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

Reports to: Operations Chief

Staffing

Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students (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 school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the students as they exit, to make sure that all students evacuate.
 - 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

Reports to: Operations Chief

Staffing

Characteristics: School 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 resource center.

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 with class:

- 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 with the class:

- Teacher makes appropriate notation on Student Release Form:
- "*Absent*" if student was never in school that day.
- "*First Aid*" if student is in First Aid & Medical Treatment Area.
- "*Missing*" if student was in school 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

Reports to: Operations Chief

Staffing

Characteristics: School 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 with class:

- 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 with the class:

- Teacher makes appropriate notation on Student Release Form:
- "*Absent*" if student was never in school that day.
- "*First Aid*" if student is in First Aid & Medical Treatment Area.
- "*Missing*" if student was in school 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

Reports to: Incident Commander

Staffing

Characteristics: Someone familiar with the school and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Forms:
 - Position Log

During Event:

- 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

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 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 on campus for Situation Analysis. Update periodically.
- Report missing persons and damage to the 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

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 school 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
- File box(es)
- Map of local area

During:

Situation Status Map:

- Collect, organize and analyze situation information.
- Mark school 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 campus.
- 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

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.
- Forms:
 - 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

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.

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

Reports to: Incident Commander

Staffing

Characteristics: Familiar with common financial record keeping standards.

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.
- 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.

**Grossmont Secondary School
RC/Facility Planning Teams
Safety Ambassadors*
2021-2022**

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 Police Sub-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 Inspections

Resource Center	Safety Ambassador
El Cajon	Travis Powers
La Mesa	Kelly Collins
Paradise Valley	Ellie Hanna

Comprehensive Safety Plan



Student
Success
Programs

SY 2021-2022

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

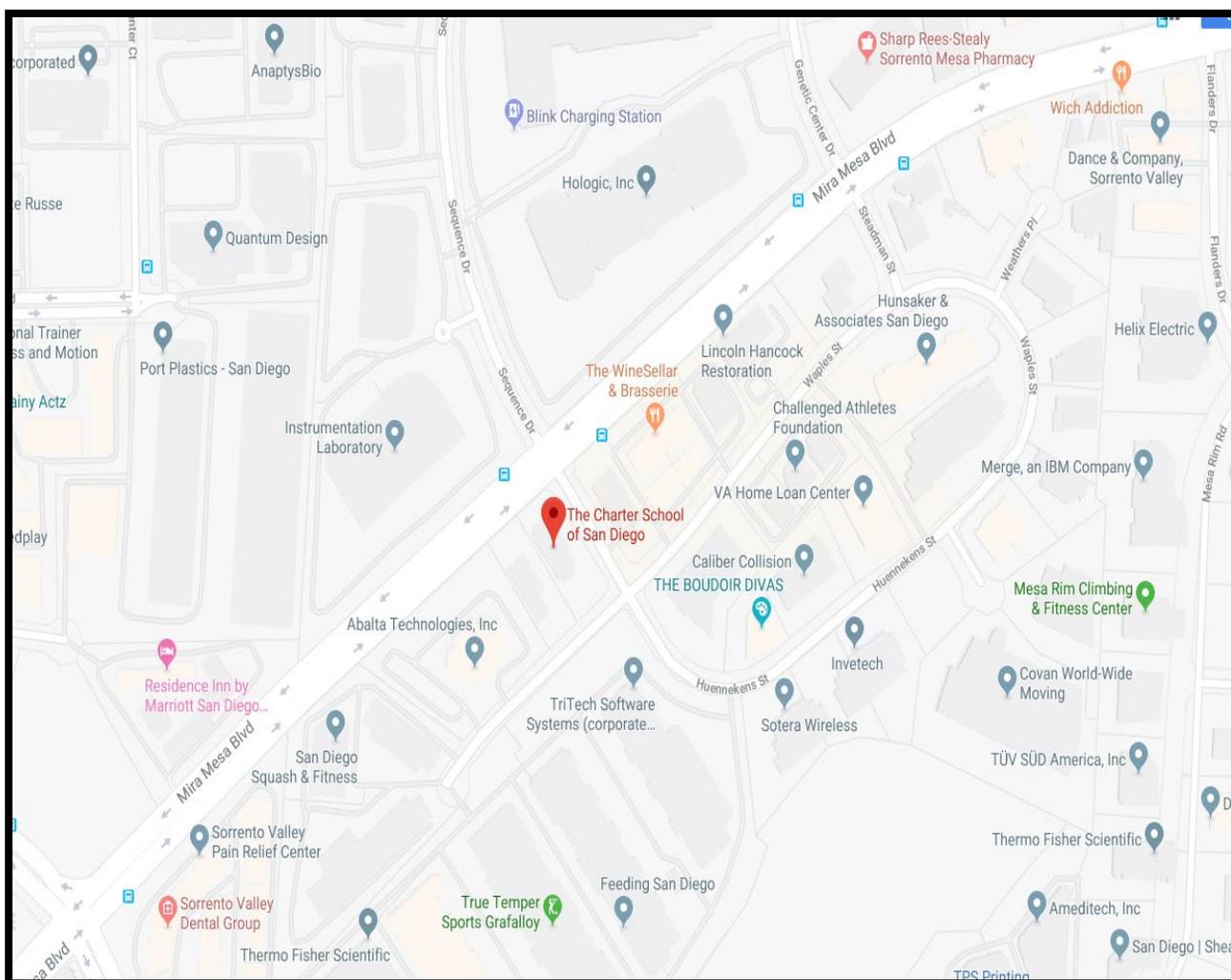
Sorrento Mesa Corporate Office – CSSD

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

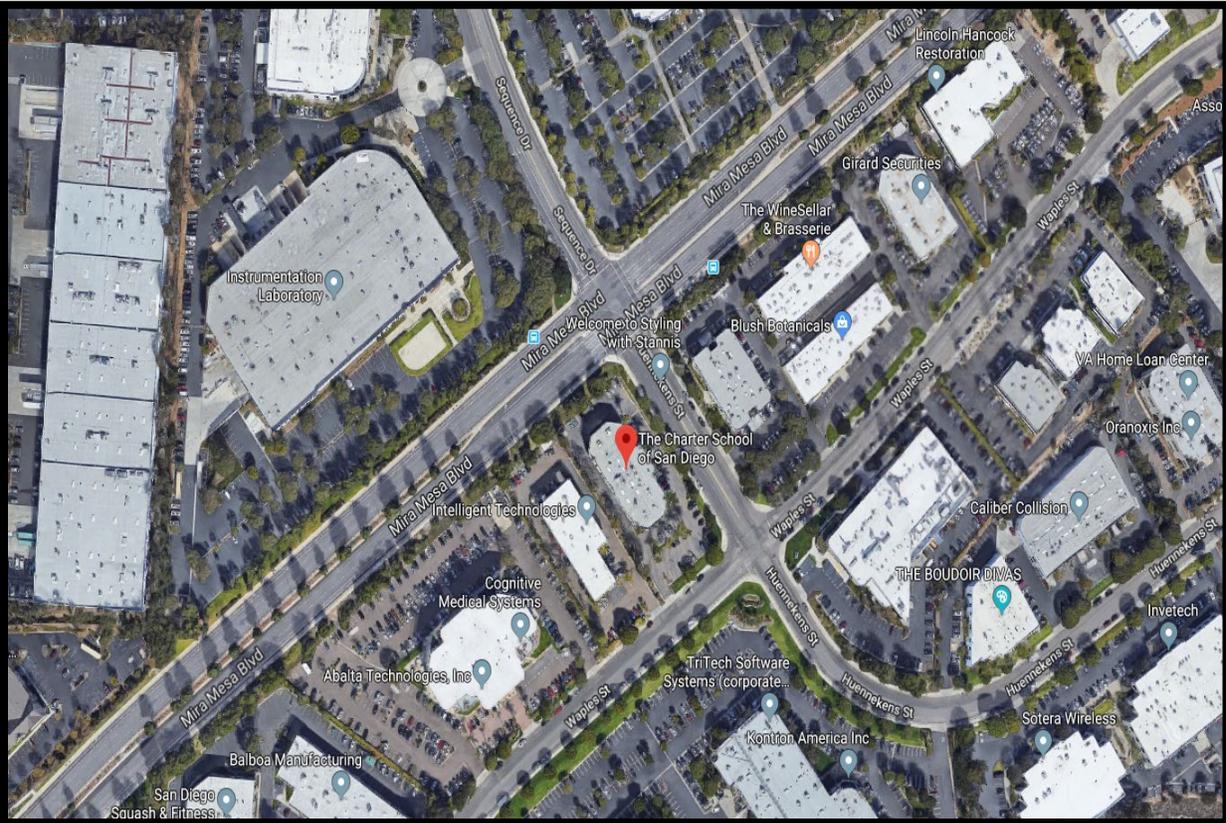
Office Public Phone Number: 858-678-2020

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

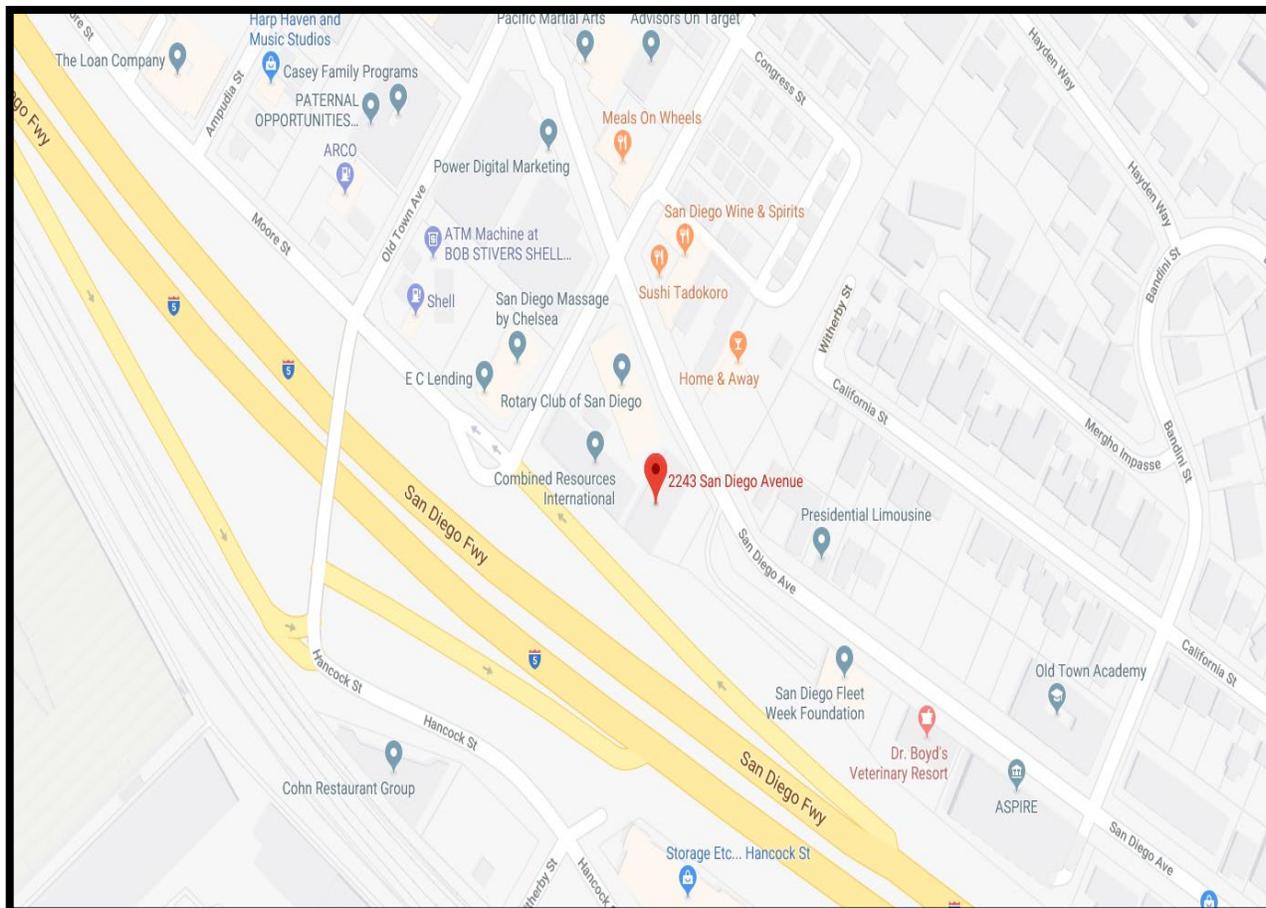
Fax Numbers: 858-552-6660, 858-552-6666, 858-552-9010



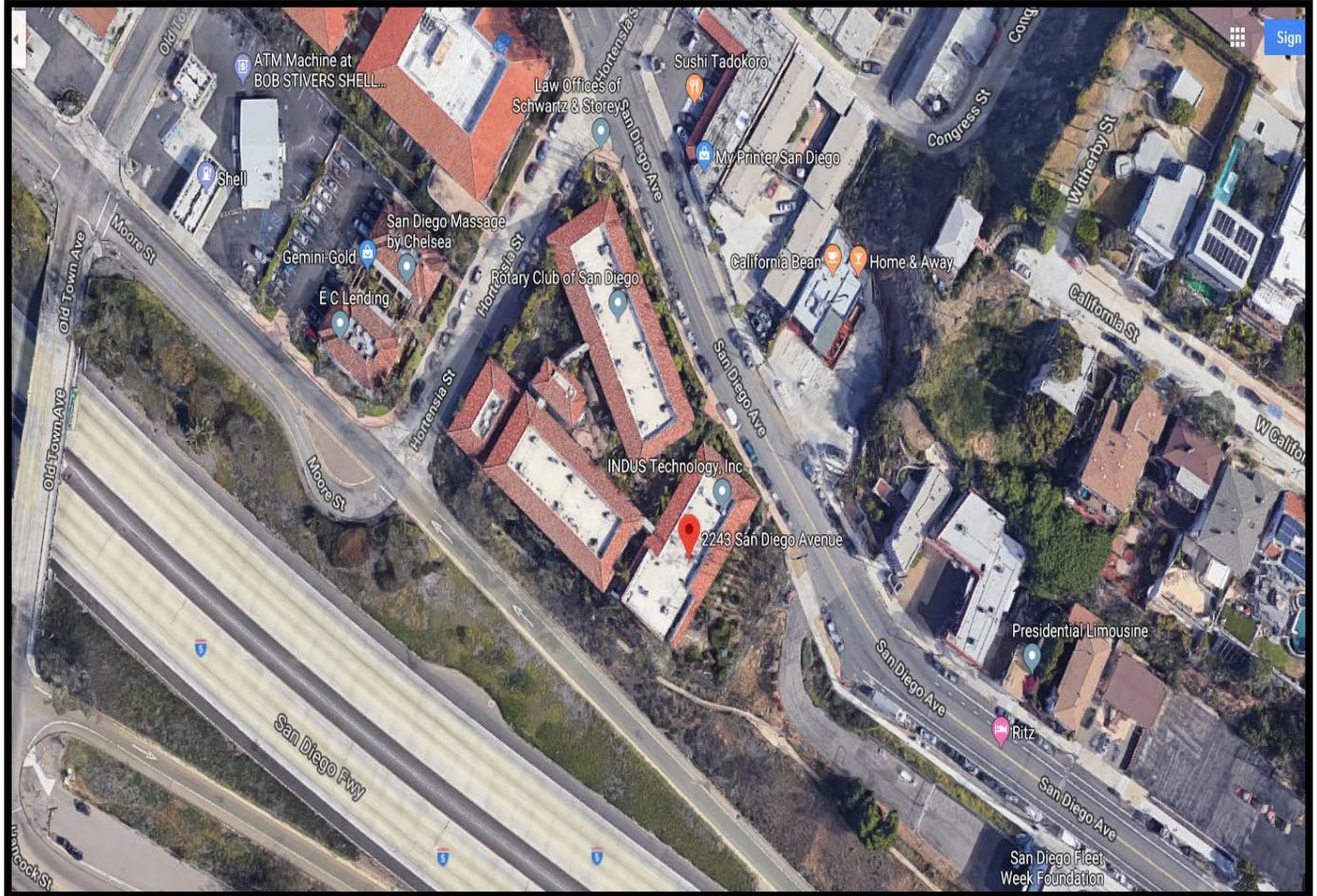
Sorrento Mesa Aerial Map



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

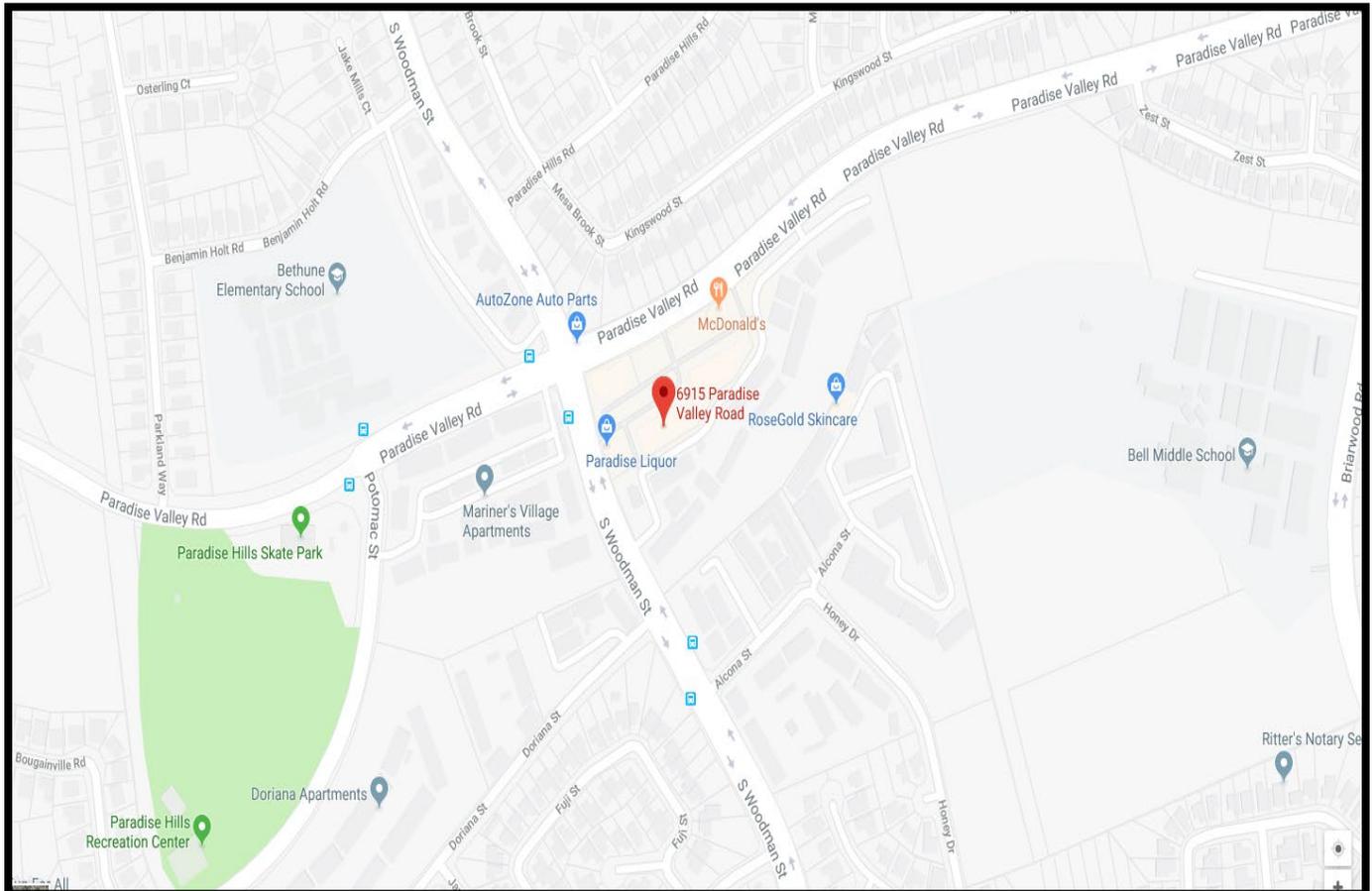


**Paradise Hills Annex Office—CSSD
Next to Little Caesar's Pizza**

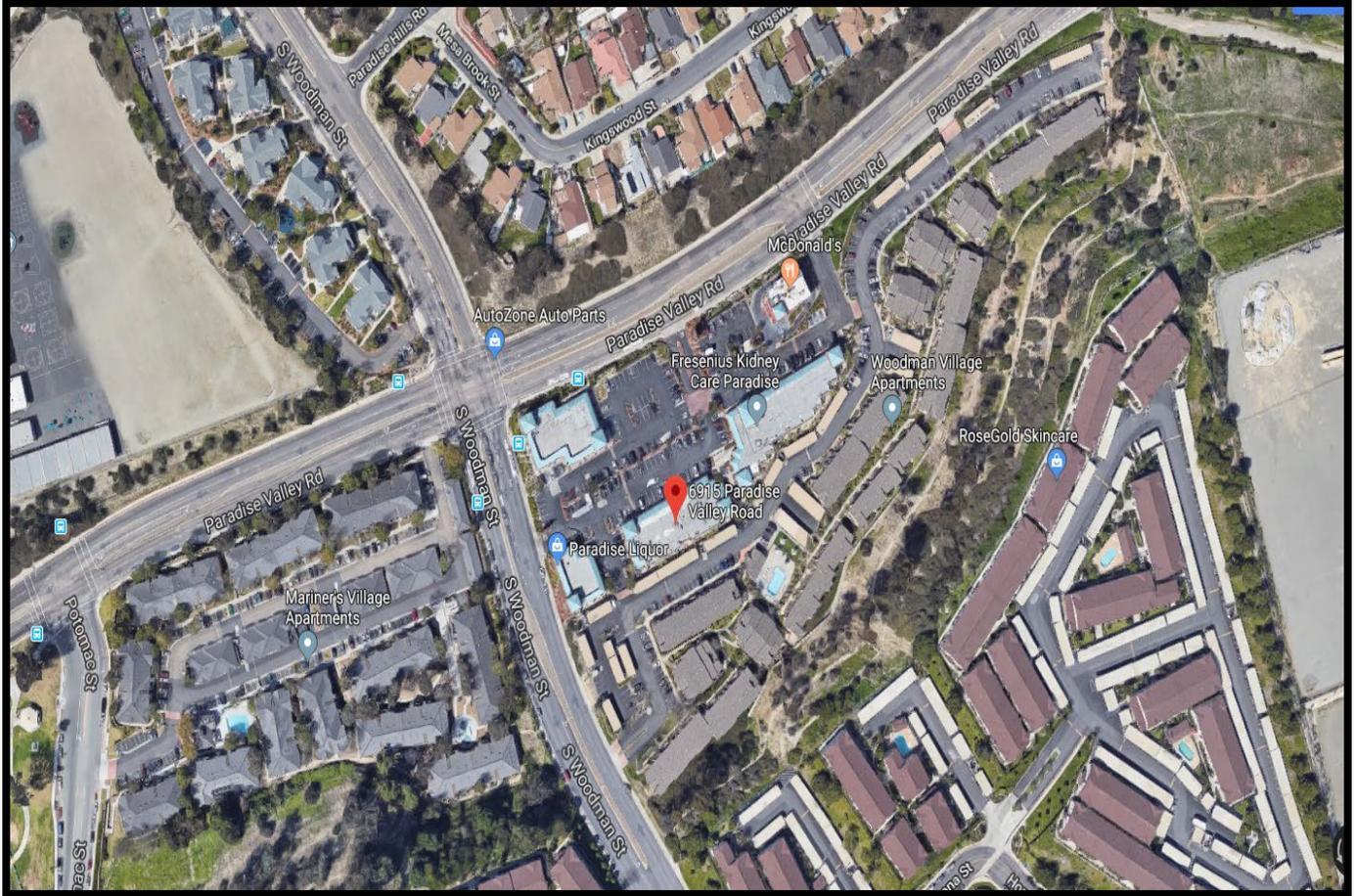
Office Address: 6915 Paradise Valley Road, Unit 1, San Diego, CA 92139

Office Public Phone Number: 858-678-2020

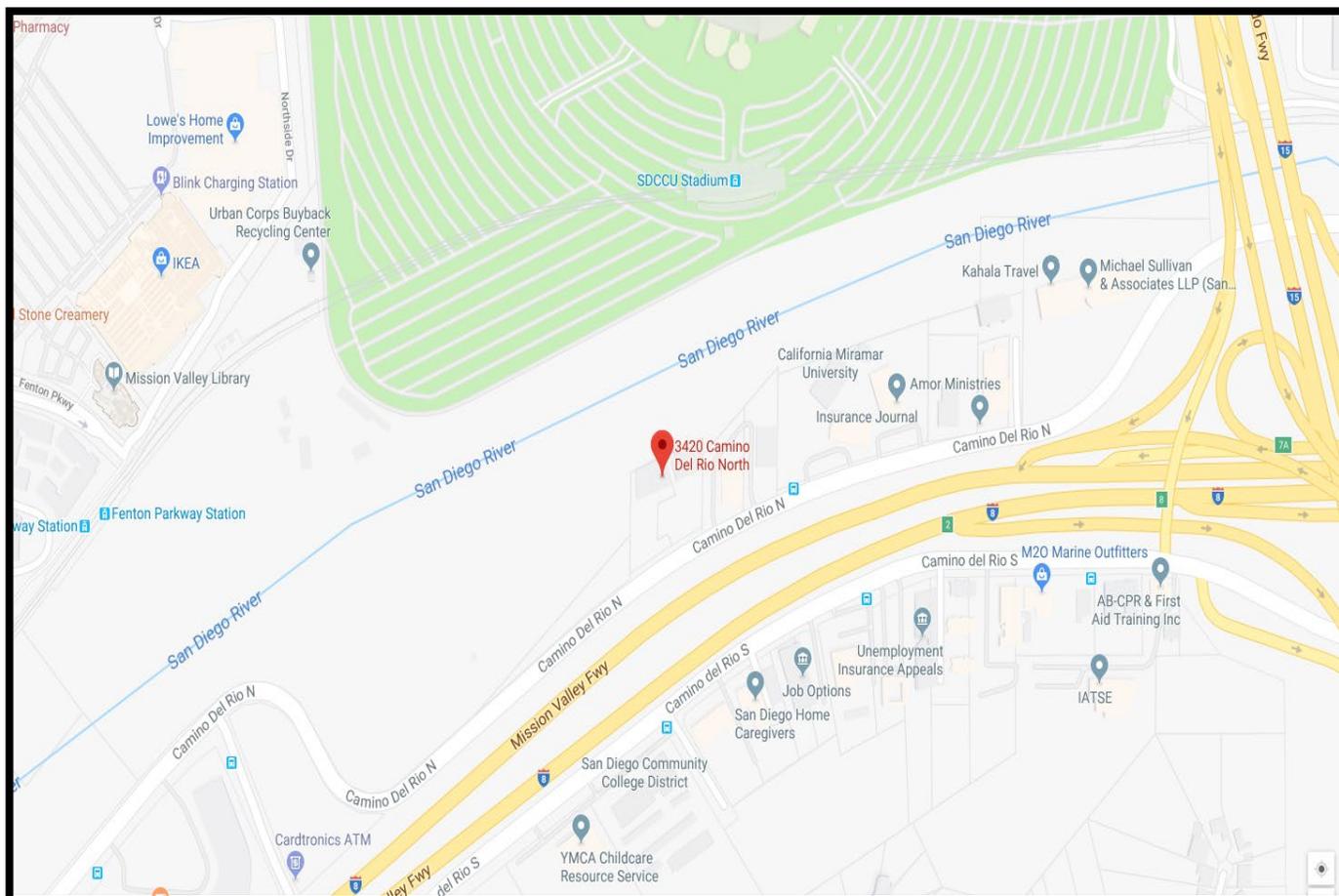
Office Fax Number: 619-472-6641



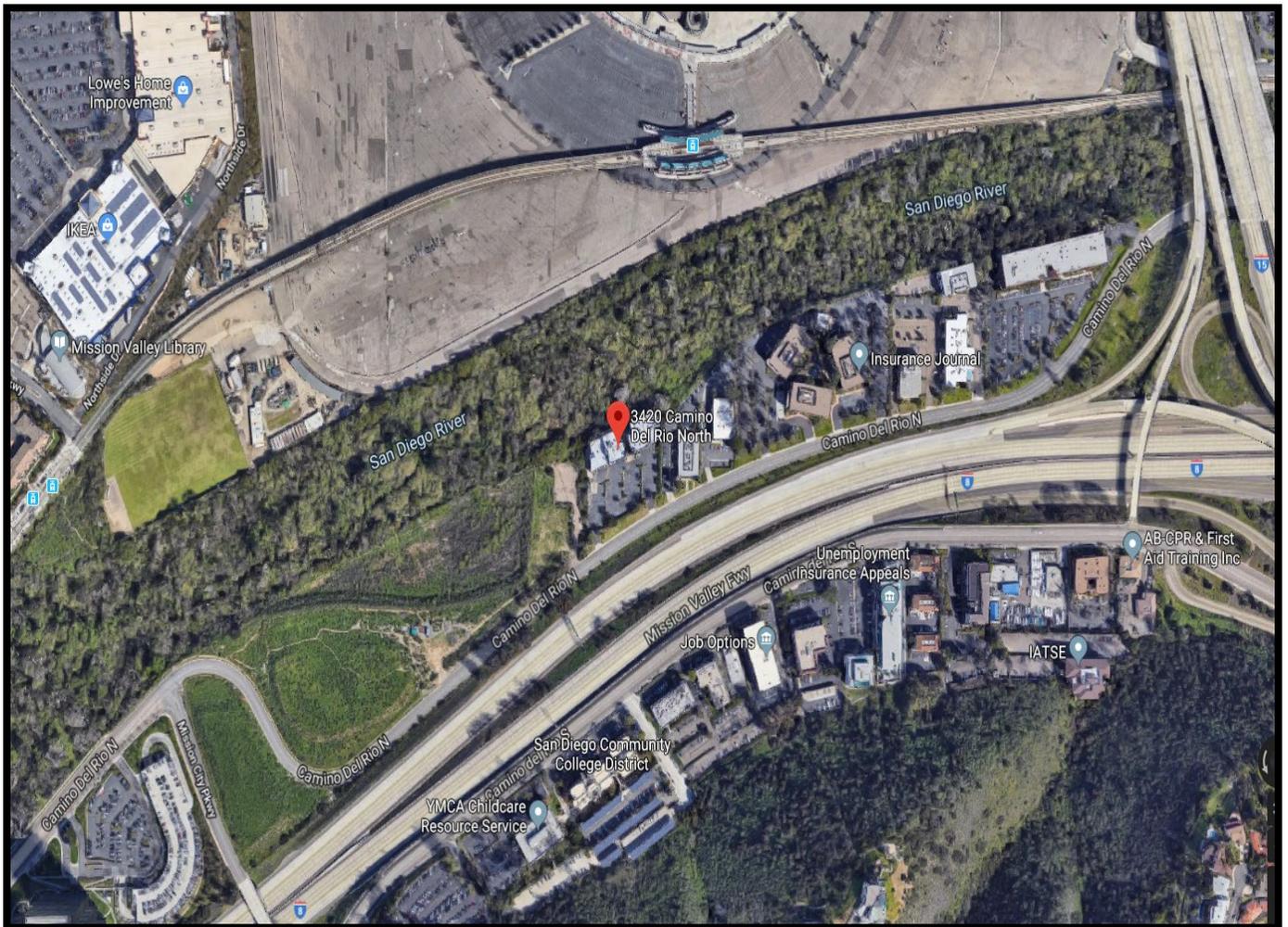
Paradise Hills Annex Office Aerial Map



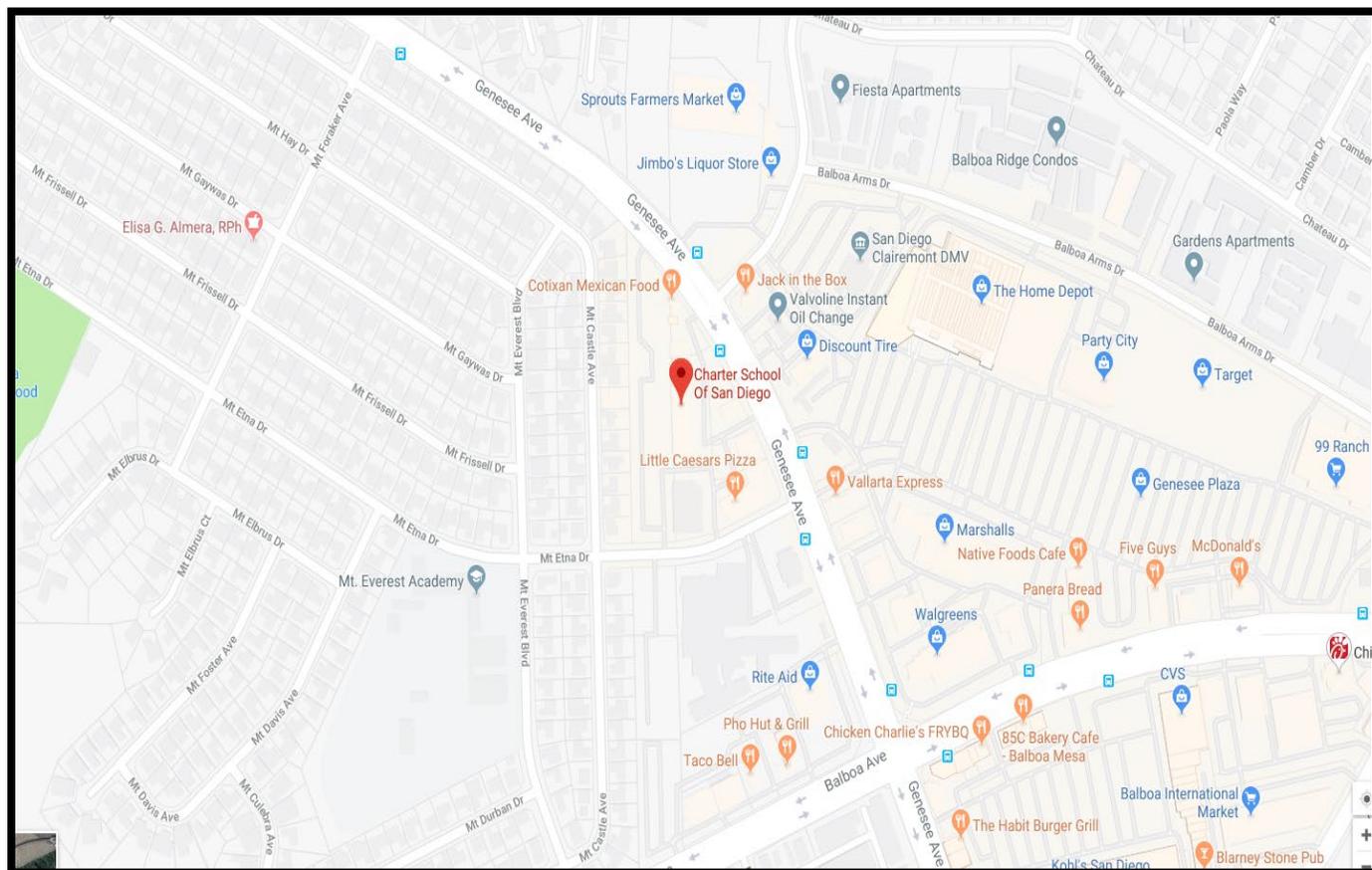
Mission Valley-West Office Building-- AUDEO
Office Address: 3420 Camino Del Rio North, San Diego, CA 92108
Behind SDCCU Stadium (Formerly Qualcomm)
Office Public Phone Number: 858-678-2050
Office Fax Number: 619-280-8033



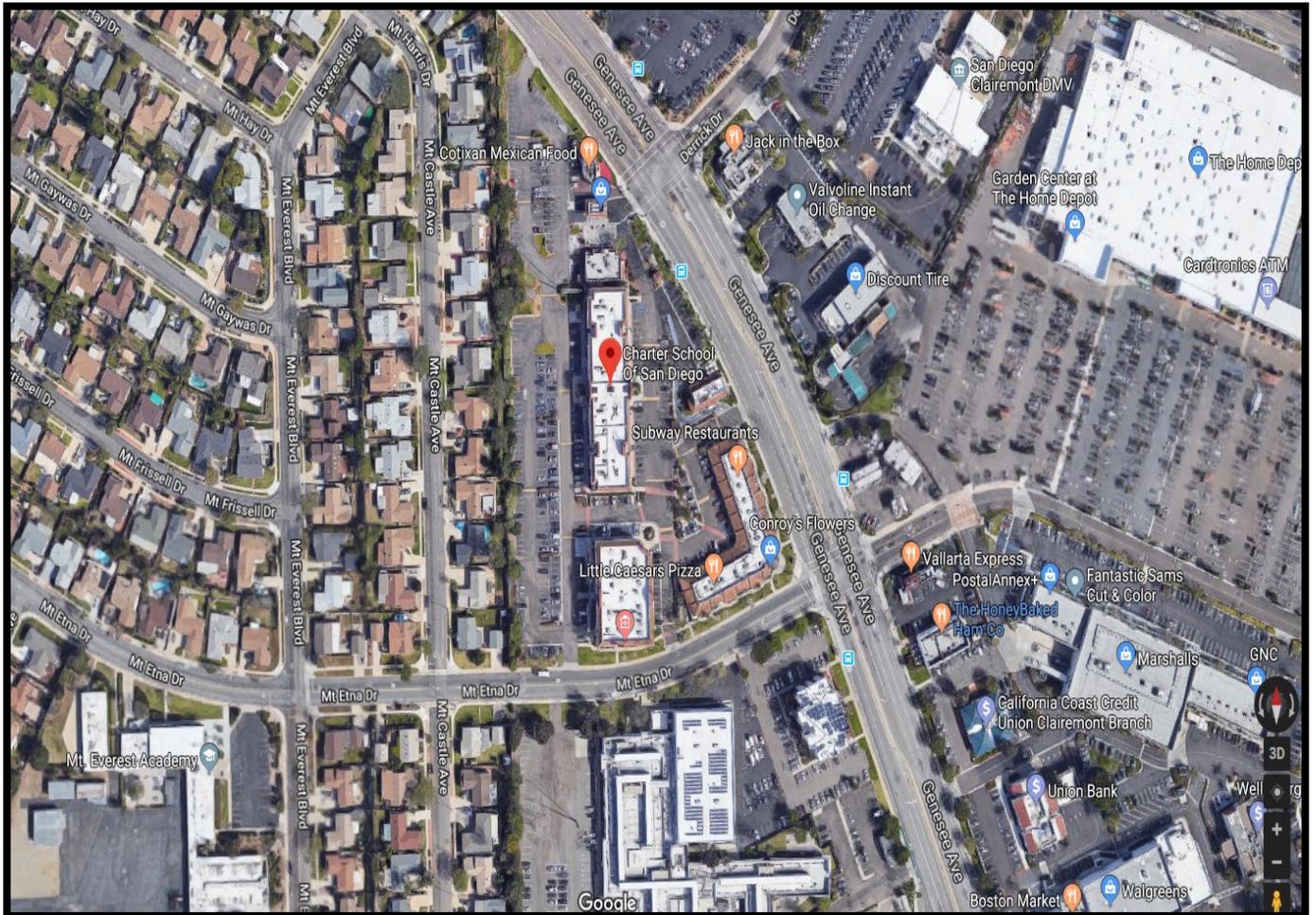
Mission Valley-West Office Building Aerial Map



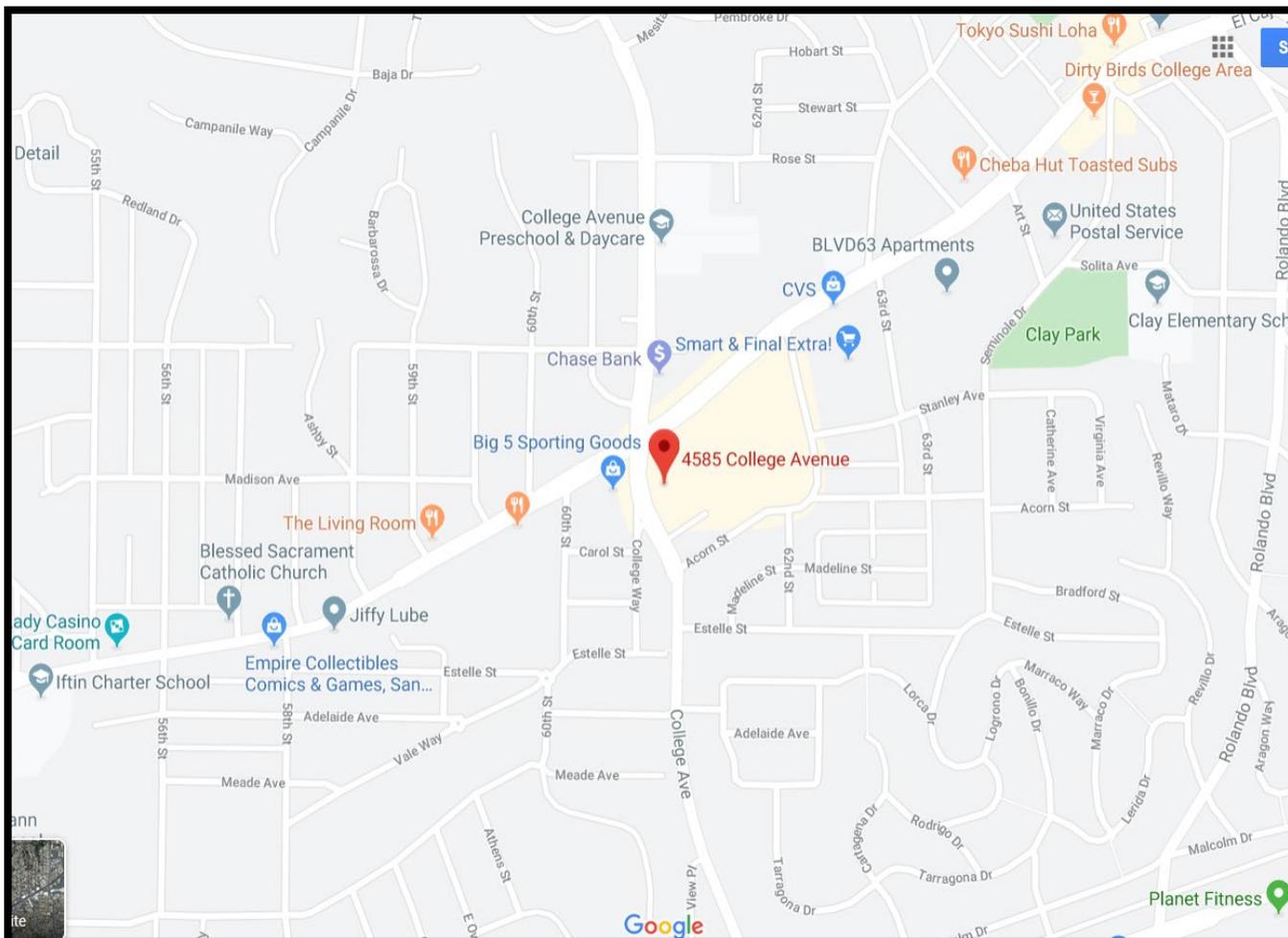
Clairemont Resource Center (RC) - CSSD
RC Address: 4340 Genesee Ave., Ste. 109, San Diego, CA 92117
Same strip mall as El Pollo Loco
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



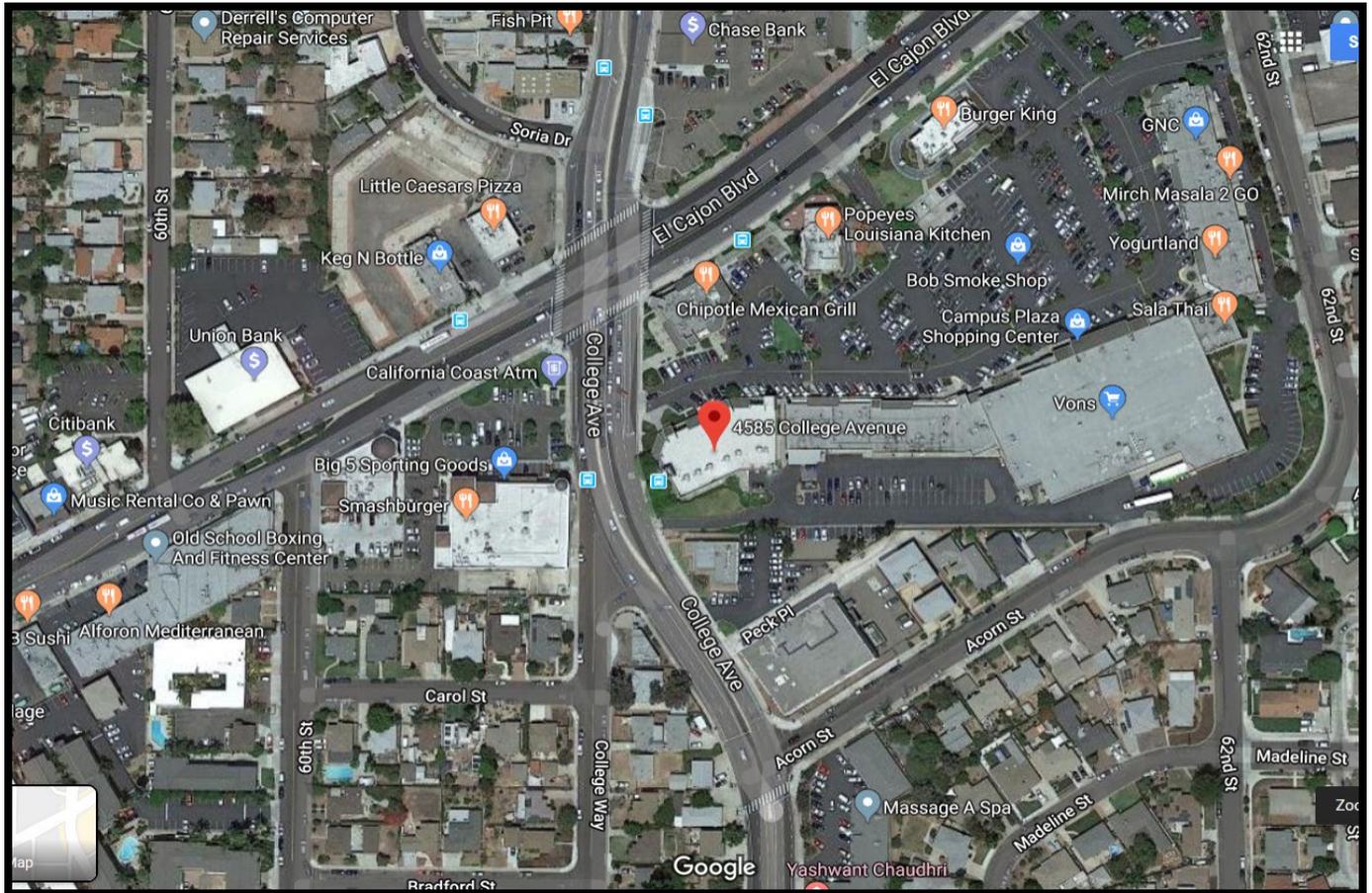
Clairemont Aerial Map



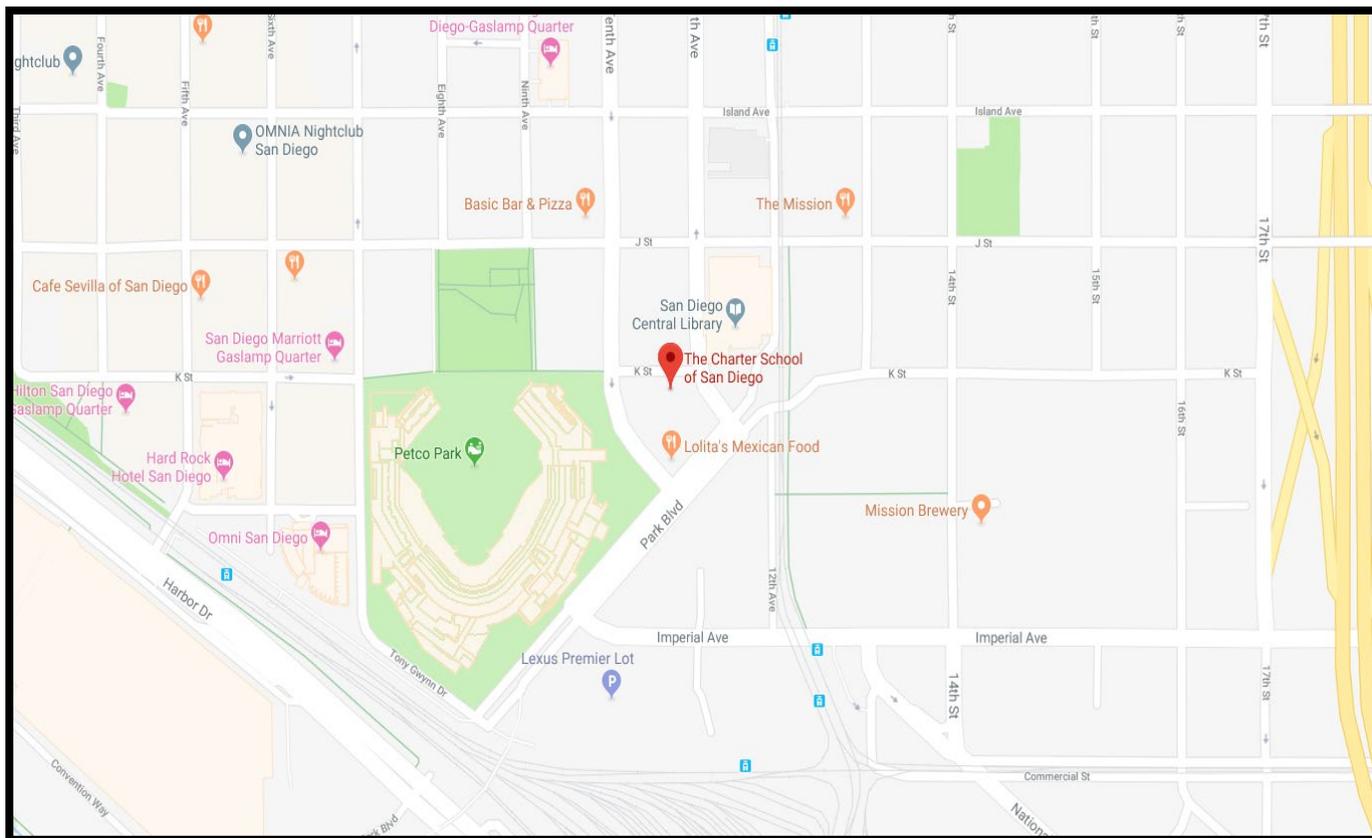
College Avenue Resource Center (RC) - CSSD
RC Address: 4585 College Ave., Suites C1 & C2, San Diego, CA 92115
Near VONS Supermarket
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



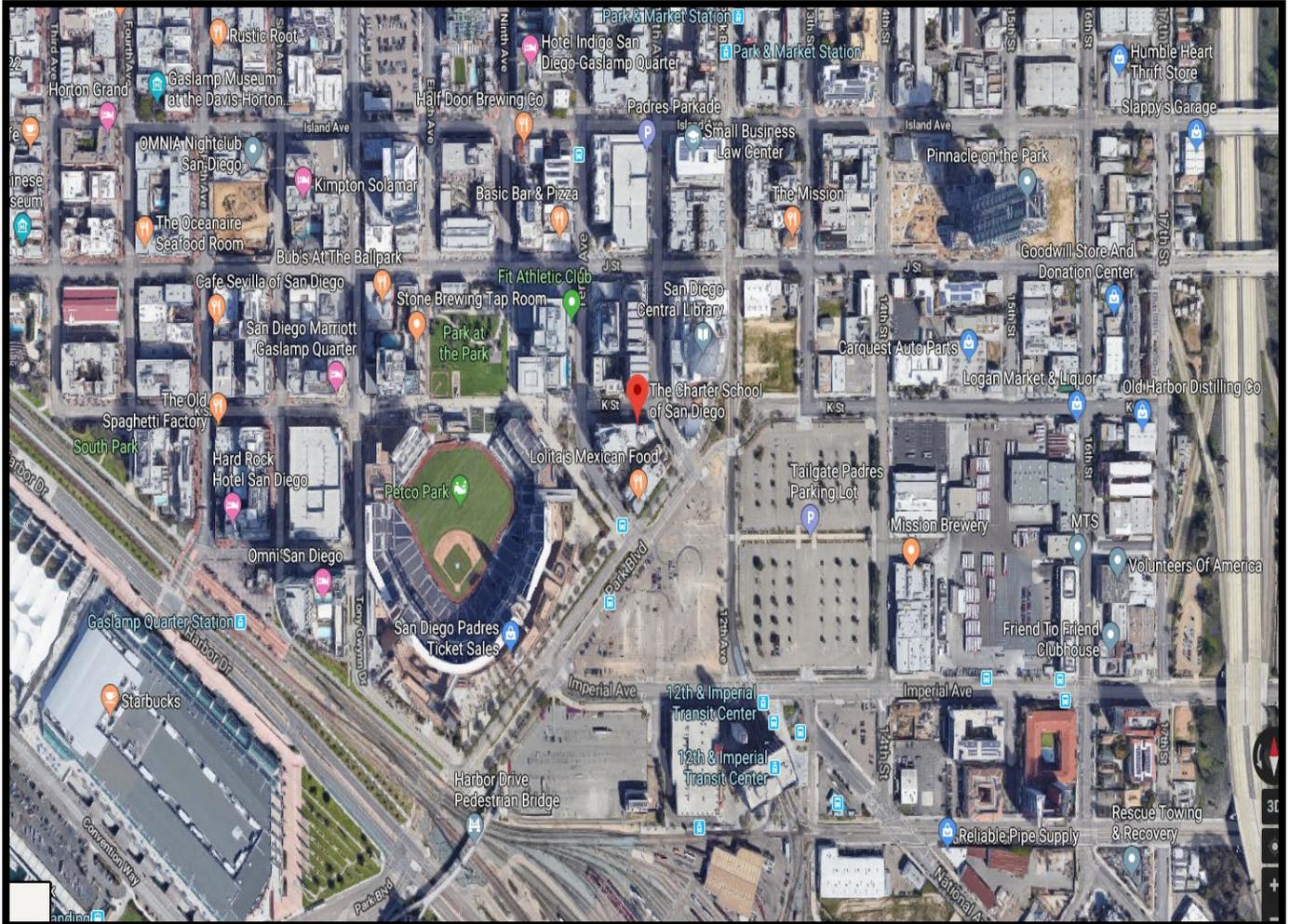
College Avenue Aerial Map



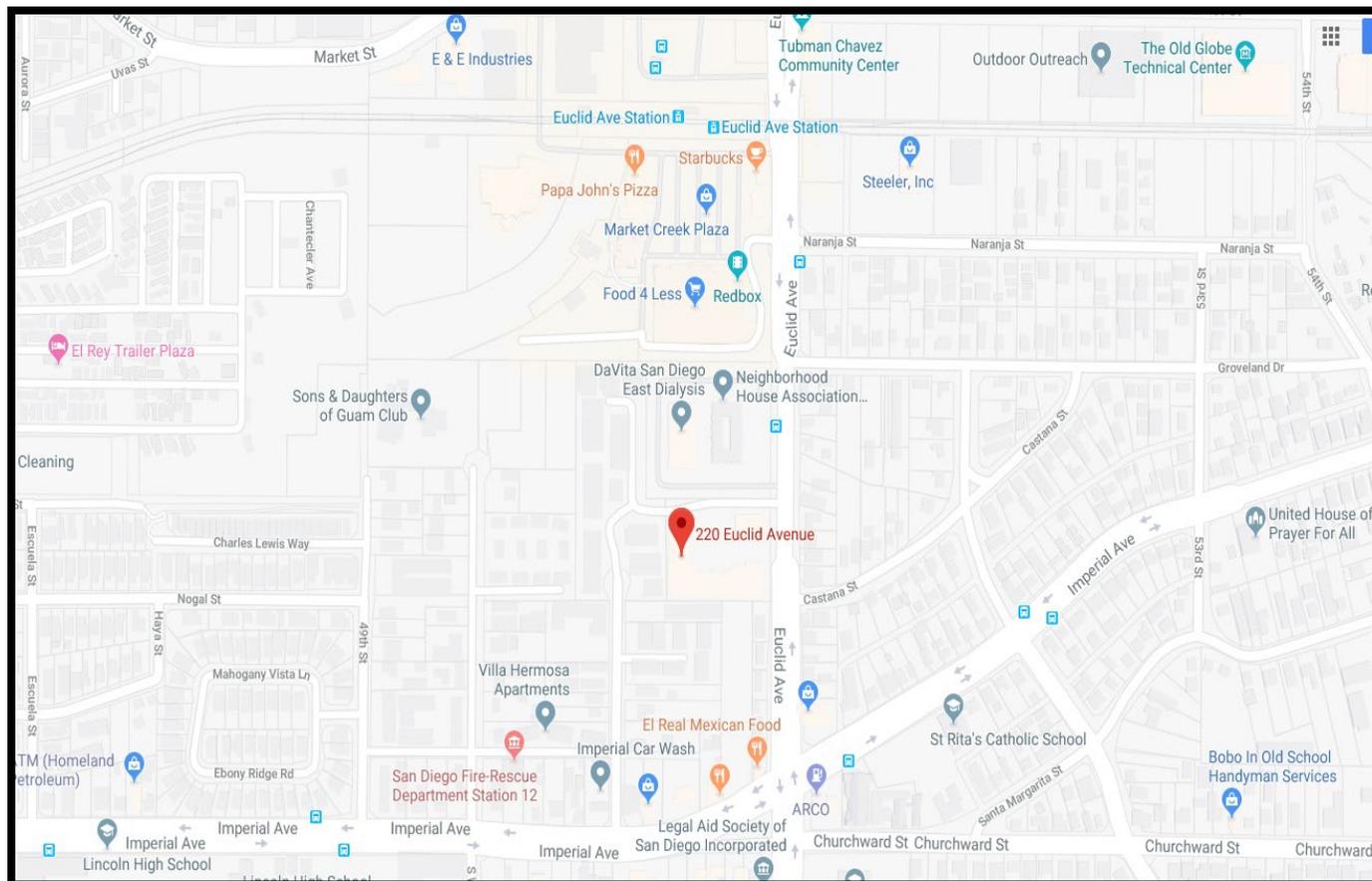
Downtown Resource Center (RC) - CSSD
RC Address: 1095 K St., Ste. A, San Diego, CA 92101
In downtown San Diego, east of Petco Park
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



Downtown Aerial Map



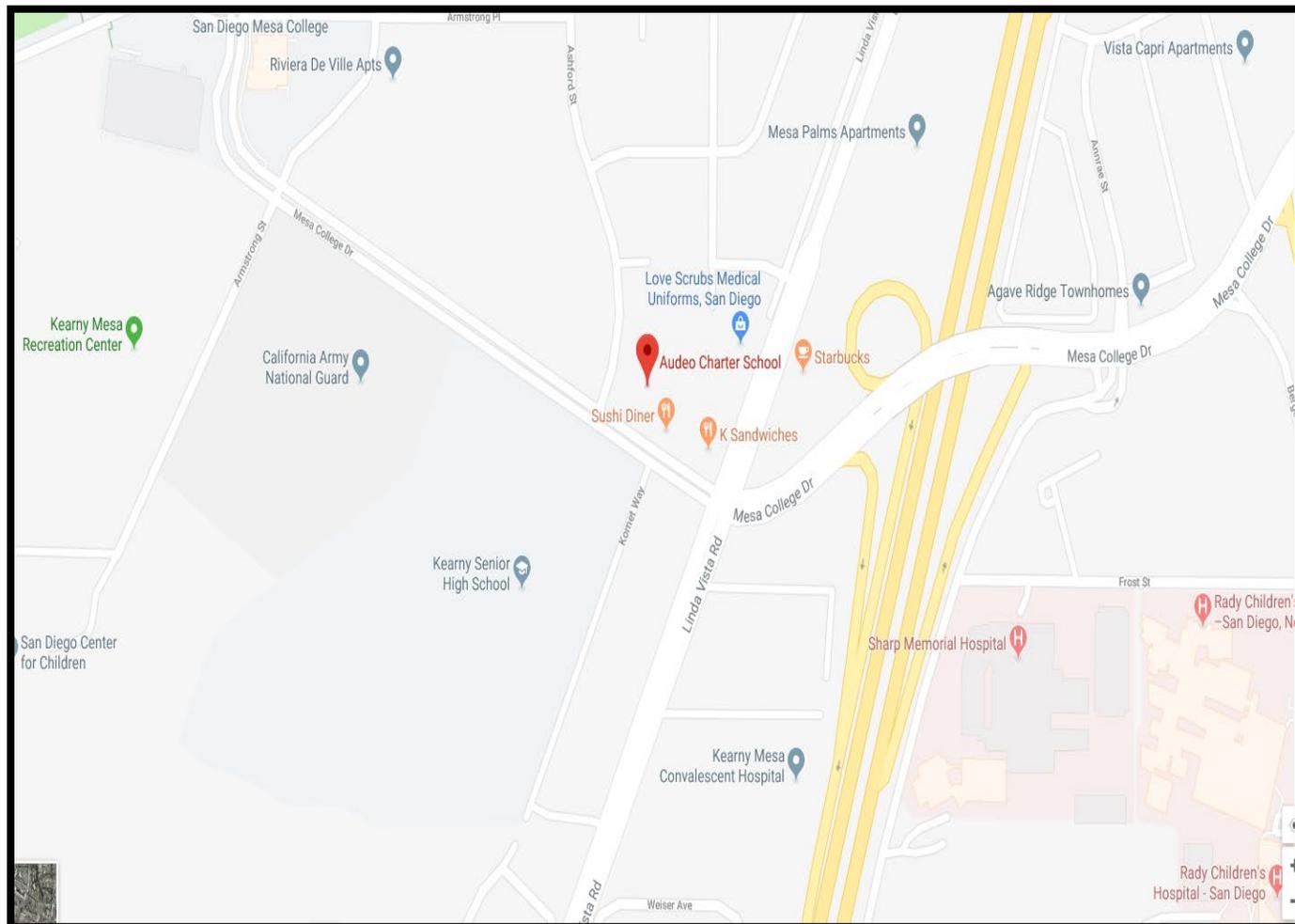
Euclid Resource Center (RC) - CSSD
RC Address: 220 Euclid Ave., Suite 70, San Diego, CA 92114
Near intersection of Imperial Avenue and Euclid Avenue
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



Euclid Aerial Map



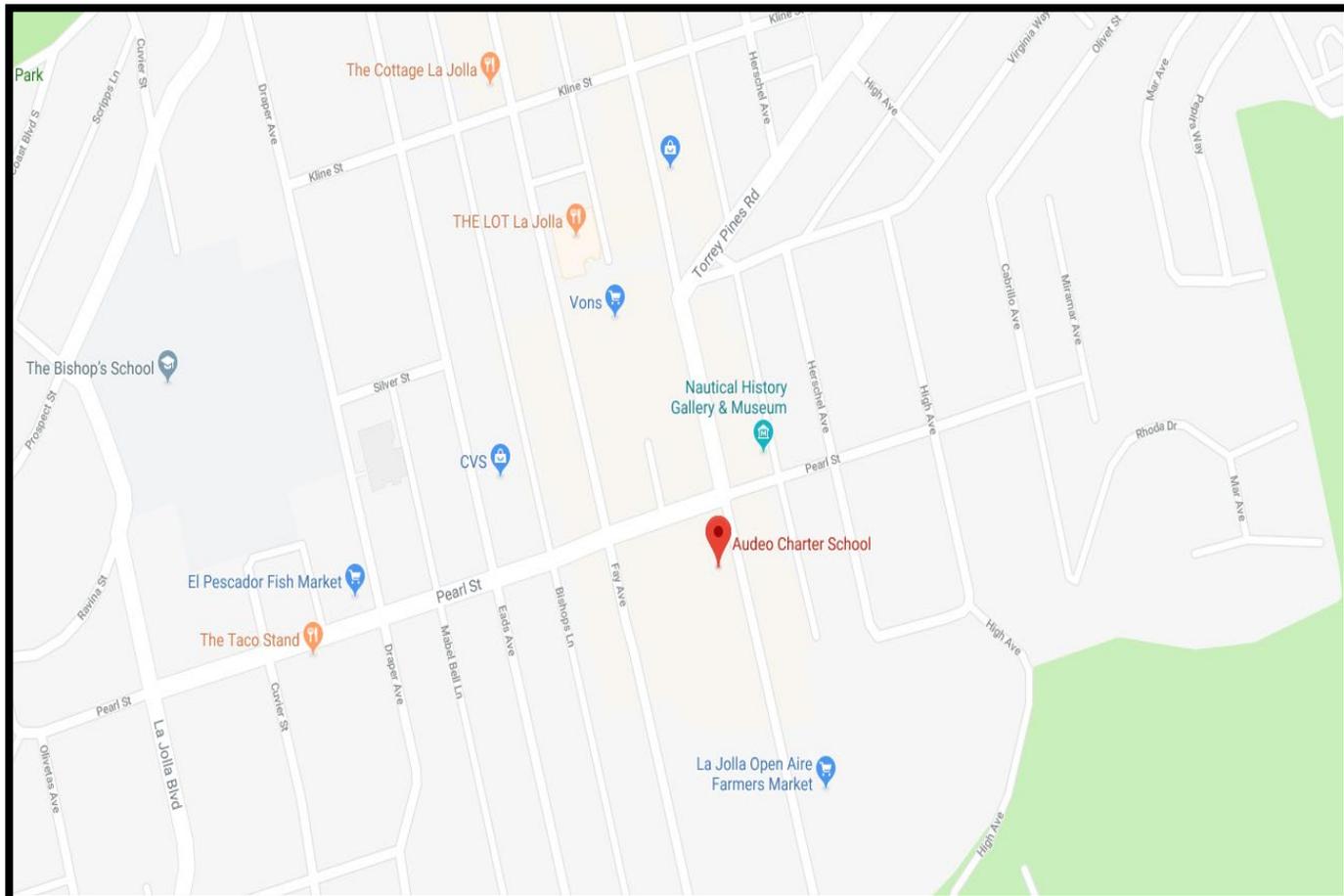
Kearny Mesa Resource Center (RC) - Audeo
RC Address: 7520 Mesa College Drive, San Diego, CA 92111
RC Public Phone Number: 858-678-2050
RC Fax Number: 619-280-8033



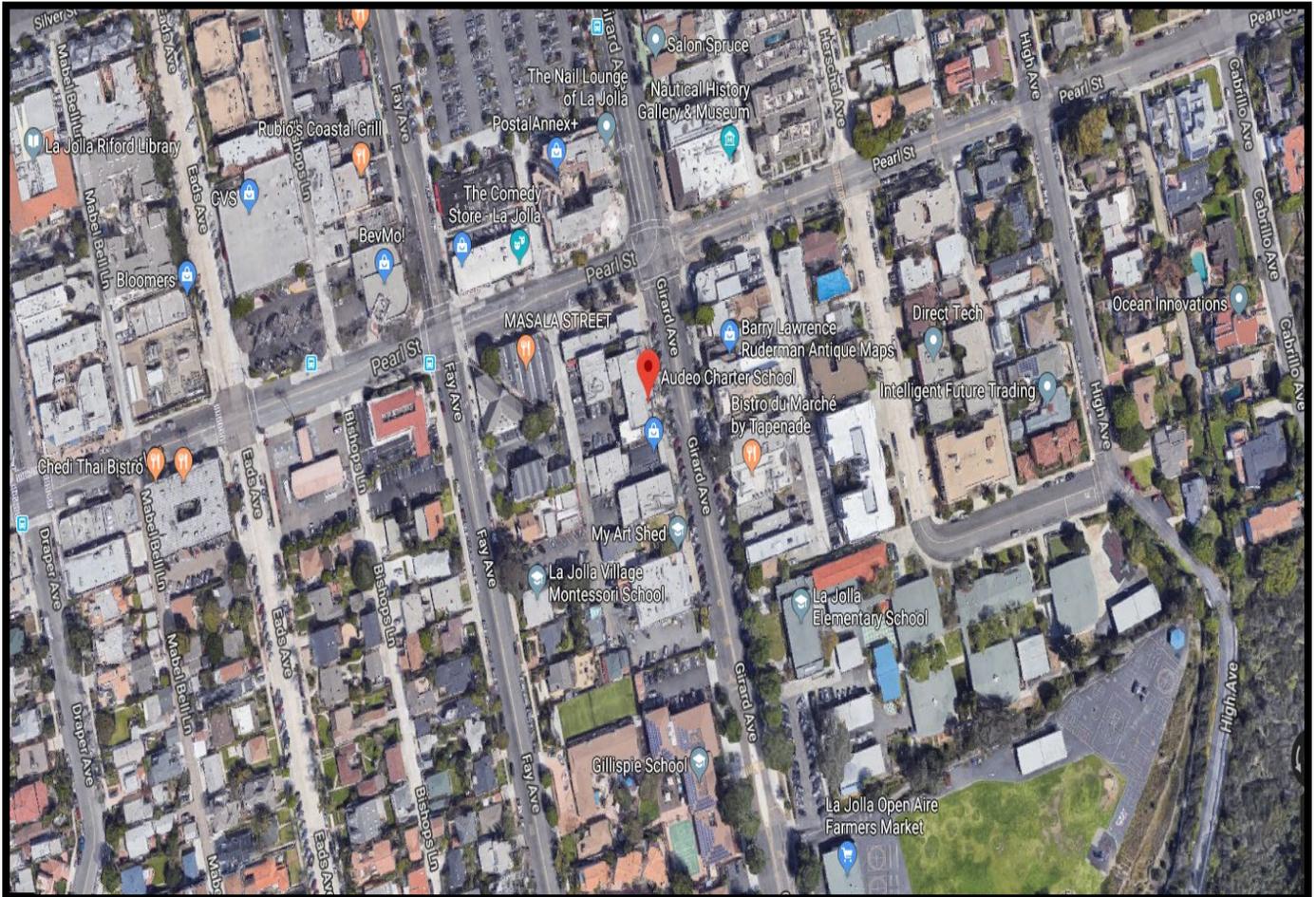
Kearny Mesa Aerial Map



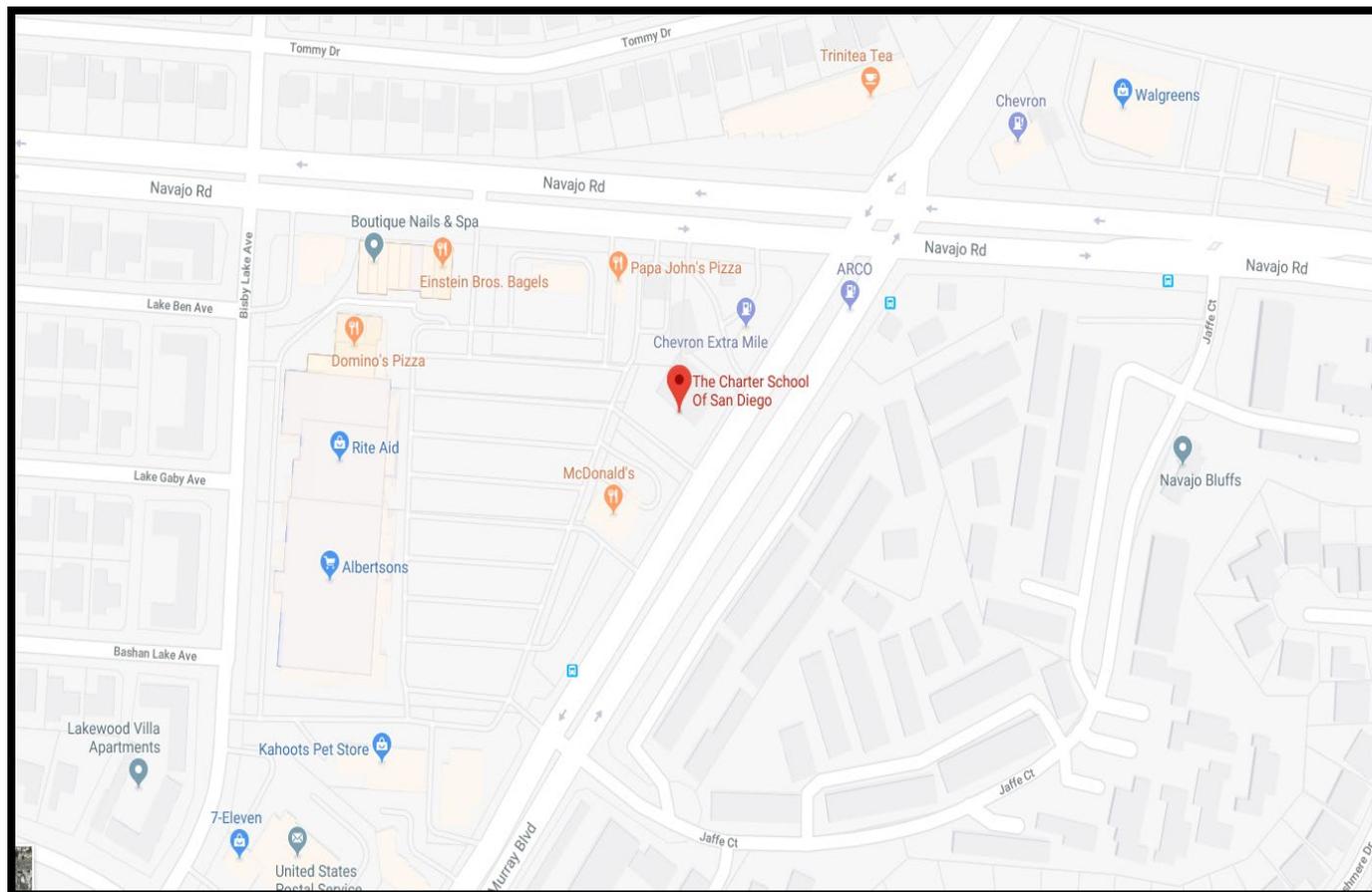
La Jolla Resource Center (RC) - Audeo
RC Address: 7458 (7456) Girard Avenue, La Jolla, CA 92037
RC Public Phone Number: 858-678-2050
RC Fax Number: 619-280-8033



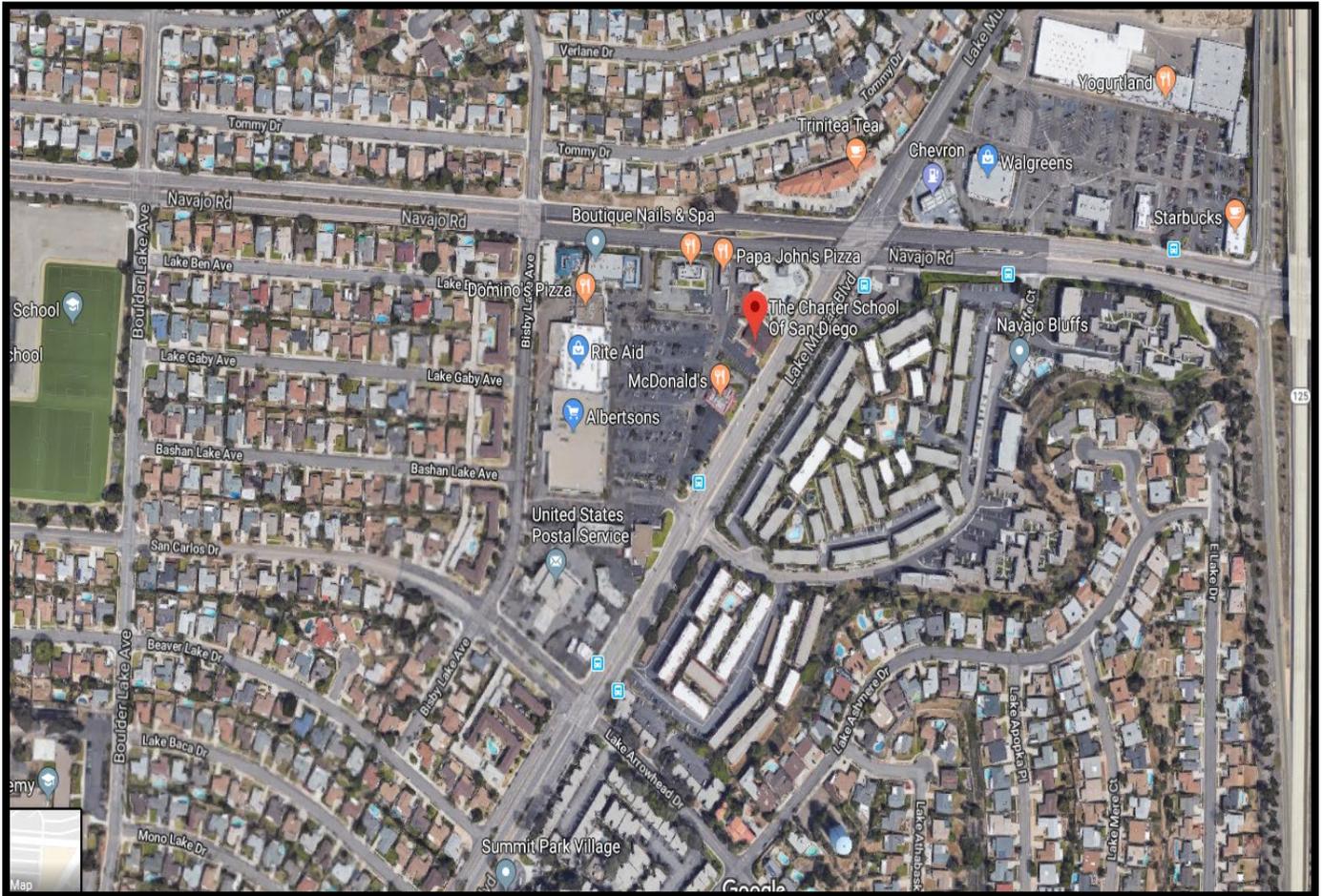
La Jolla-Audeo Aerial Map



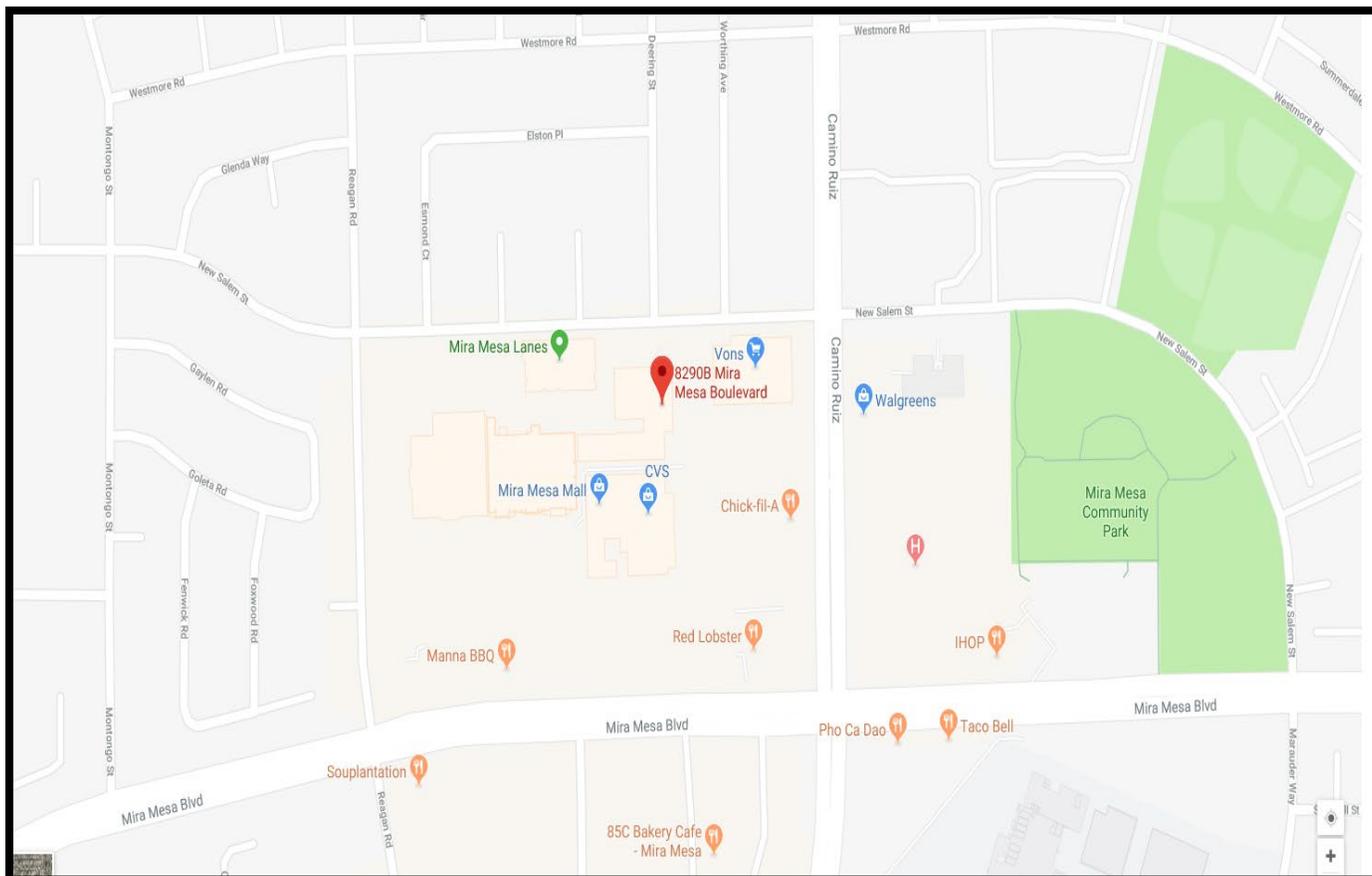
Lake Murray Resource Center (RC) - CSSD
RC Address: 8776 Lake Murray Blvd., San Diego, CA 92119
Located on Lake Murray Blvd. and Navajo Road
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



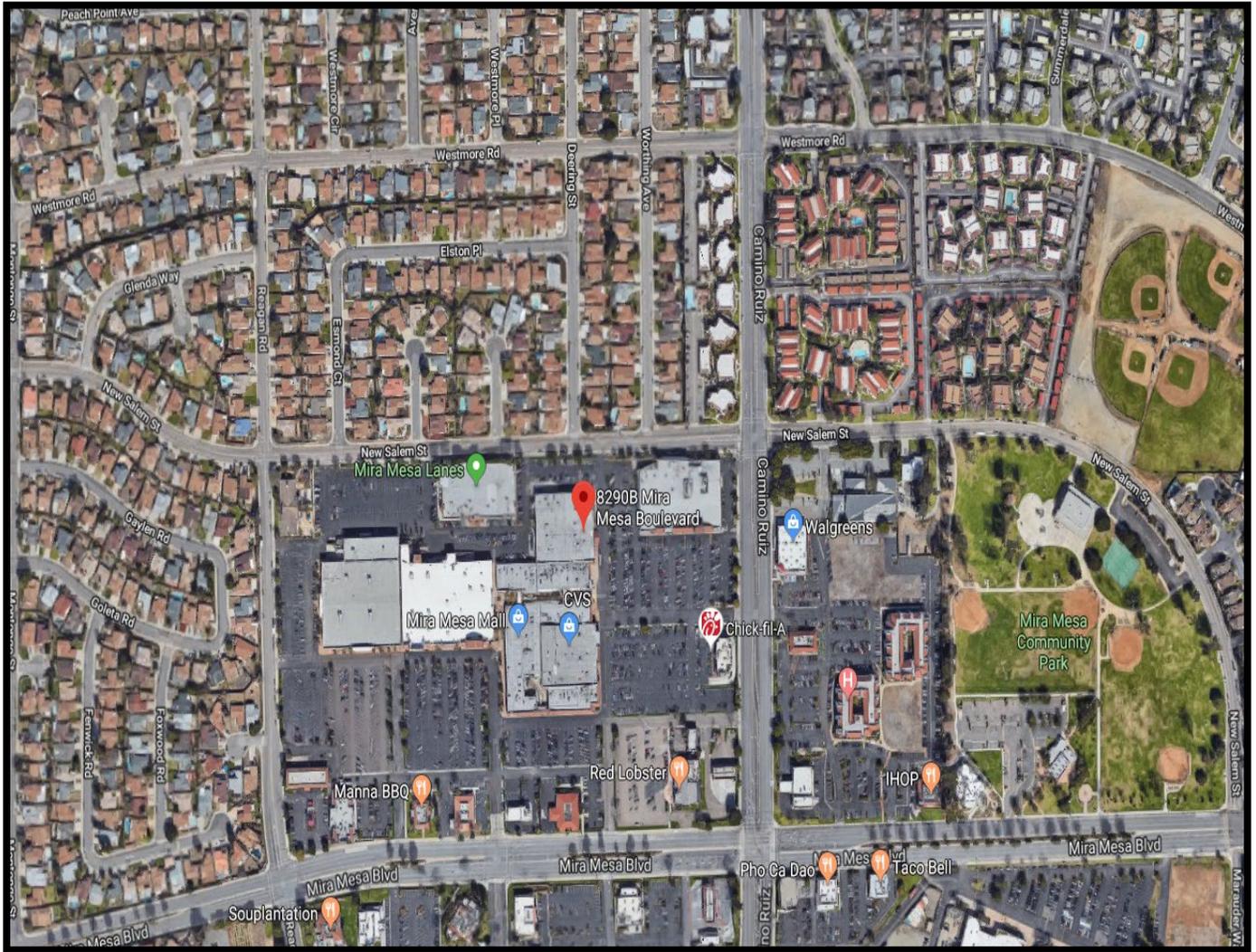
Lake Murray- CSSD Aerial Map



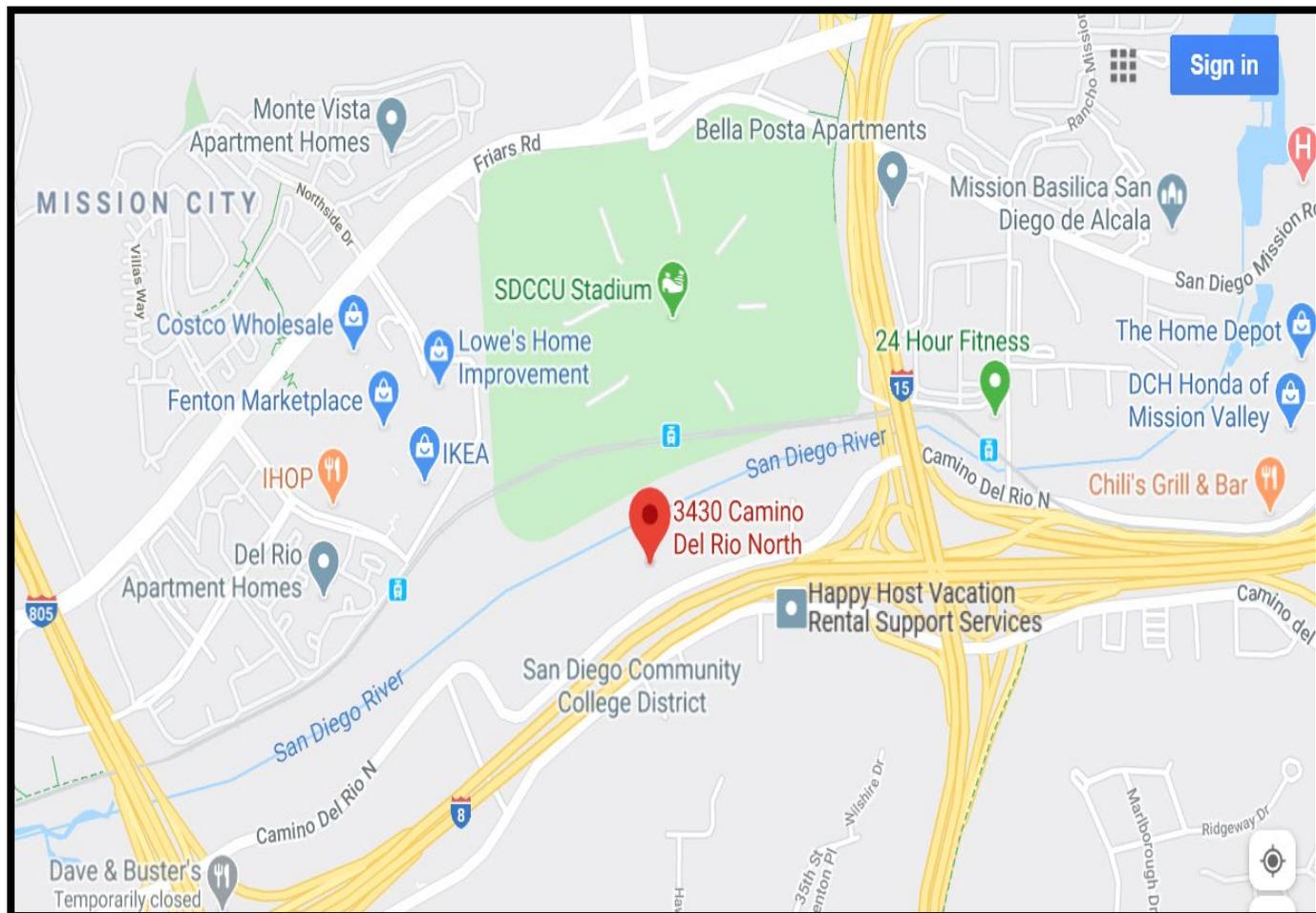
Mira Mesa Resource Center (RC) - CSSD
RC Address: 8290-B Mira Mesa Blvd., Unit 23, San Diego, CA 92126
Across from Vons
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



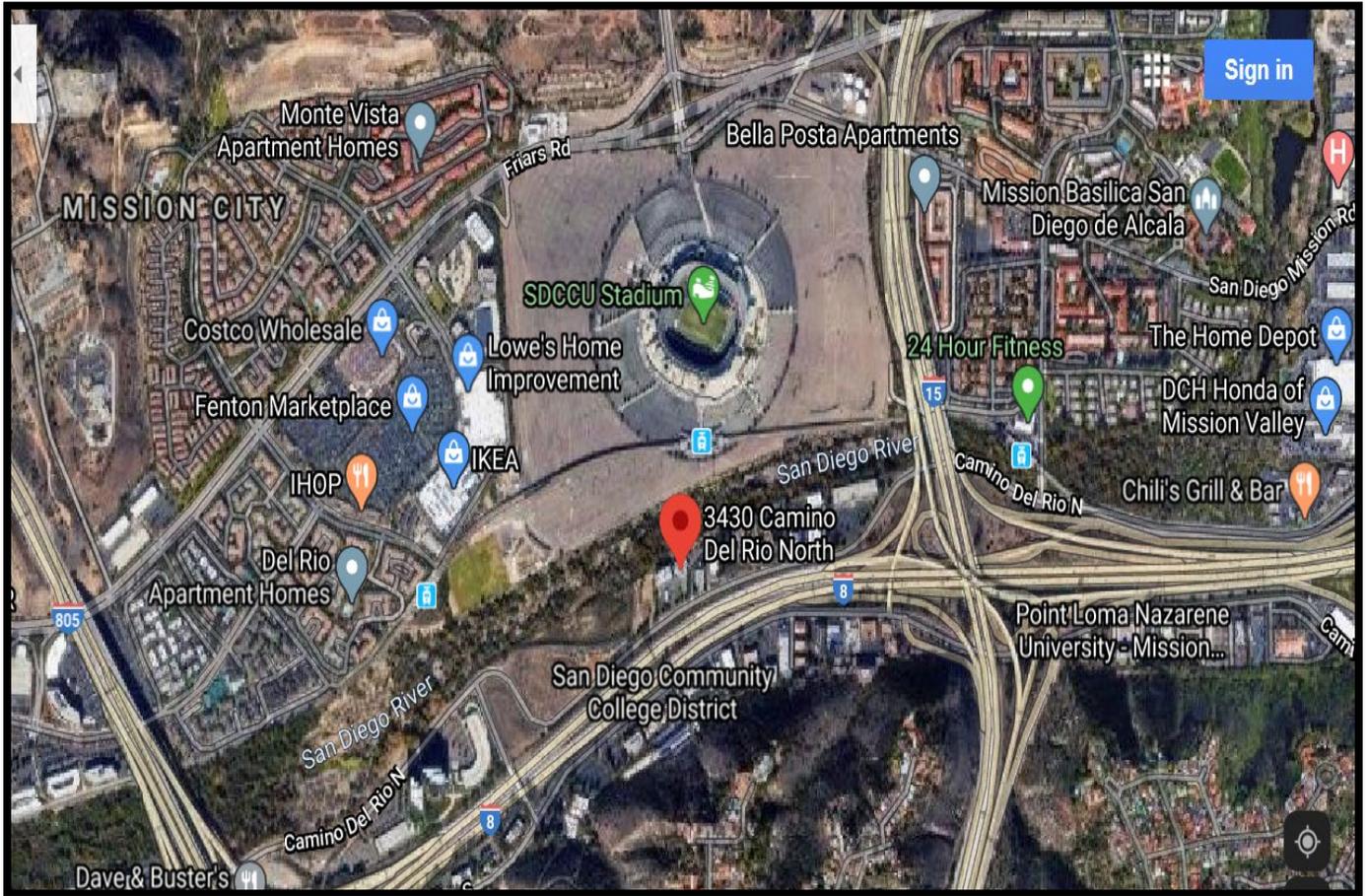
Mira Mesa Aerial Map



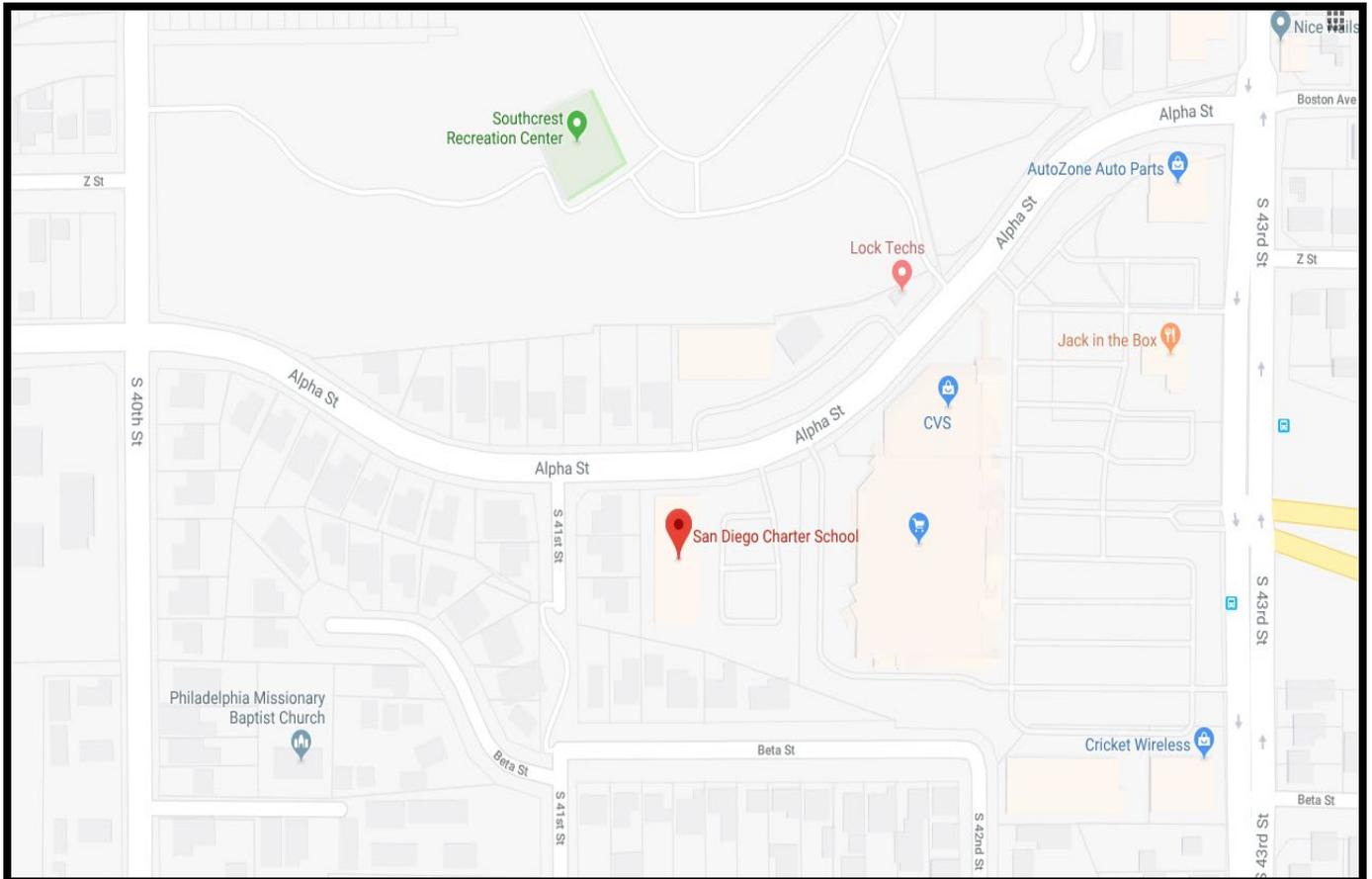
Mission Valley Resource Center (RC) - Audeo
RC Address: 3430 Camino Del Rio North, San Diego, CA 92108
At the back of SDCCU Stadium, I-8 side
RC Public Phone Number: 858-678-2050
RC Fax Number: 619-280-8033



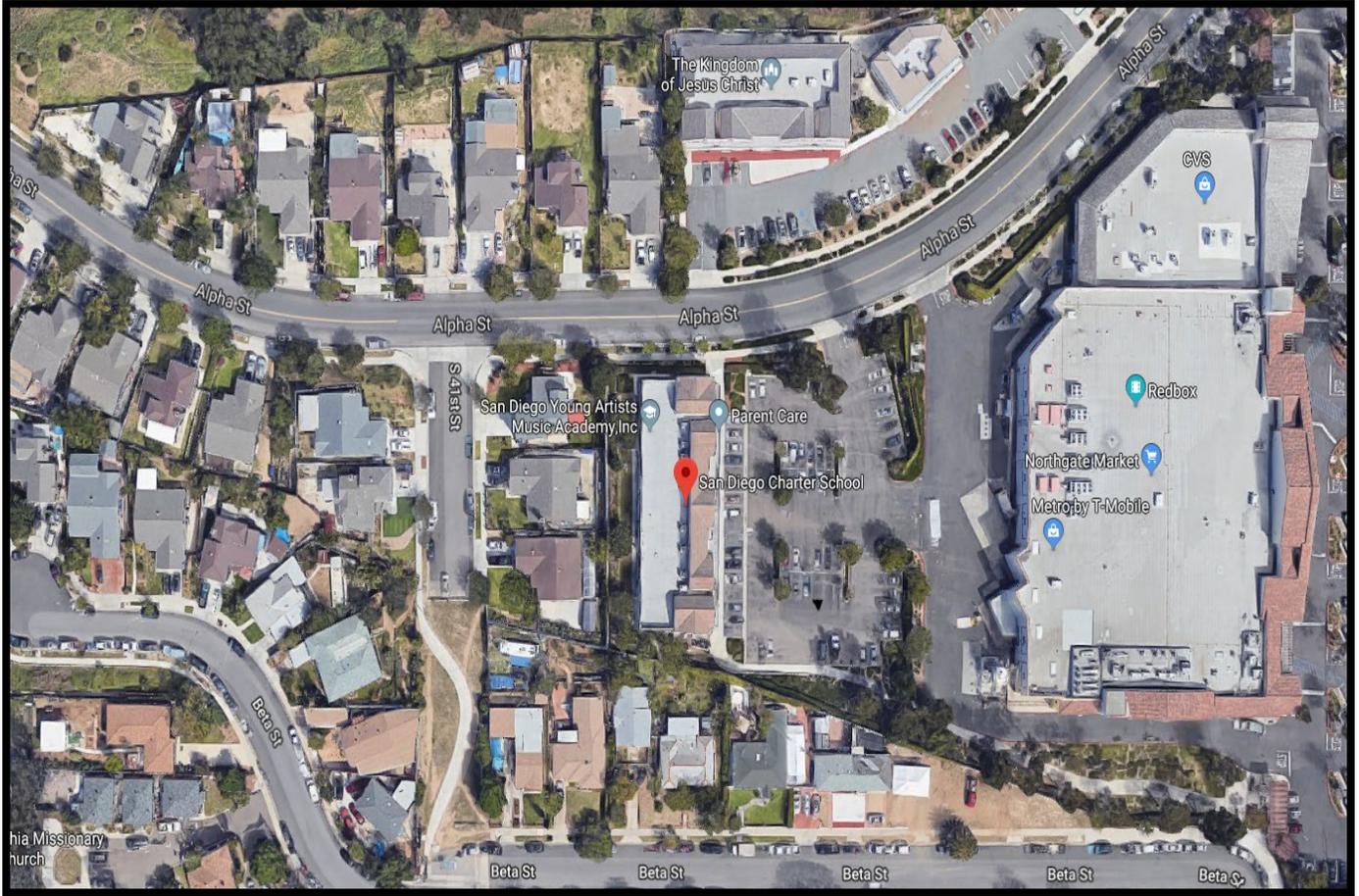
Mission Valley Aerial Map



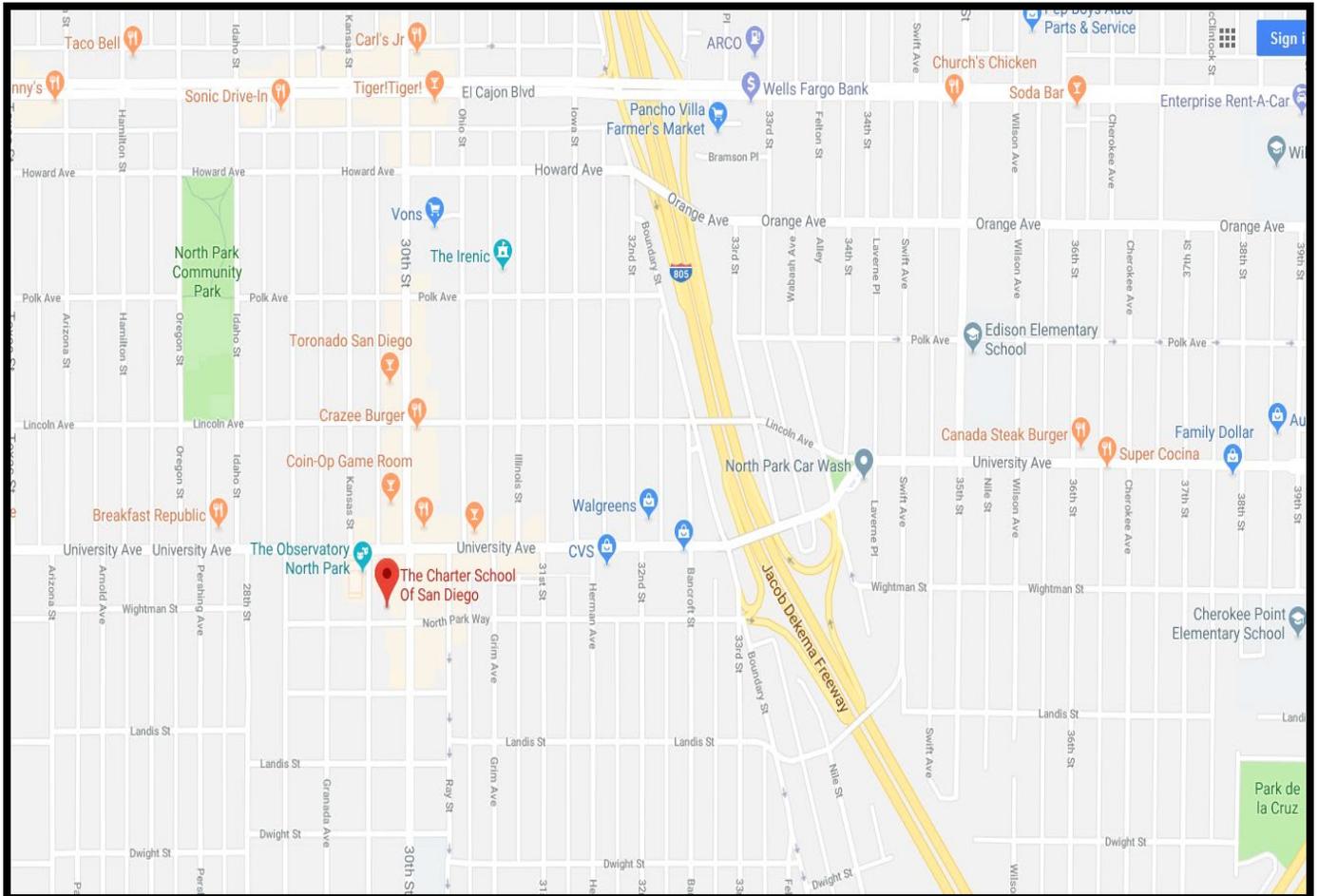
Northgate Resource Center (RC) - CSSD
RC Address: 4125 Alpha Street, Suites C & D, San Diego, CA 92113
Located right behind the Northgate Market
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



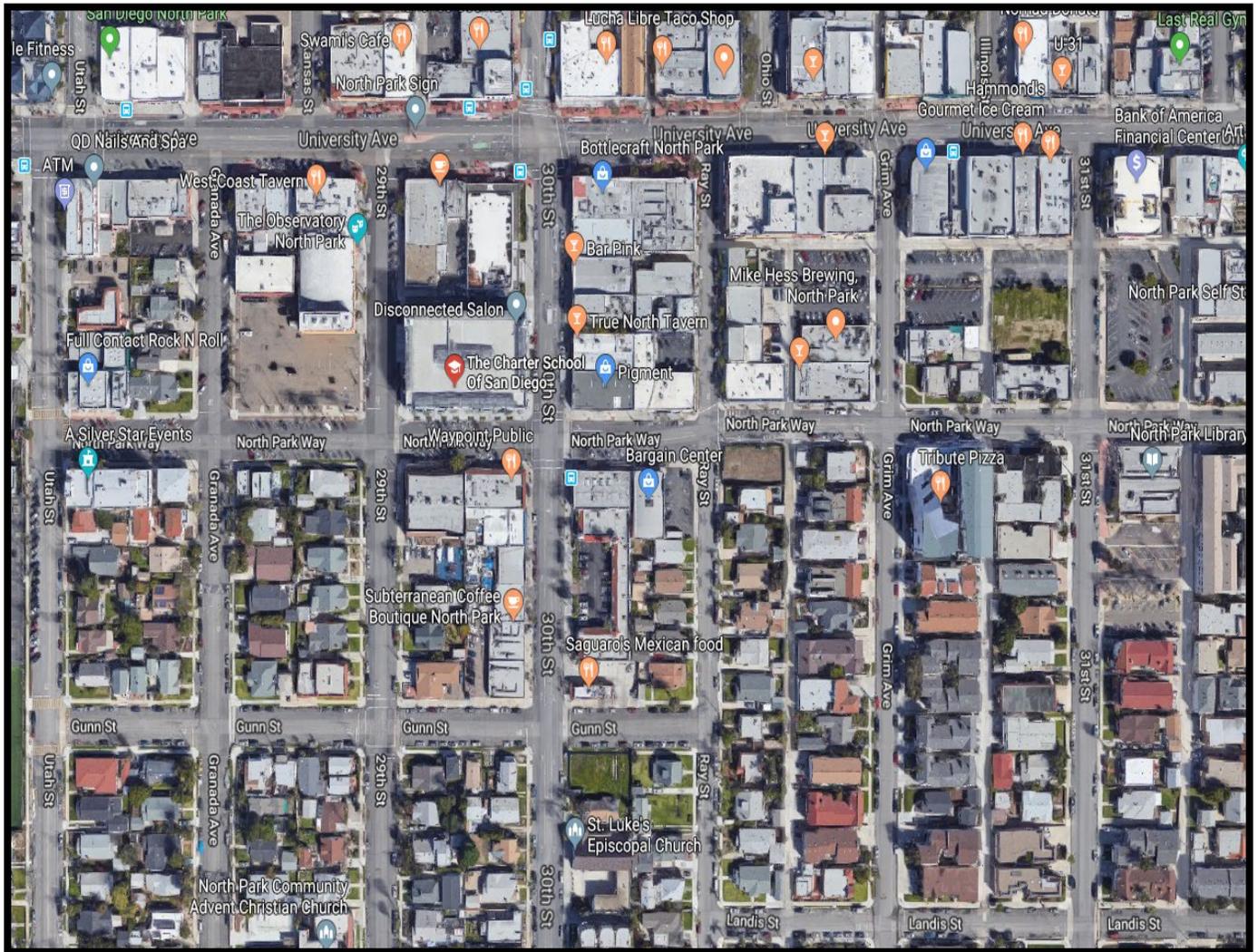
Northgate Aerial Map



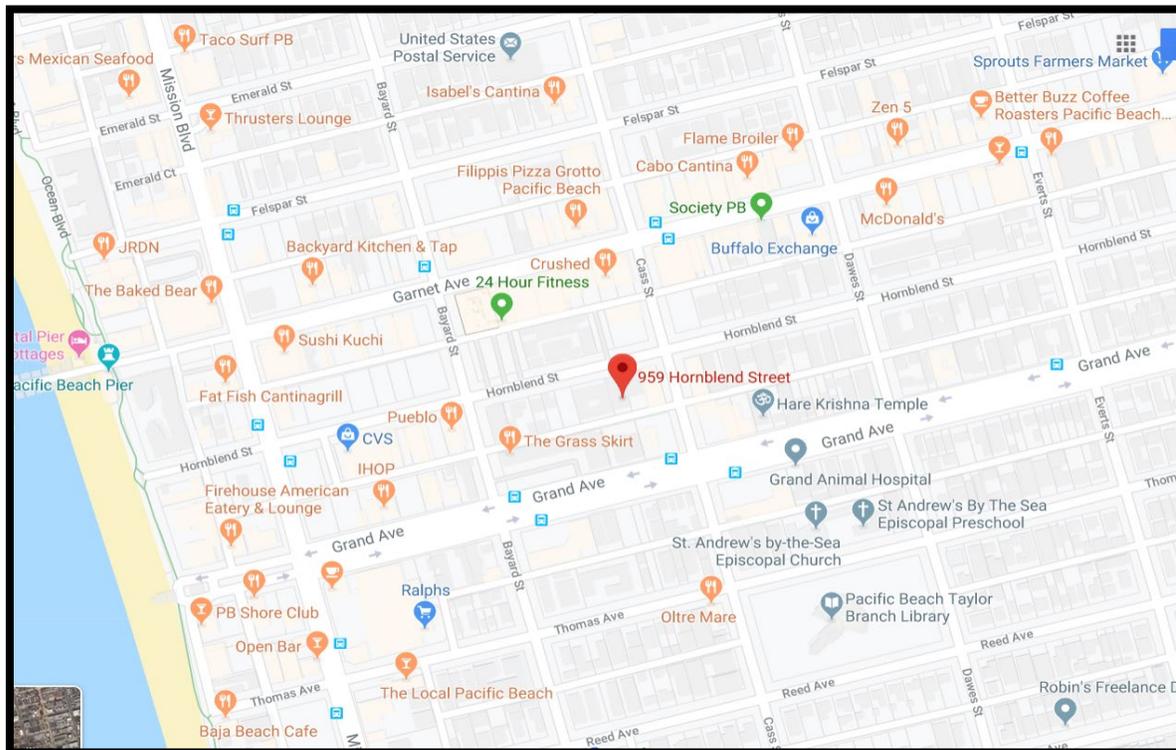
North Park Resource Center (RC) - CSSD
RC Address: 2940 North Park Way, San Diego, CA 92104
RC is located on the ground floor/street level of the North Park parking structure
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



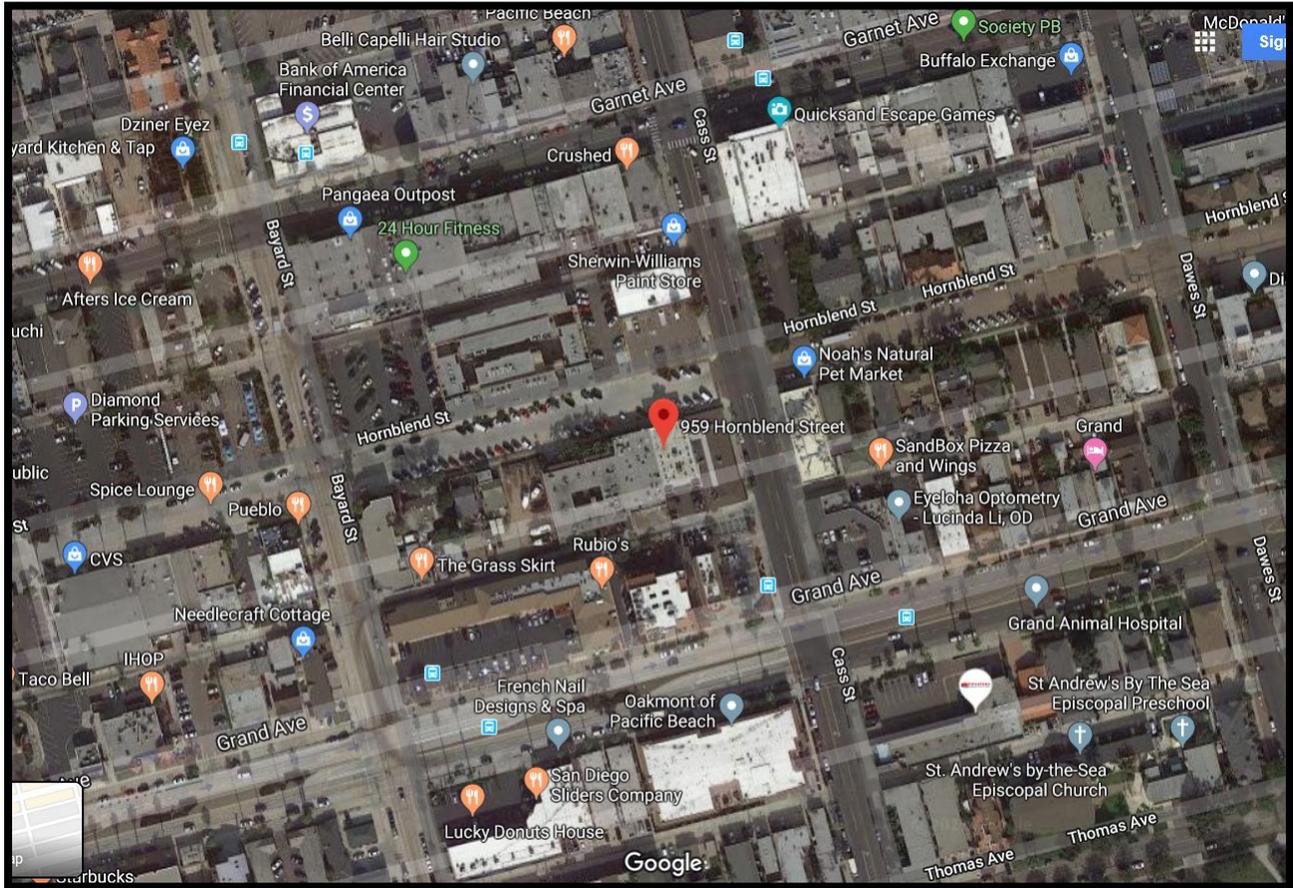
North Park Aerial Map



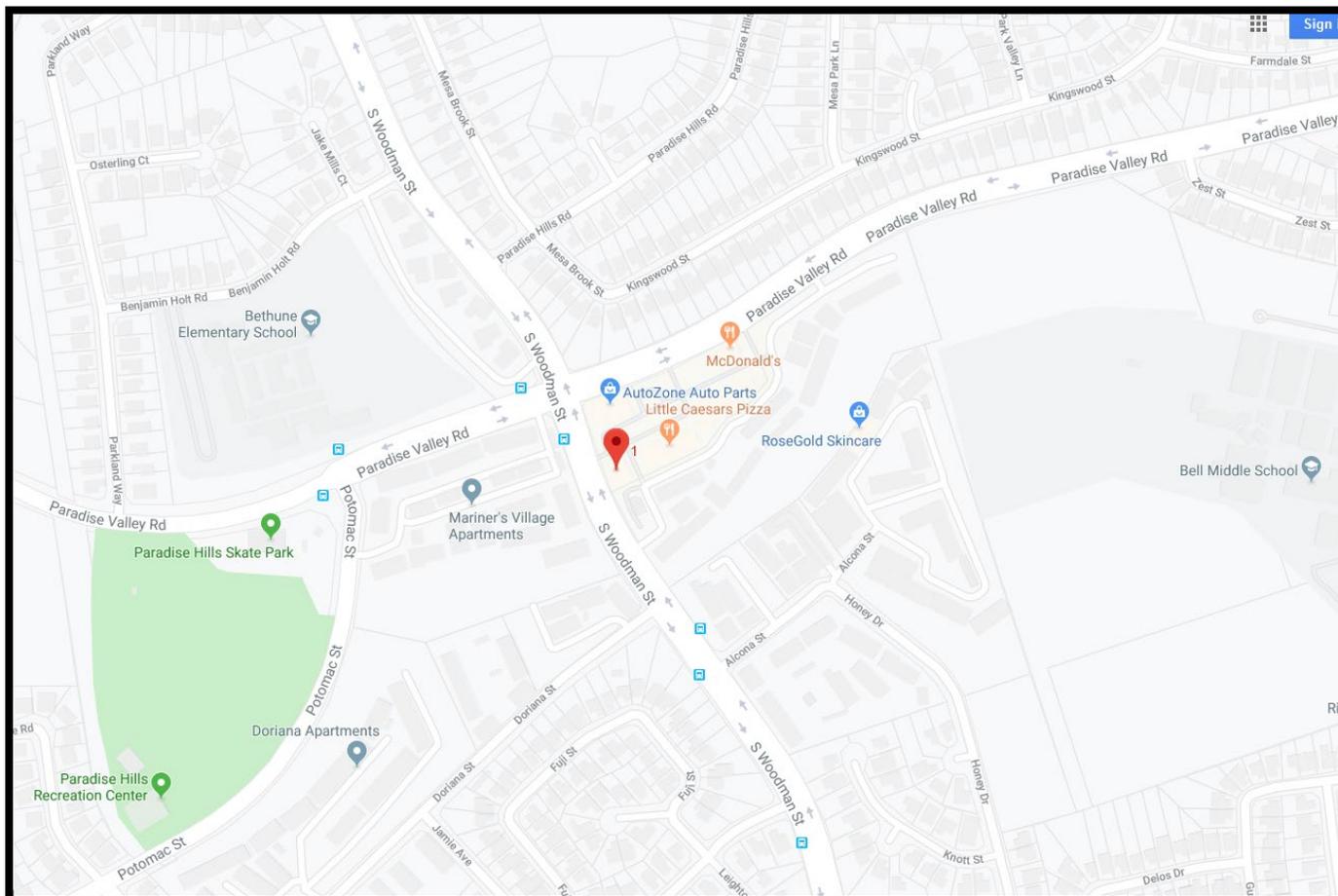
Pacific Beach Resource Center (RC) - Audeo
RC Address: 959 Hornblend St, San Diego, CA 92109
RC Public Phone Number: 858-678-2050
RC Fax Number: 619-280-8033



Pacific Beach Aerial Map



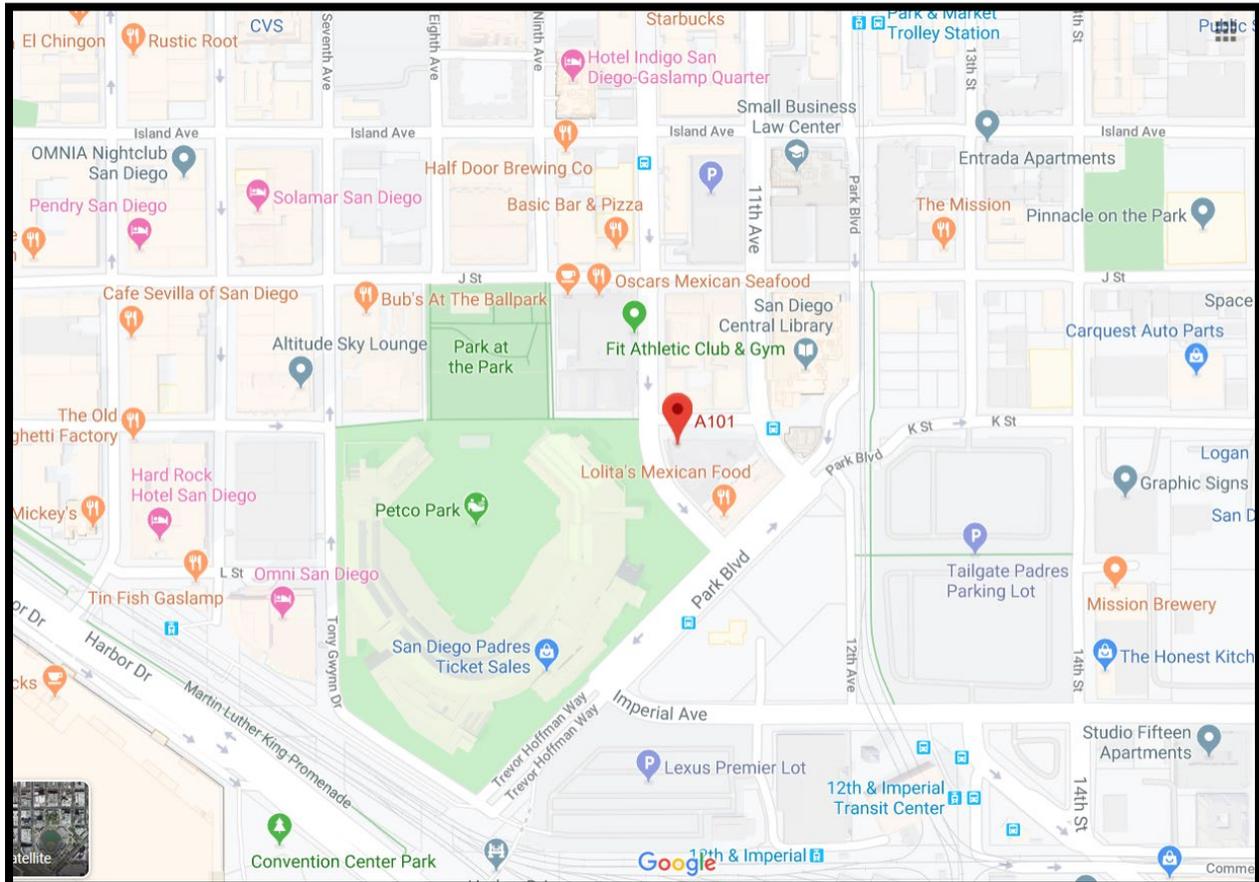
Paradise Hills Cadet Corp Office --CSSD
Office Address: 6907 Paradise Valley Road, Unit 1, San Diego, CA 92139
Office Public Phone Number: 858-678-2020
Office Fax Number: 619-472-6641



Paradise Hills Cadet Corp Aerial Map



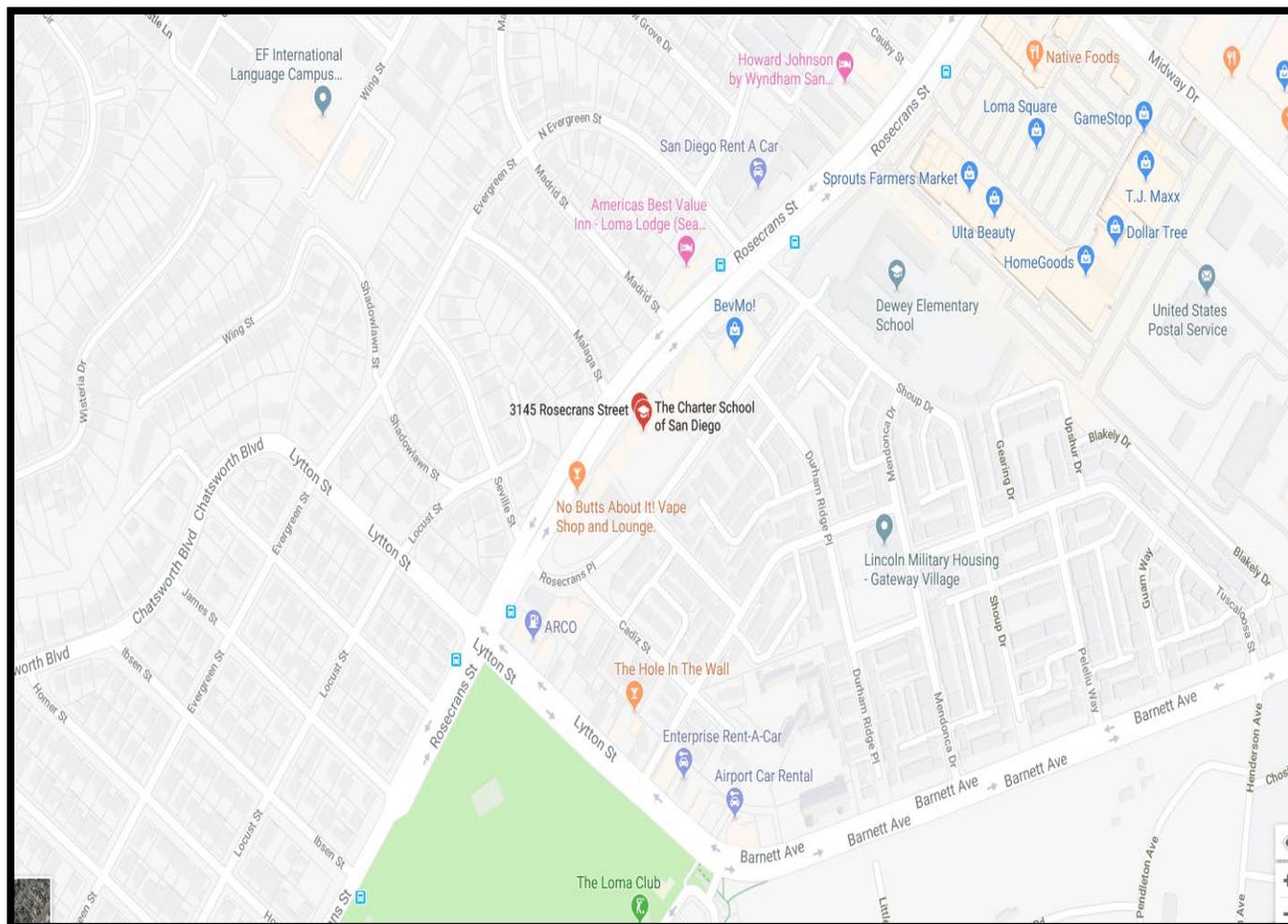
Petco Park Resource Center (RC) - CSSD
RC Address: 1091 K St., Ste. A101, San Diego, CA 92101
In downtown San Diego, east of Petco Park
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



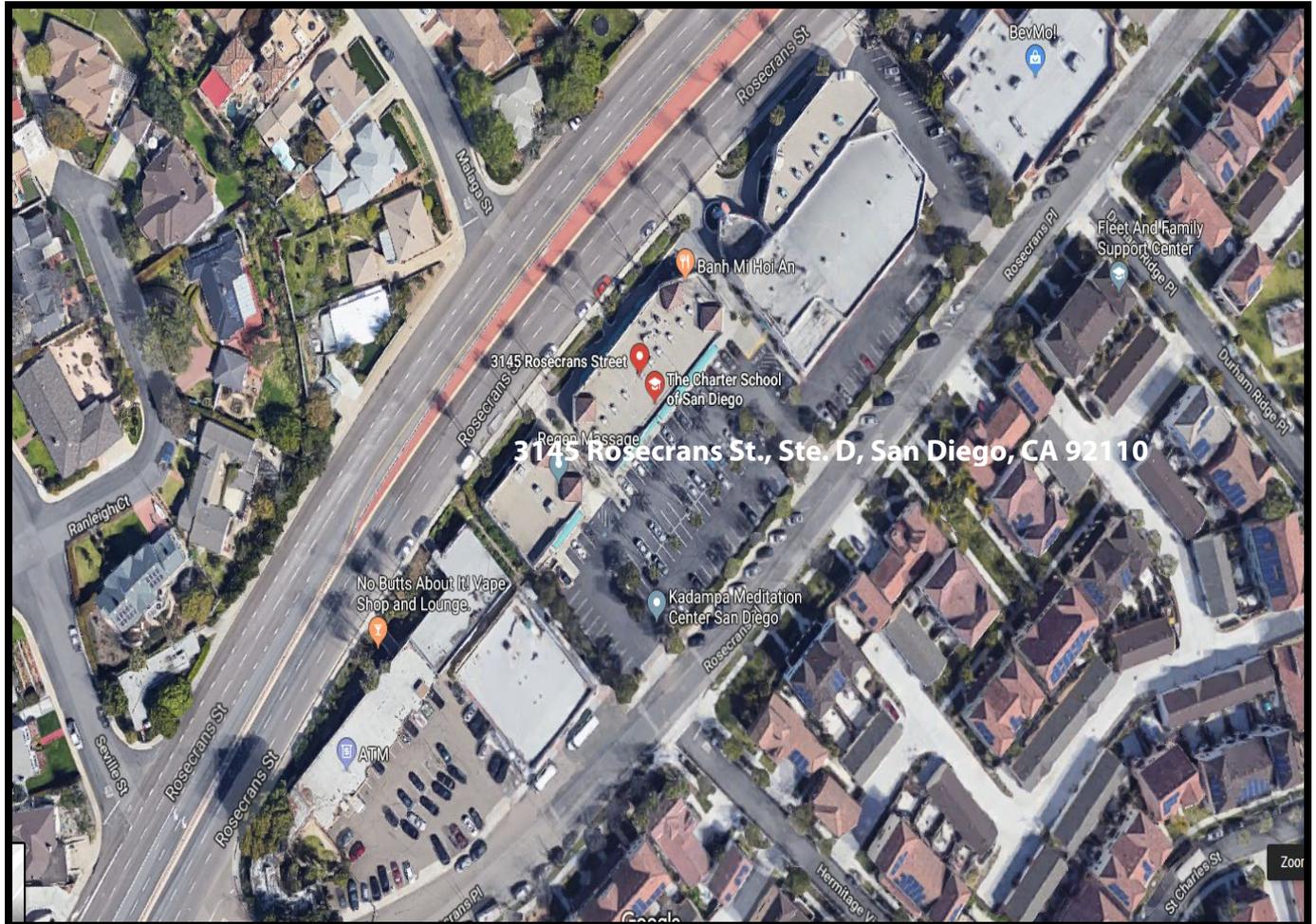
Petco Park Aerial Map



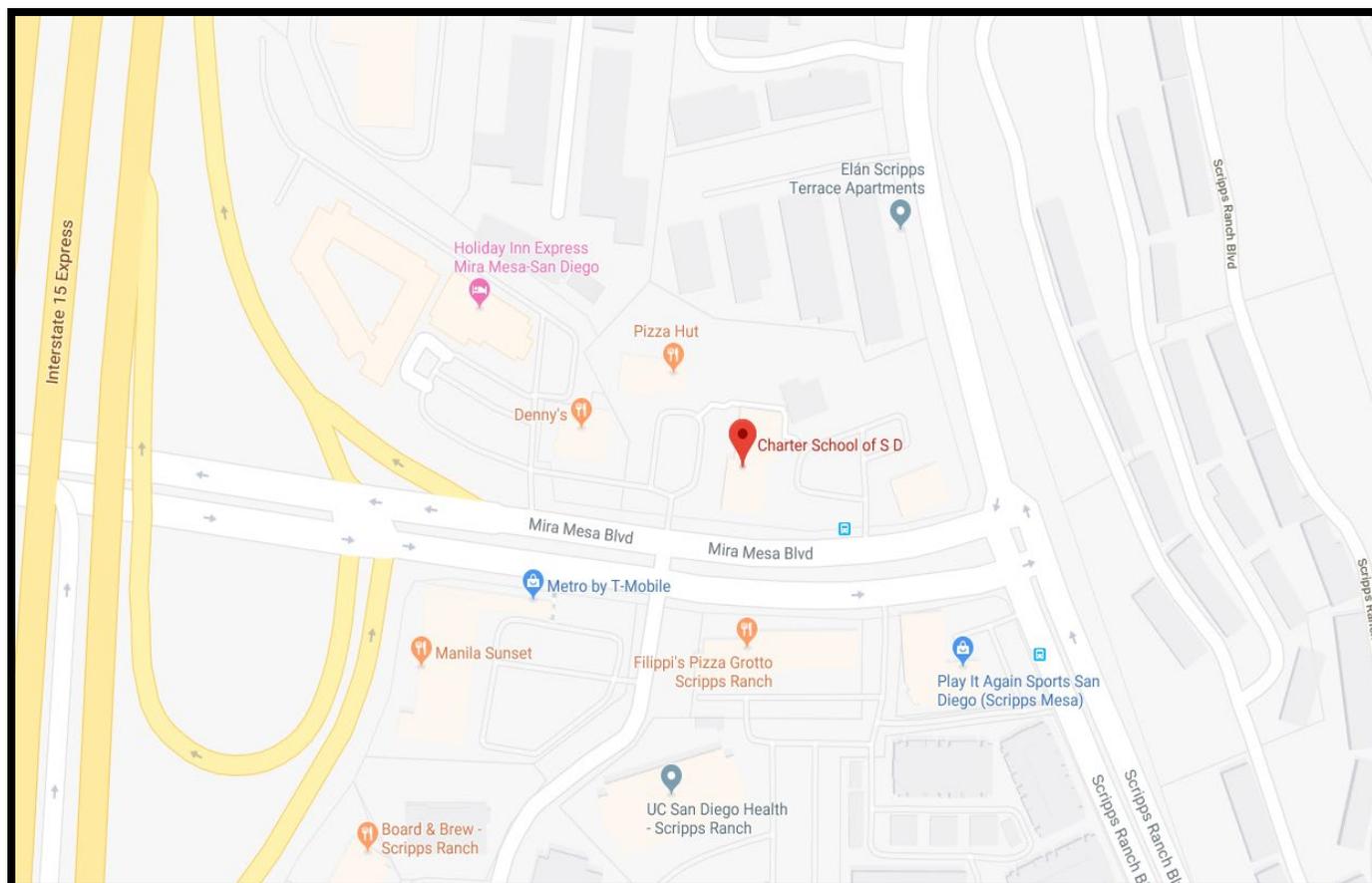
Point Loma Resource Center (RC)-- CSSD
RC Address: 3145 Rosecrans Street, Suite D, San Diego, CA 92110
Located in shopping center with Bookstar
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



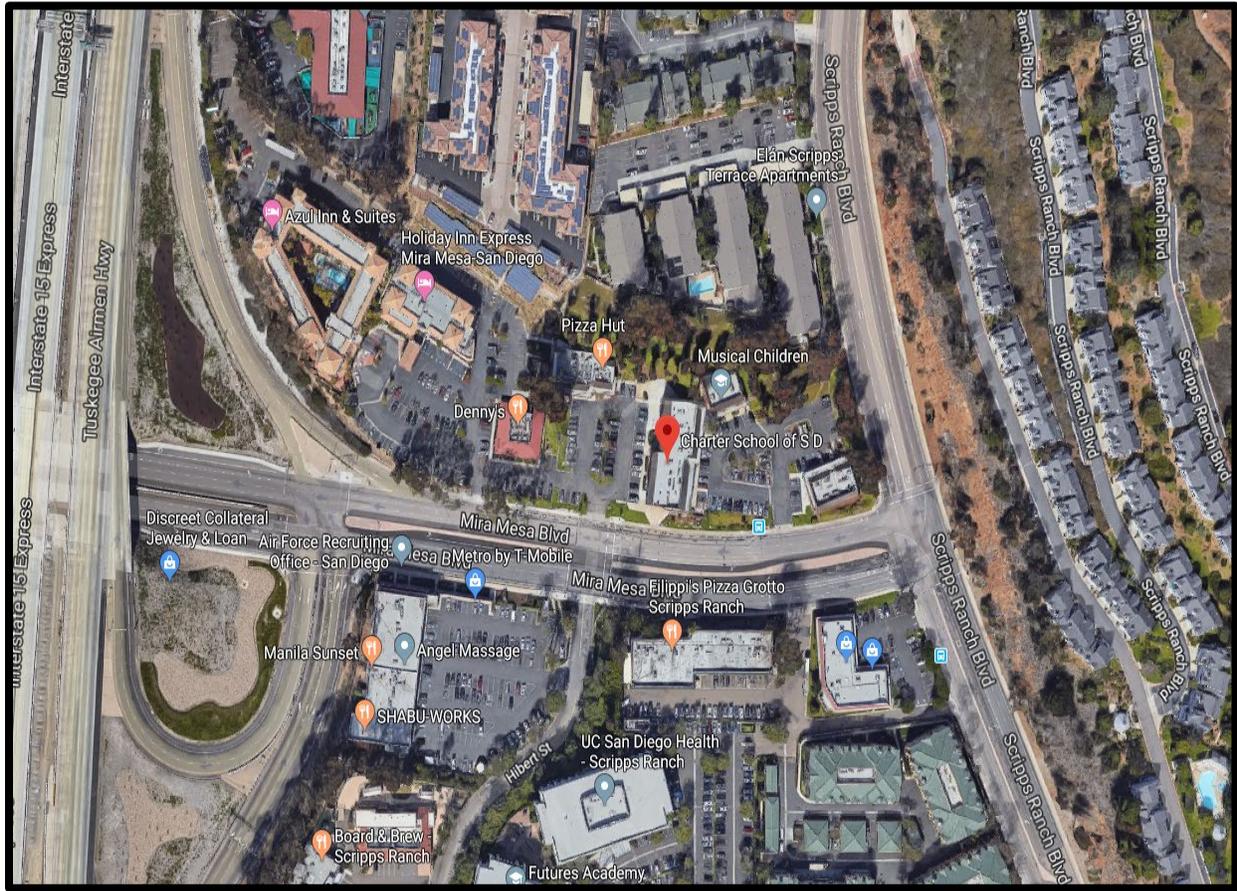
Point Loma Aerial Map



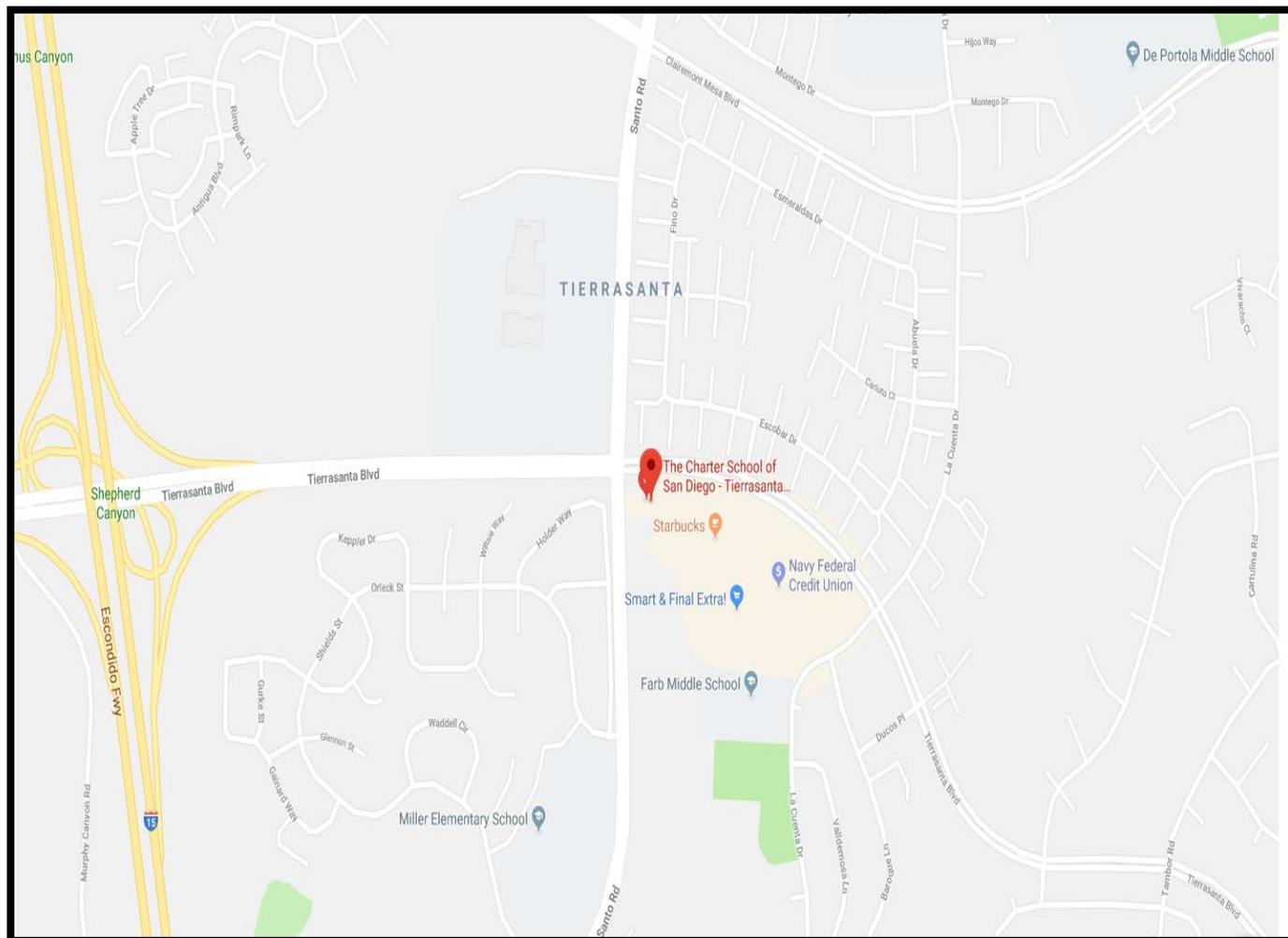
Scripps Ranch Resource Center (RC) - CSSD
RC Address: 9910 Mira Mesa Blvd., Suite A-2, Bldg. B, San Diego, CA 92131
Same complex as Denny's, Pizza Hut and beside Ariana Kabob House
RC Public Phone Number: 858-678-2020
RC Direct Phone Number: 858-547-5995
RC Fax Number: 858-552-6660



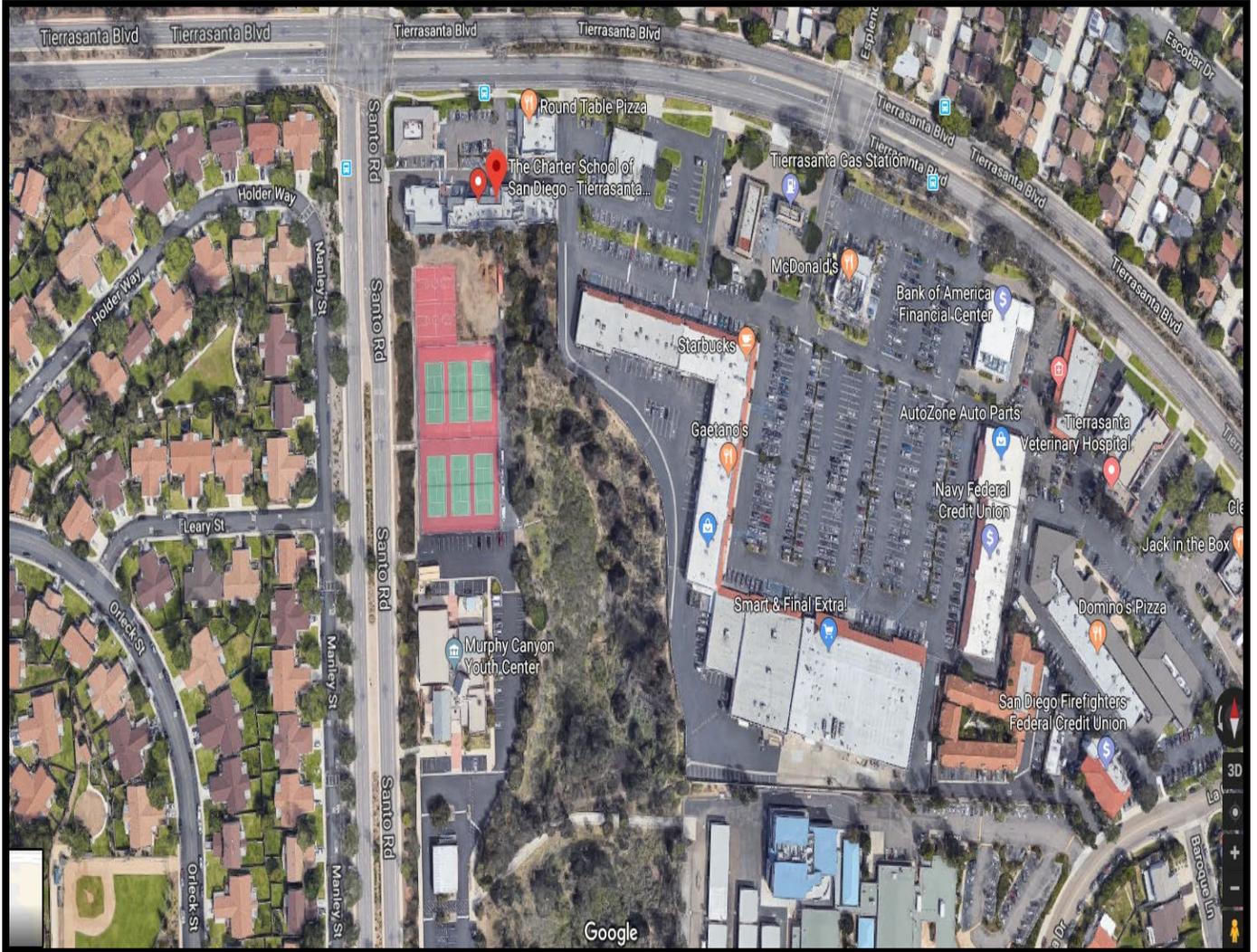
Scripps Ranch Aerial Map



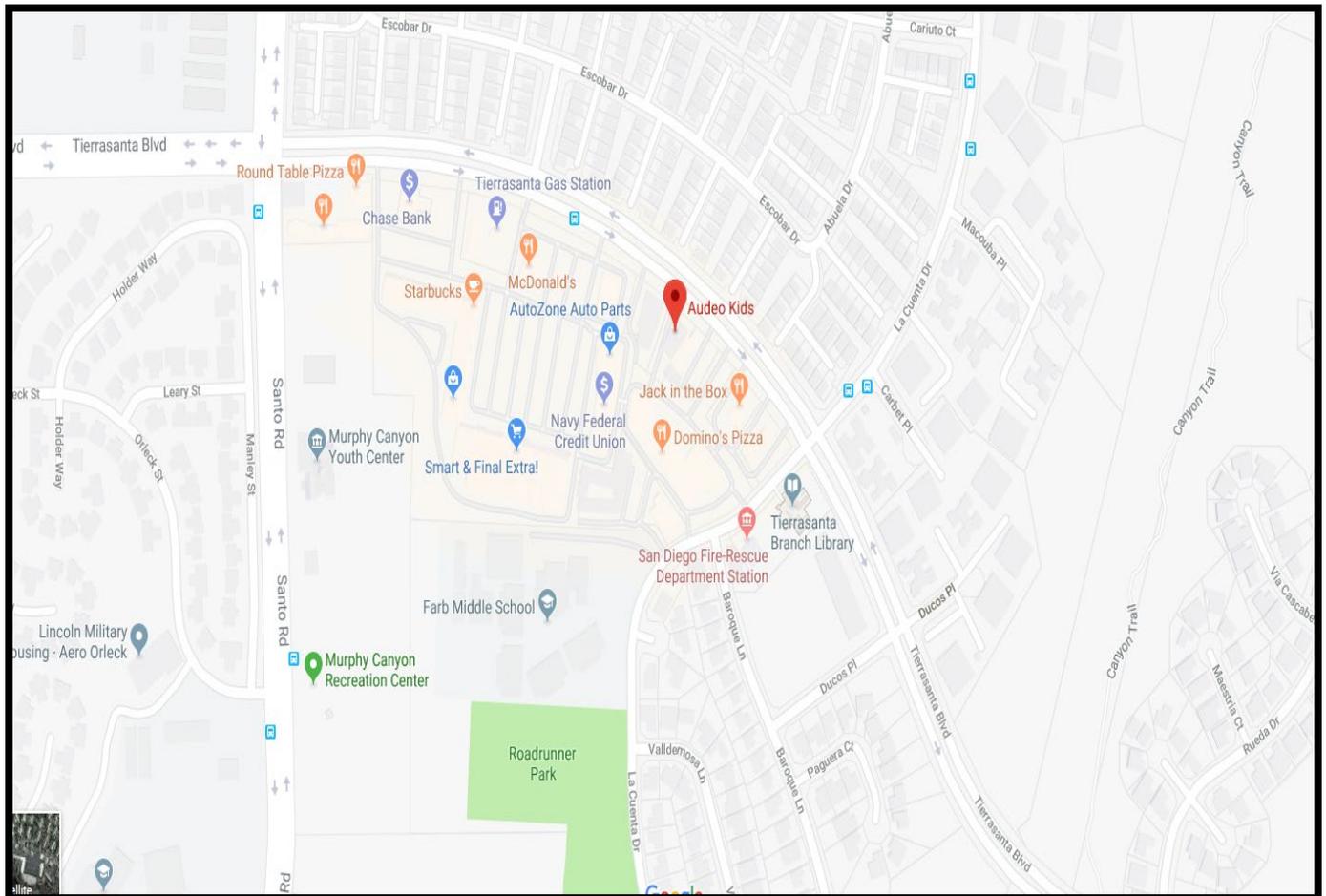
Tierrasanta Resource Center (RC) - CSSD
RC Address: 10425 Tierrasanta Blvd, Suite 101, San Diego, CA 92124
First right from the center driveway to two-story building
RC Public Phone Number: 858-678-2020
RC Fax Number: 858-552-6660



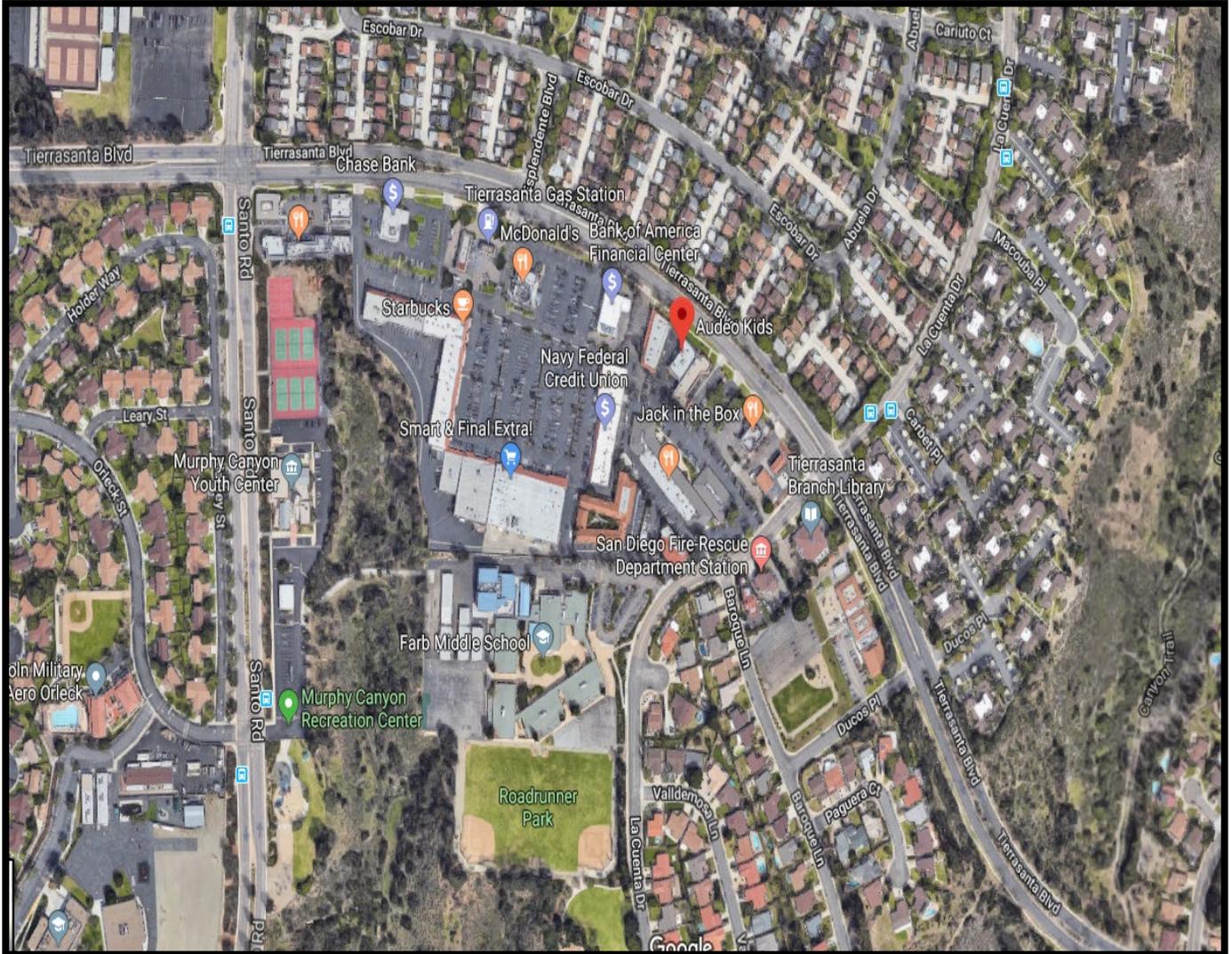
Tierrasanta Aerial Map



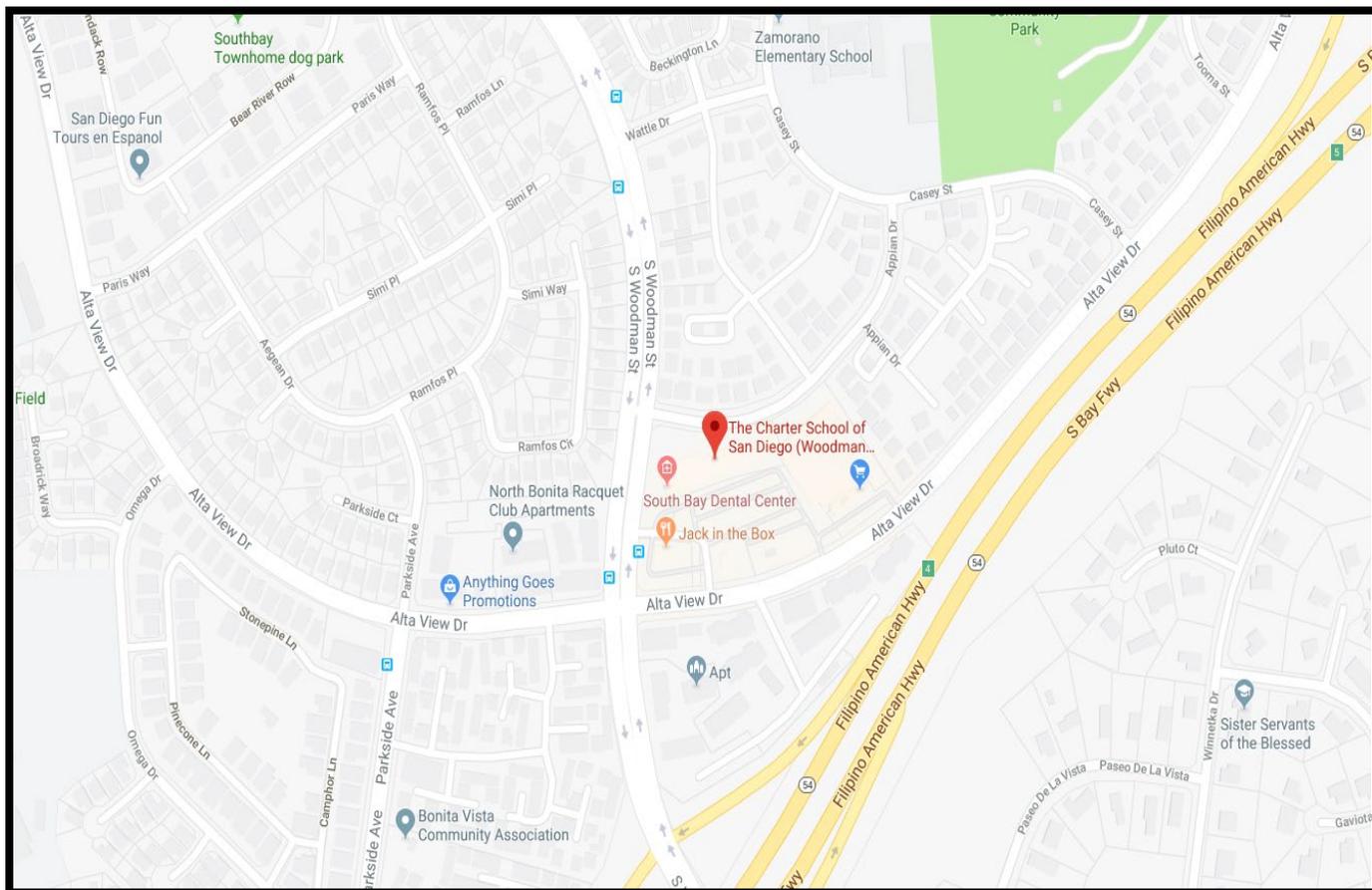
Tierrasanta K- 5 Resource Center (RC) --Audeo
RC Address: 10725 Tierrasanta Blvd., San Diego, CA 92124
Same block as 76 Gas Station, Jack in the Box beside Tierrasanta Veterinary Hospital
RC Public Phone Number: 858-678-2050
RC Fax Number: 619-280-8033



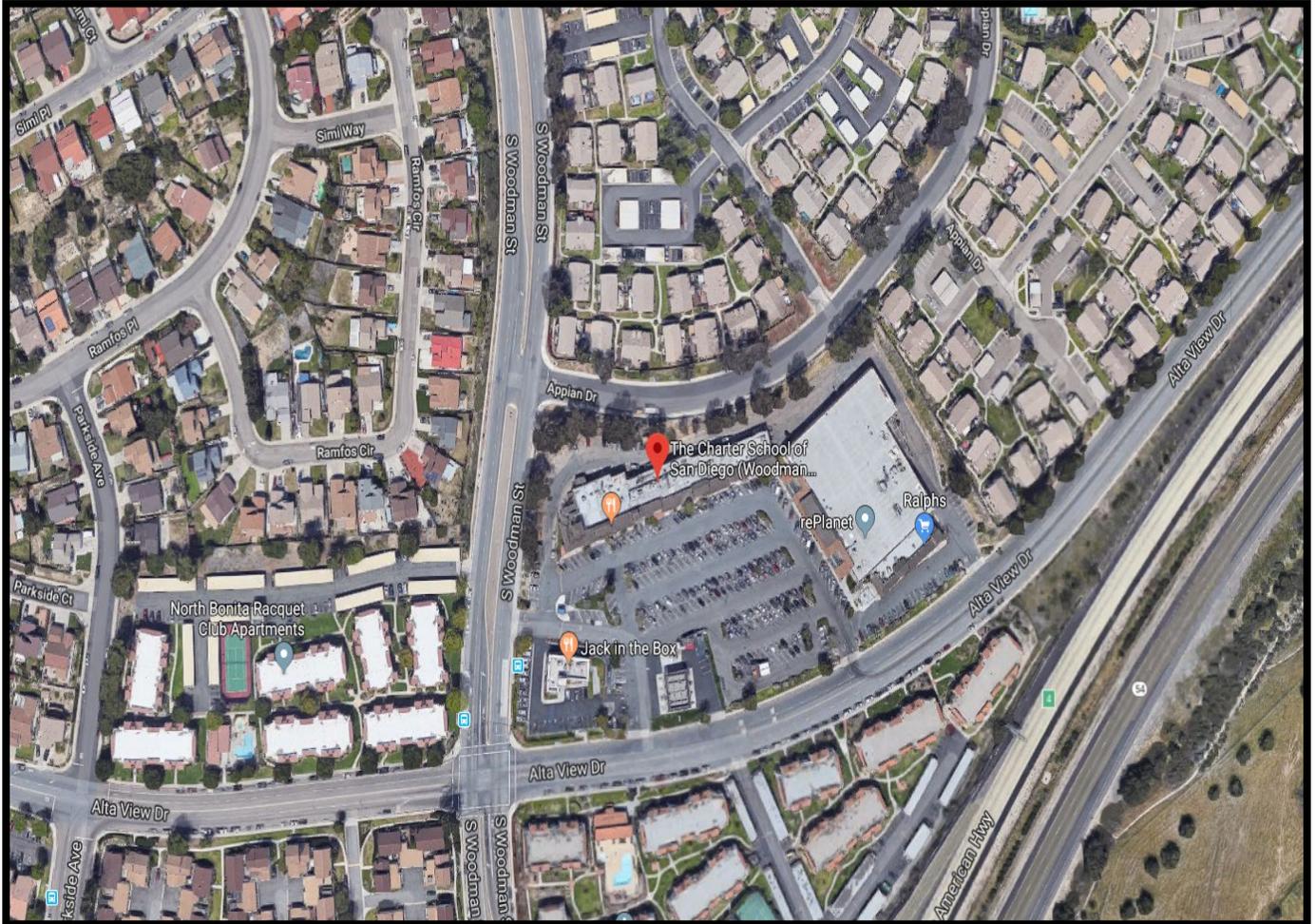
Tierrasanta K-5 Aerial Map



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.

	2020yr	Rate	2021yr	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	2020yr	2478	2021yr	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 Administrator of Instructional Services	619-465-2565	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 year book.
- 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 has 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 child care 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

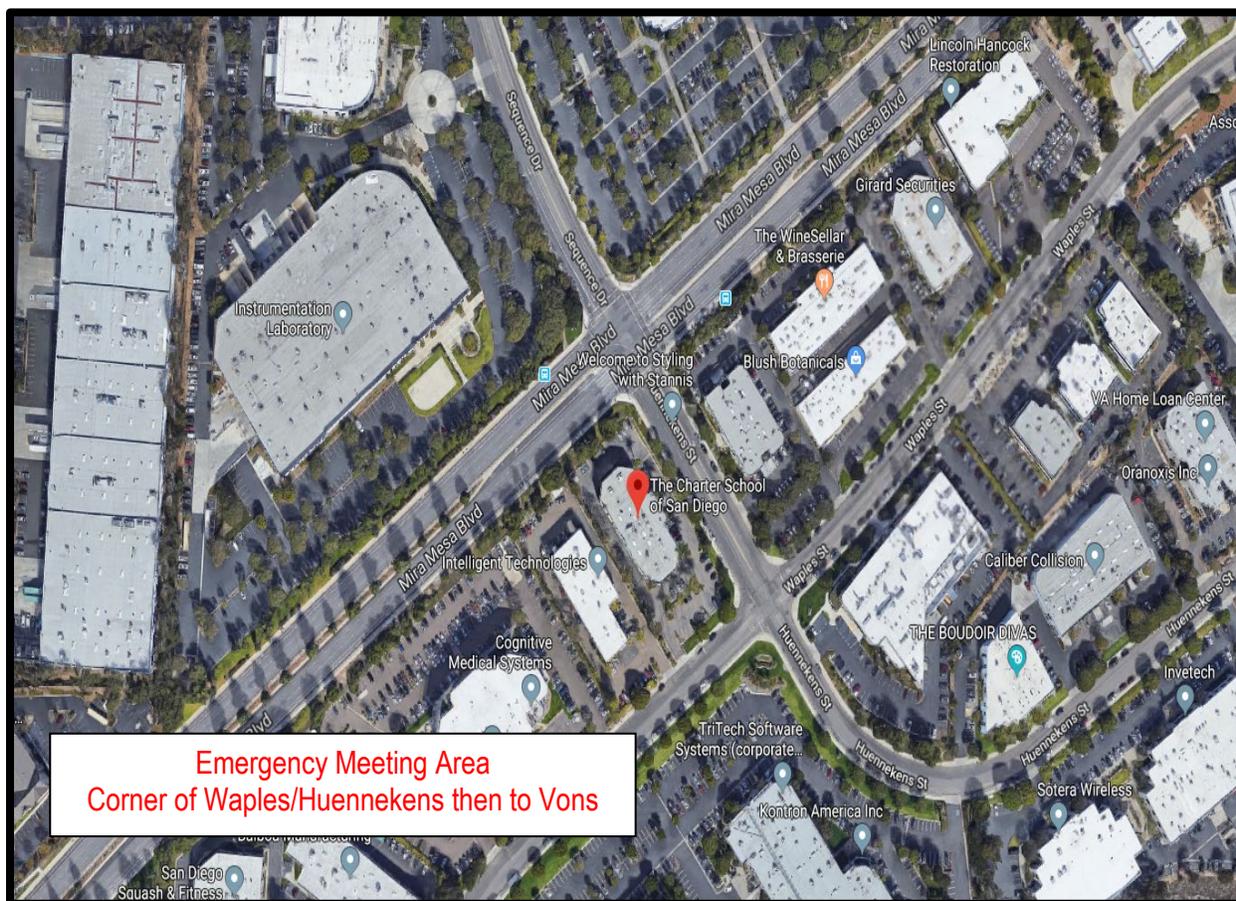
Evacuation Locations

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.

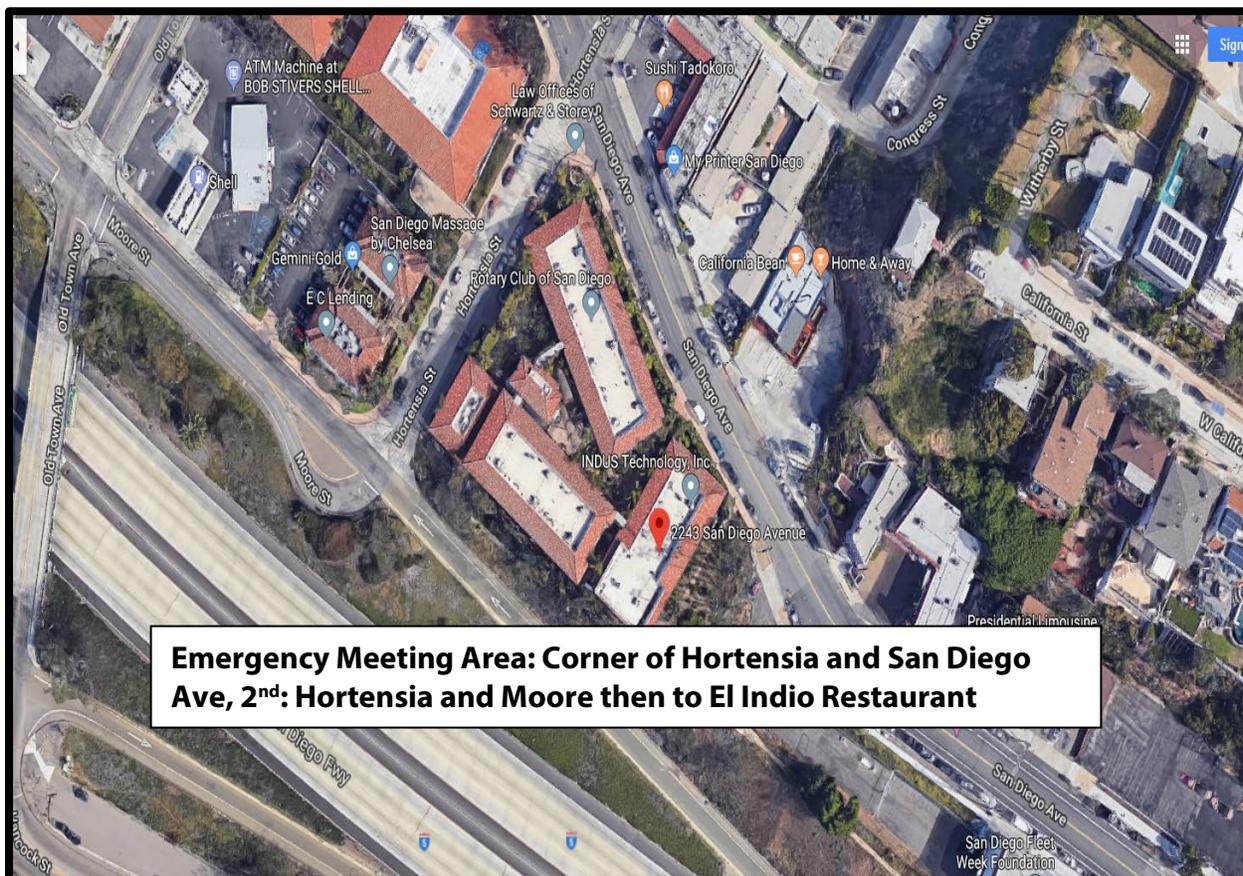
Sorrento Mesa Corporate Office: 10170 Huennekens Street, san Diego, CA 92121

Cross Street: Corner of Mira Mesa Blvd and Huennekens Street

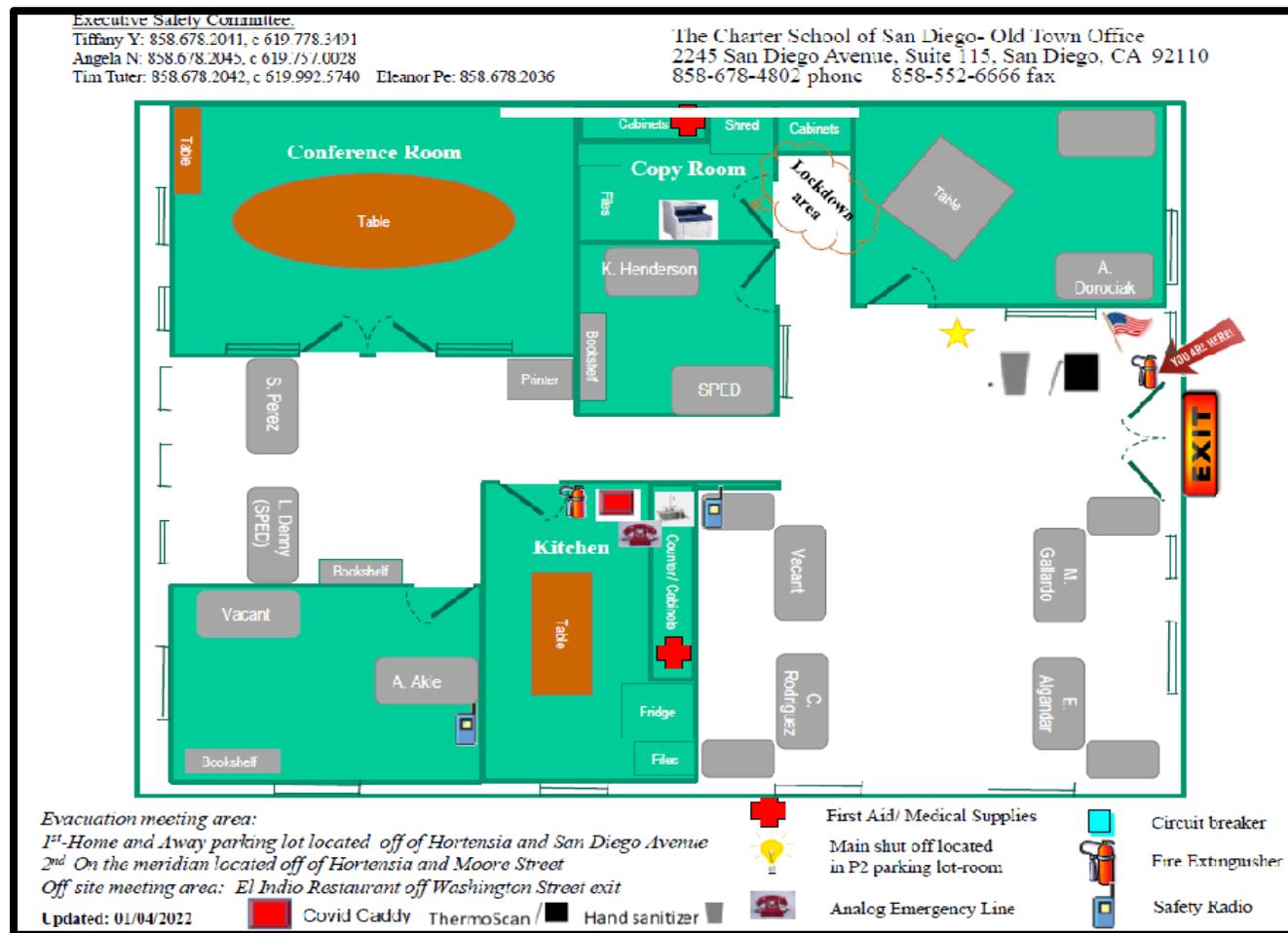
Emergency Meeting Area: Corner of Waples and Huennekens then to Vons



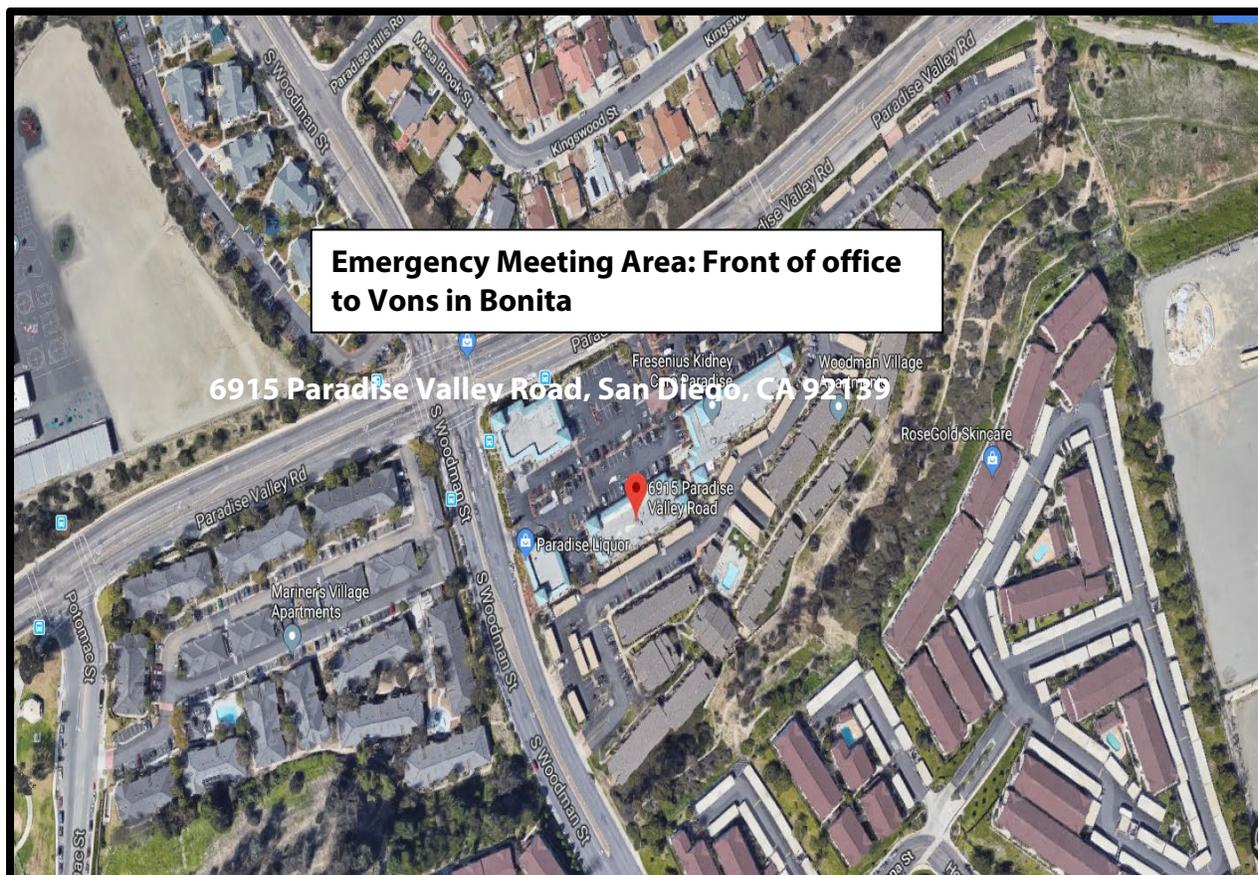
Old Town Service Center: 2243 San Diego Avenue, Ste. 115, San Diego, CA 92110
Cross Street: Hortensia St. Corner San Diego Avenue
Emergency Meeting Area: Corner of Hortensia and San Diego Avenue; 2nd: Hortensia and Moore then to El Indio Restaurant Off Washington Street Exit



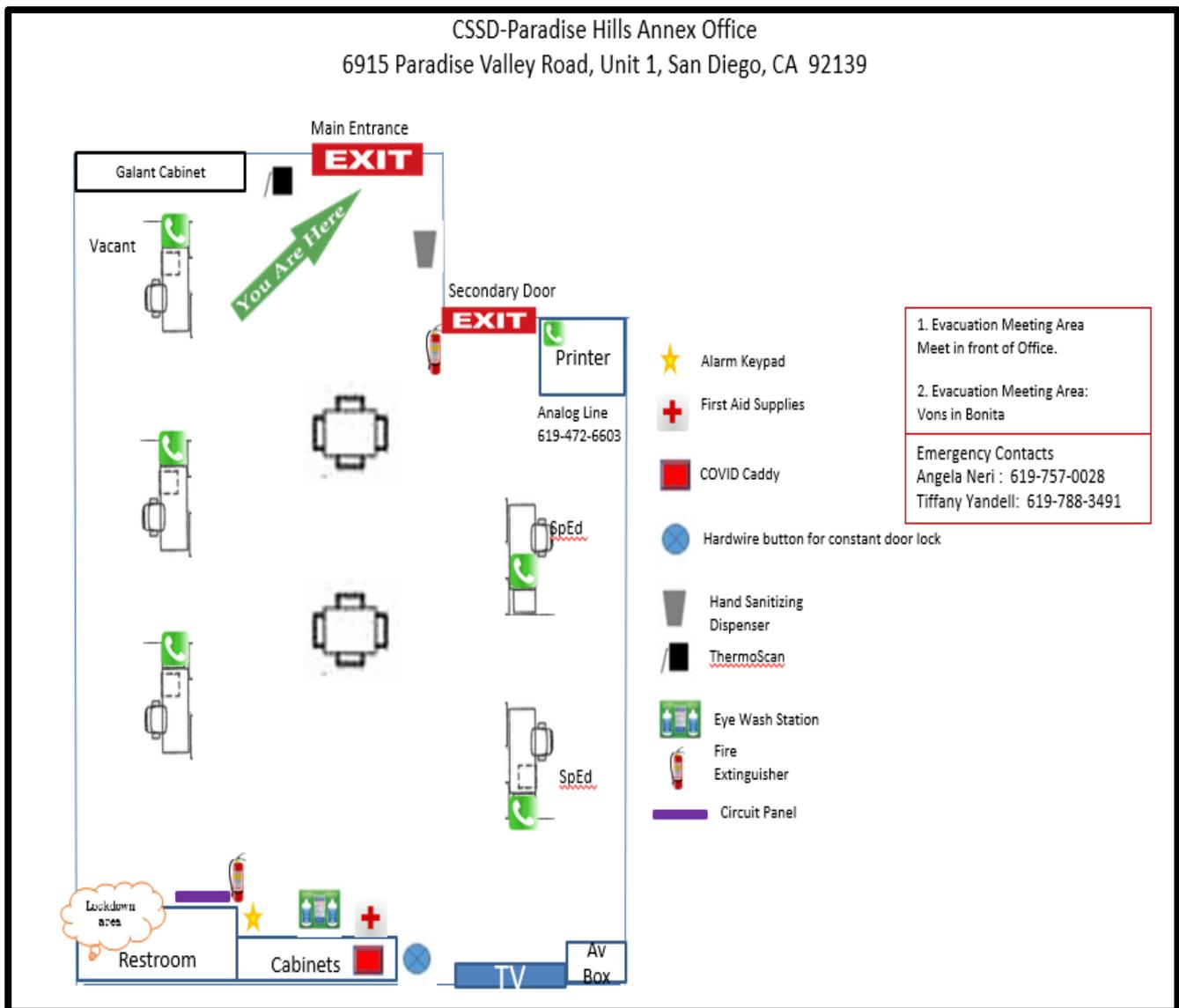
Old Town Plan



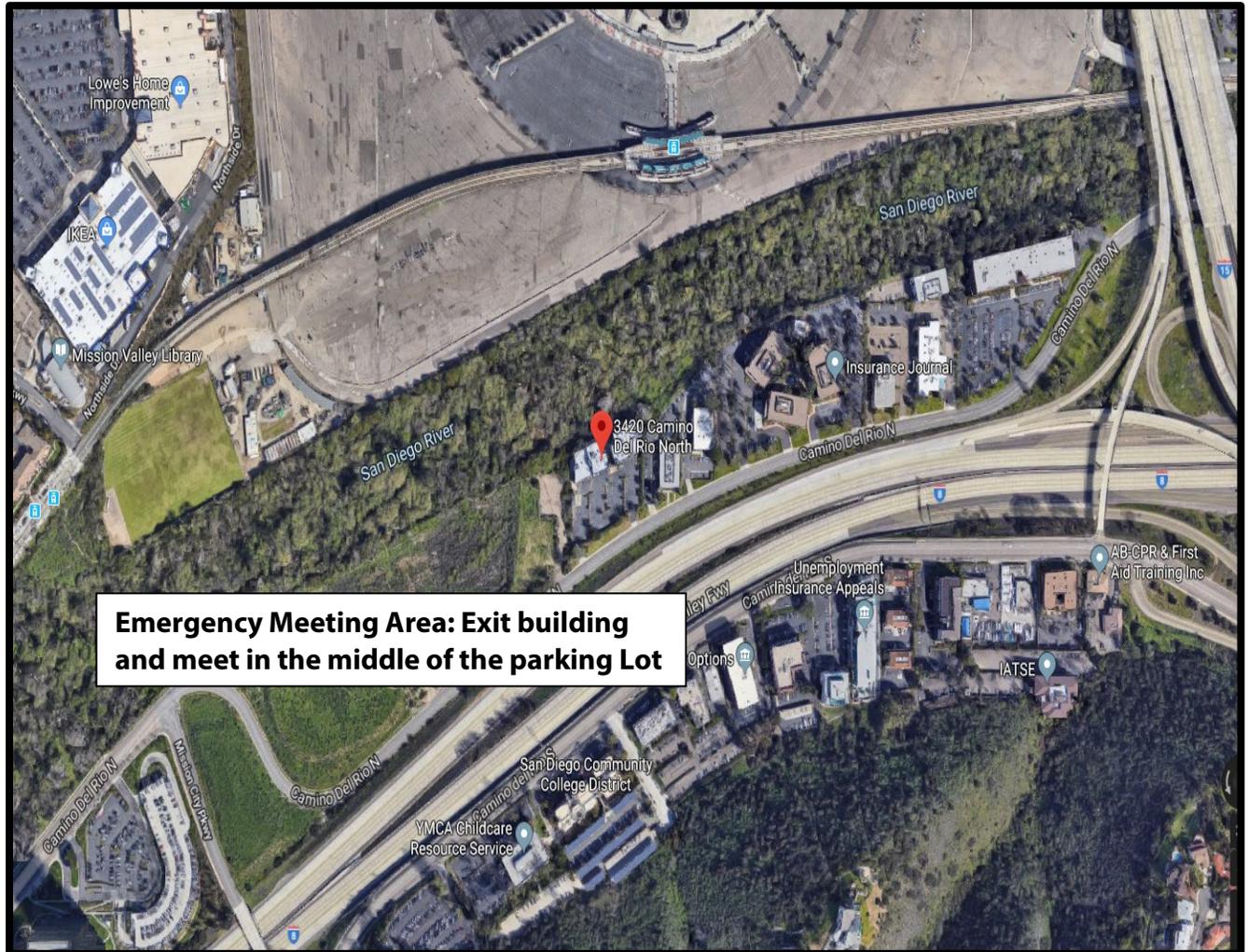
Paradise Hills Annex Office: 6915 Paradise Valley Road, Unit 1, San Diego, CA 92139
Cross Street: Woodman St.
Emergency Meeting Area: Front of office to Vons in Bonita



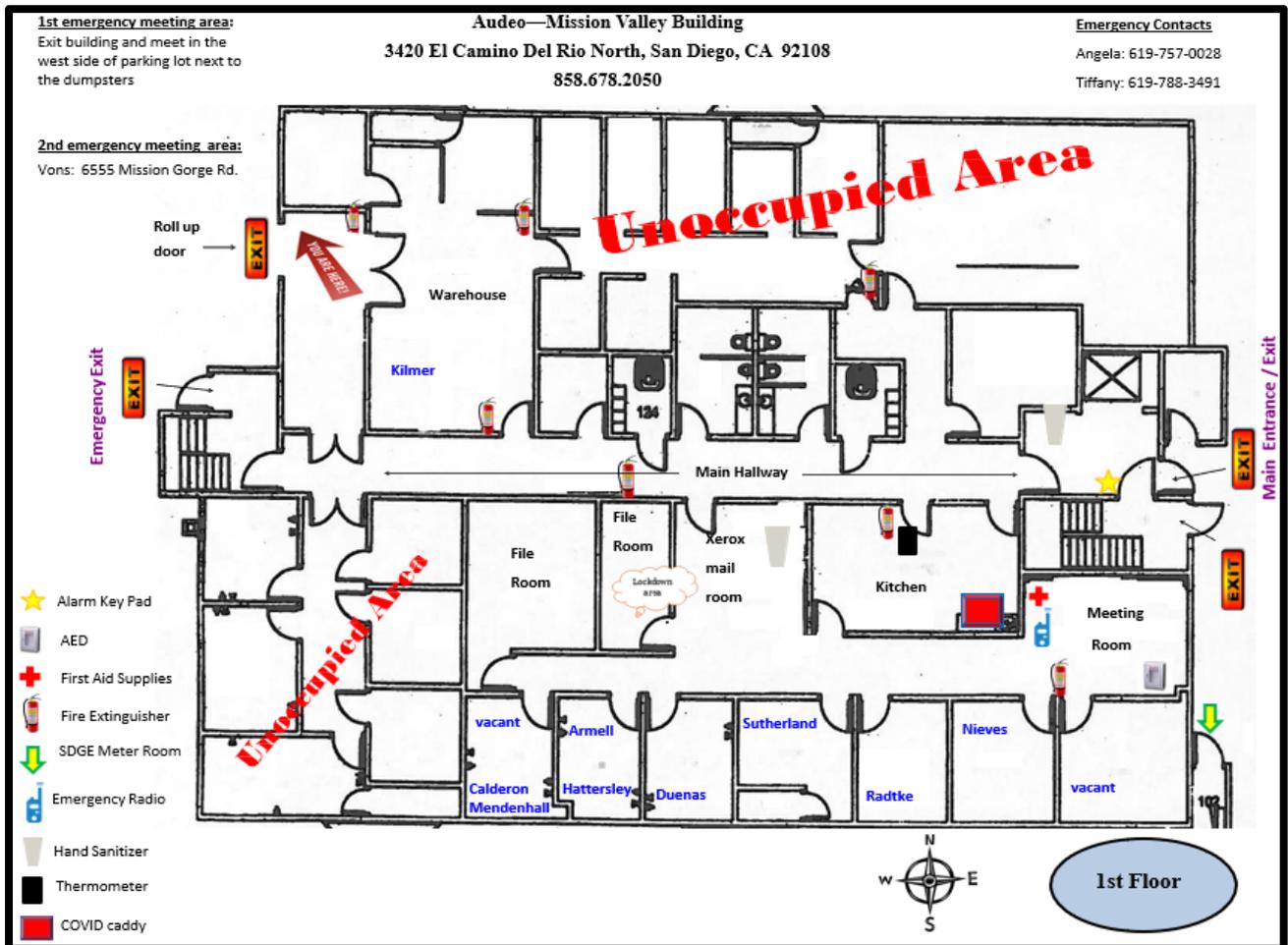
Paradise Hills Annex Office Plan



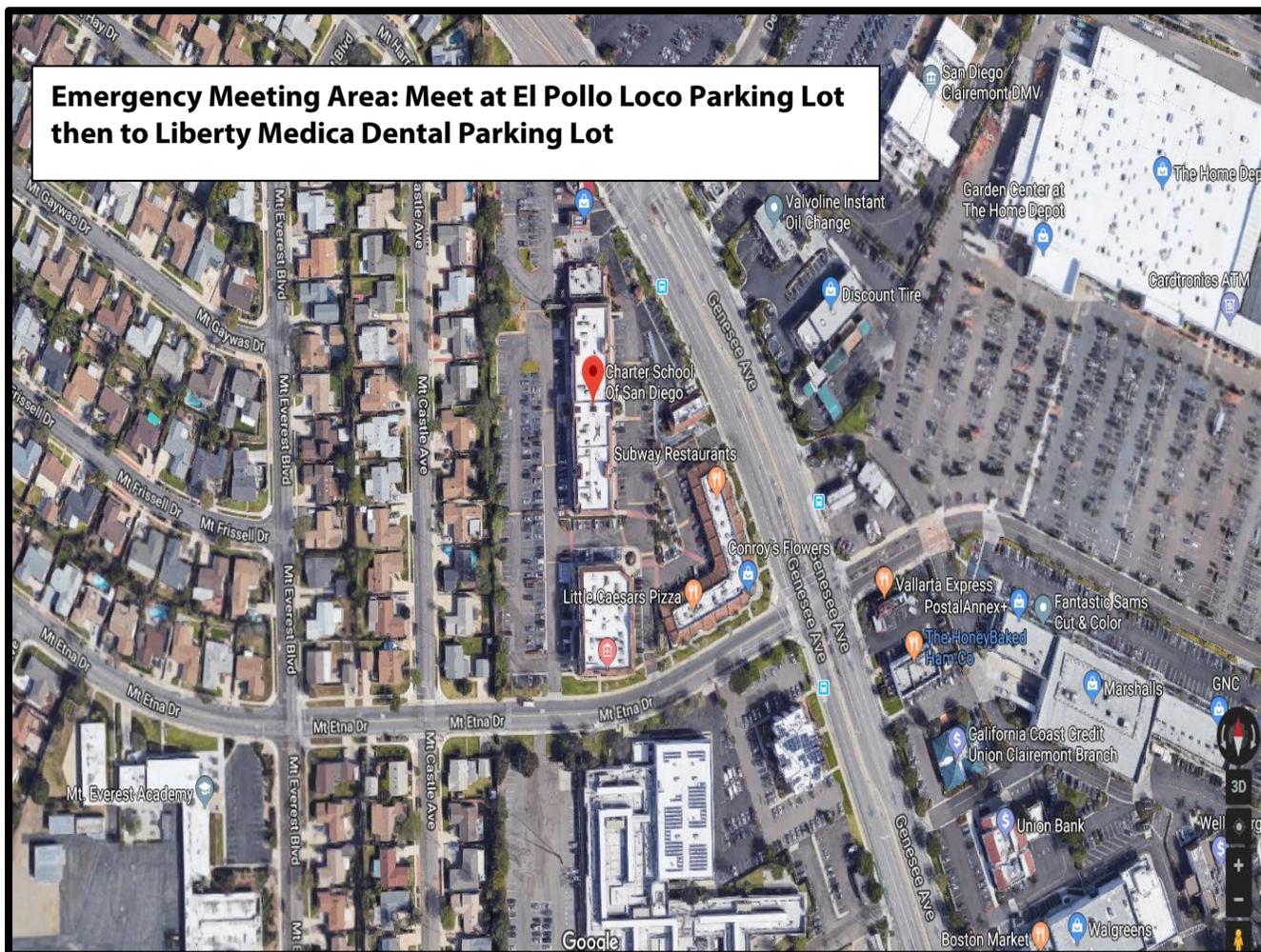
Mission Valley West Building: 3420 El Camino Del Rio North, San Diego, CA 92108
Cross Street: Mission City Parkway
Emergency Meeting Area: Middle of the parking lot



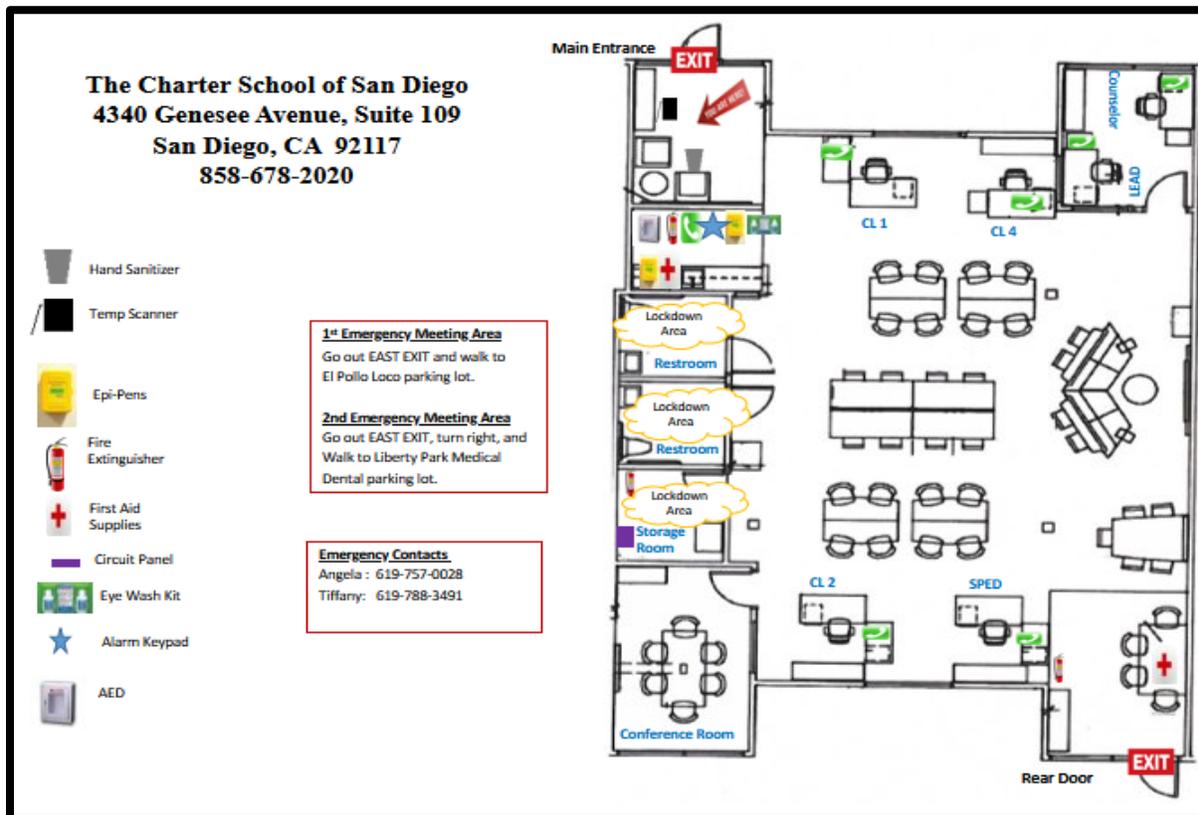
Mission Valley West Building Plan



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



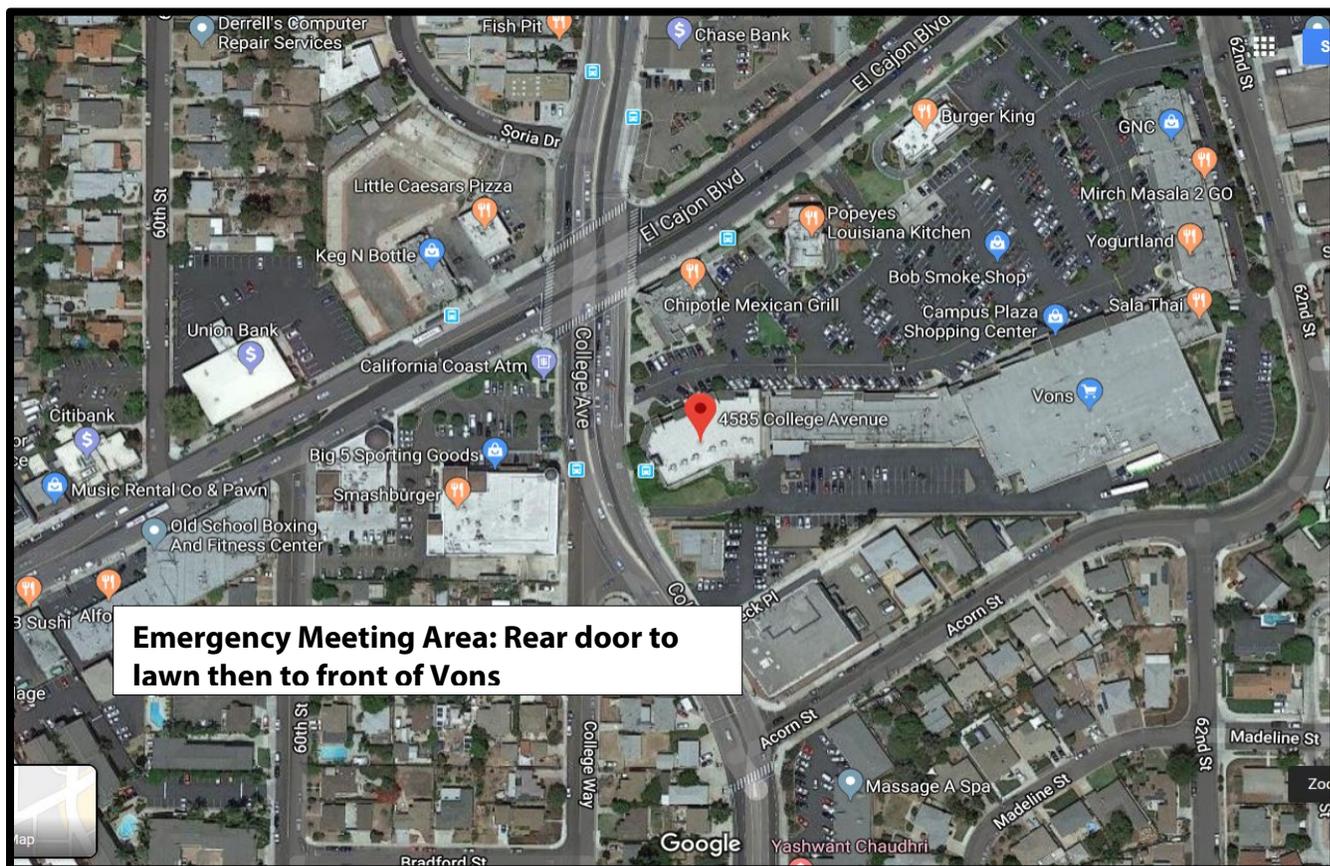
Clairemont Resource Center Plan



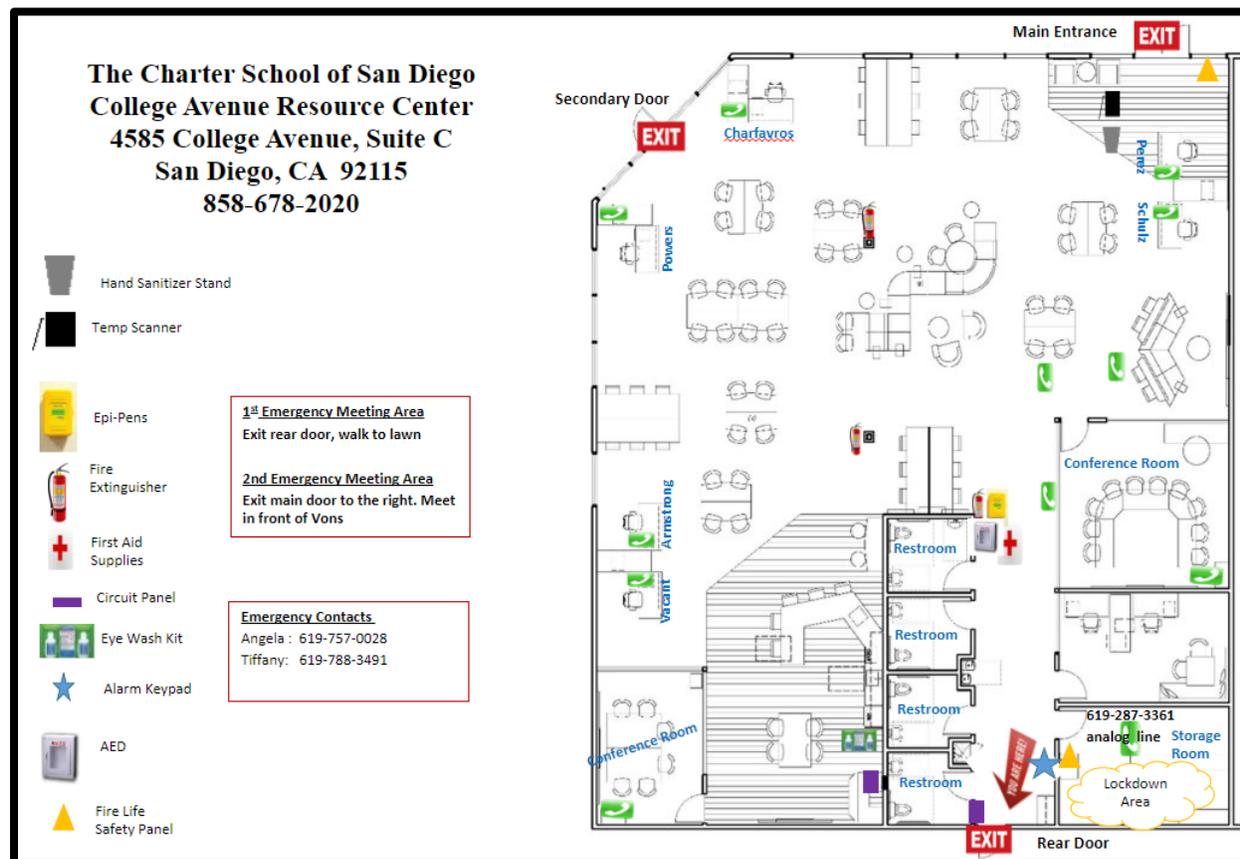
College Avenue Resource Center: 4585 College Ave., Stes. C1 & C2 San Diego, CA 92115

Cross Street: El Cajon Blvd.

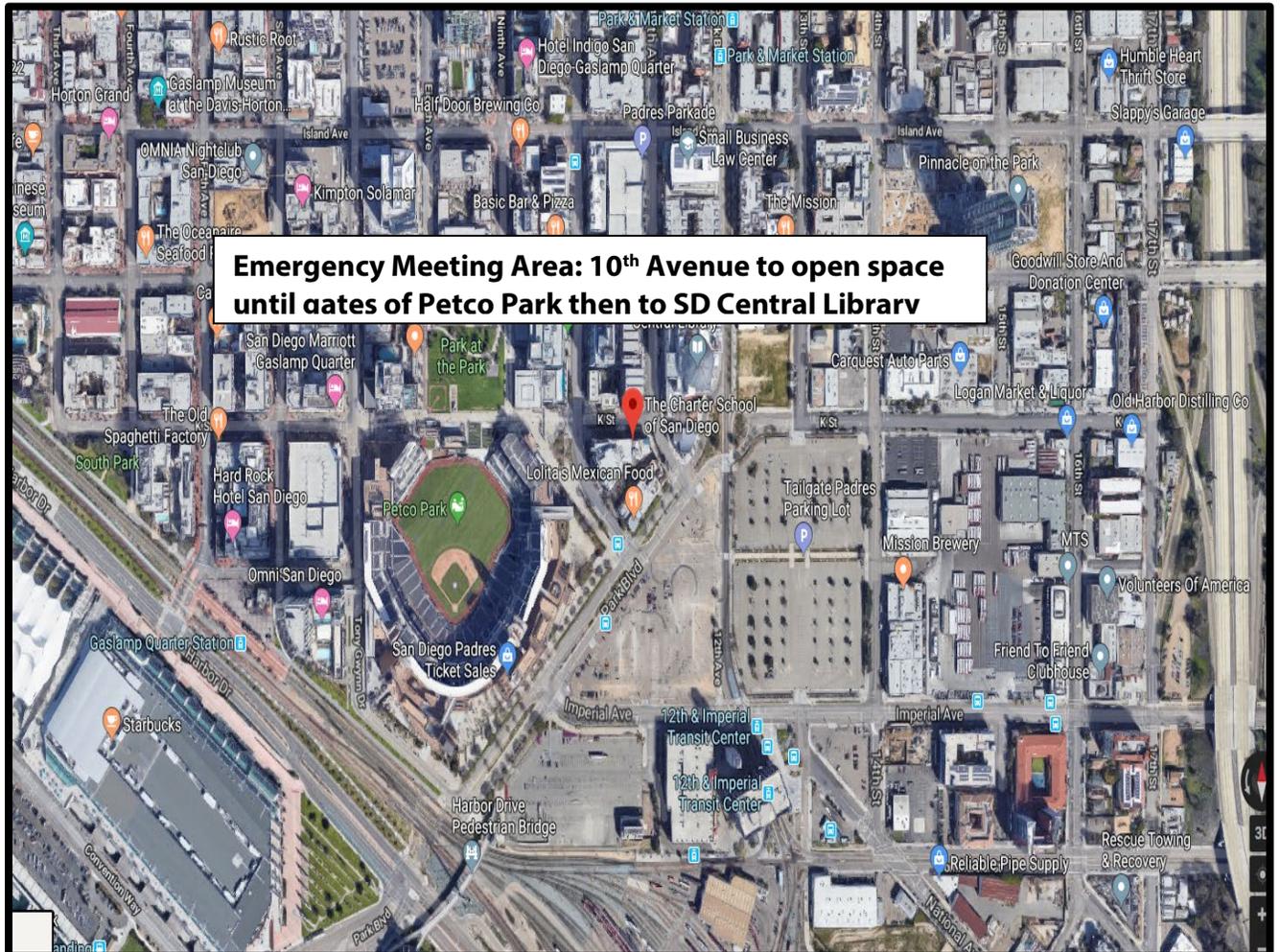
Emergency Meeting Area: Rear Door to Lawn then to Front of Vons



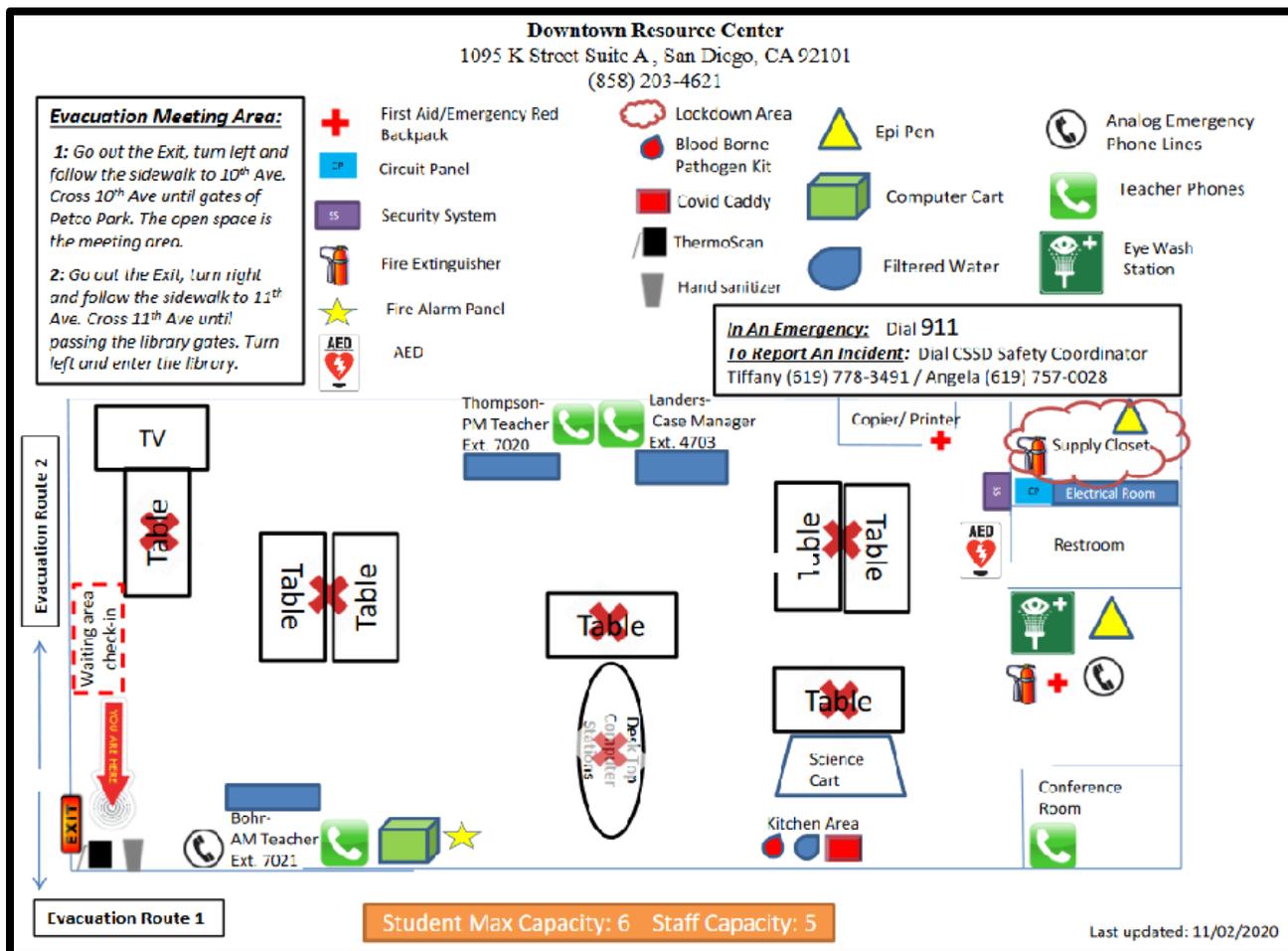
College Avenue Resource Center Plan



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

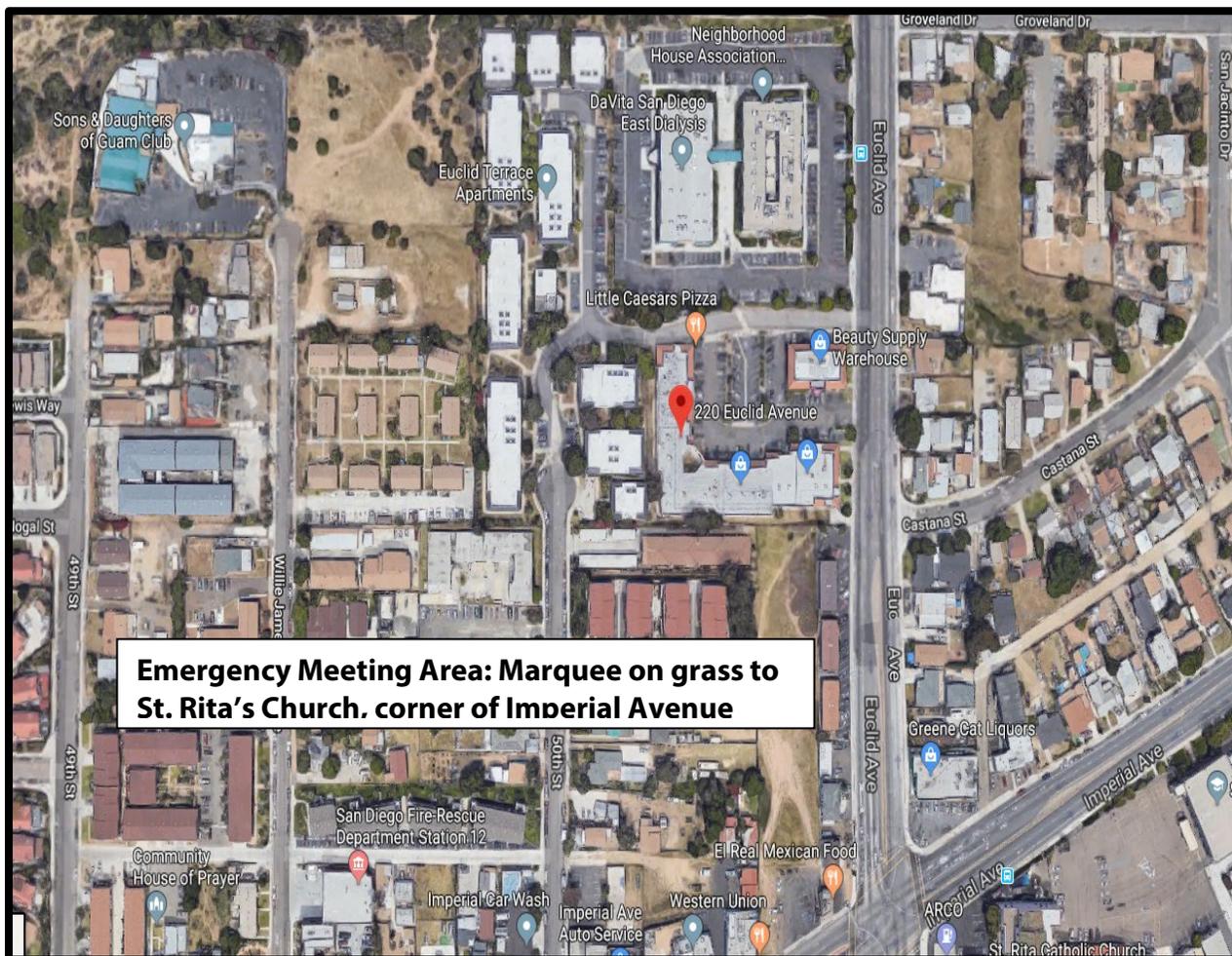


Downtown Resource Center Plan

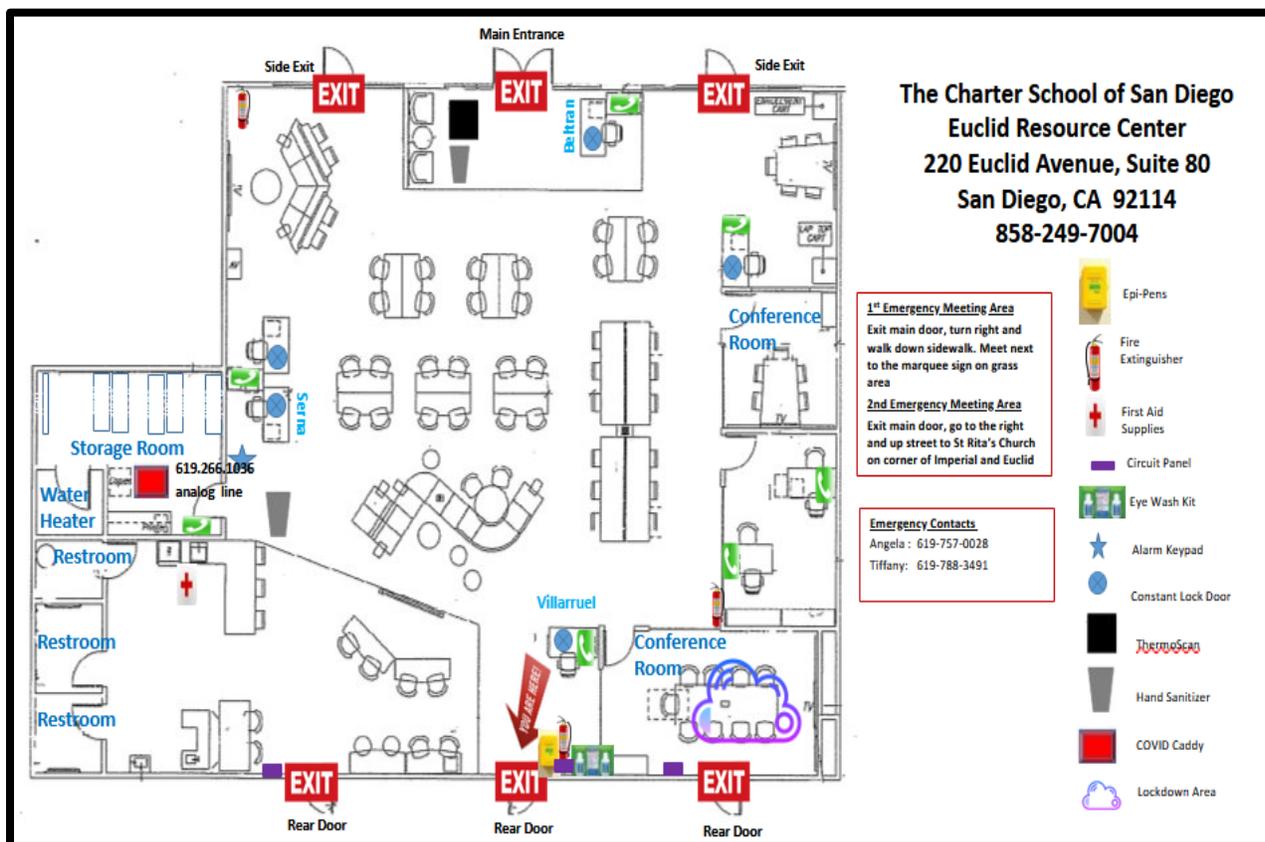


**Euclid Resource Center:
Cross Street:
Emergency Meeting Area:**

**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**



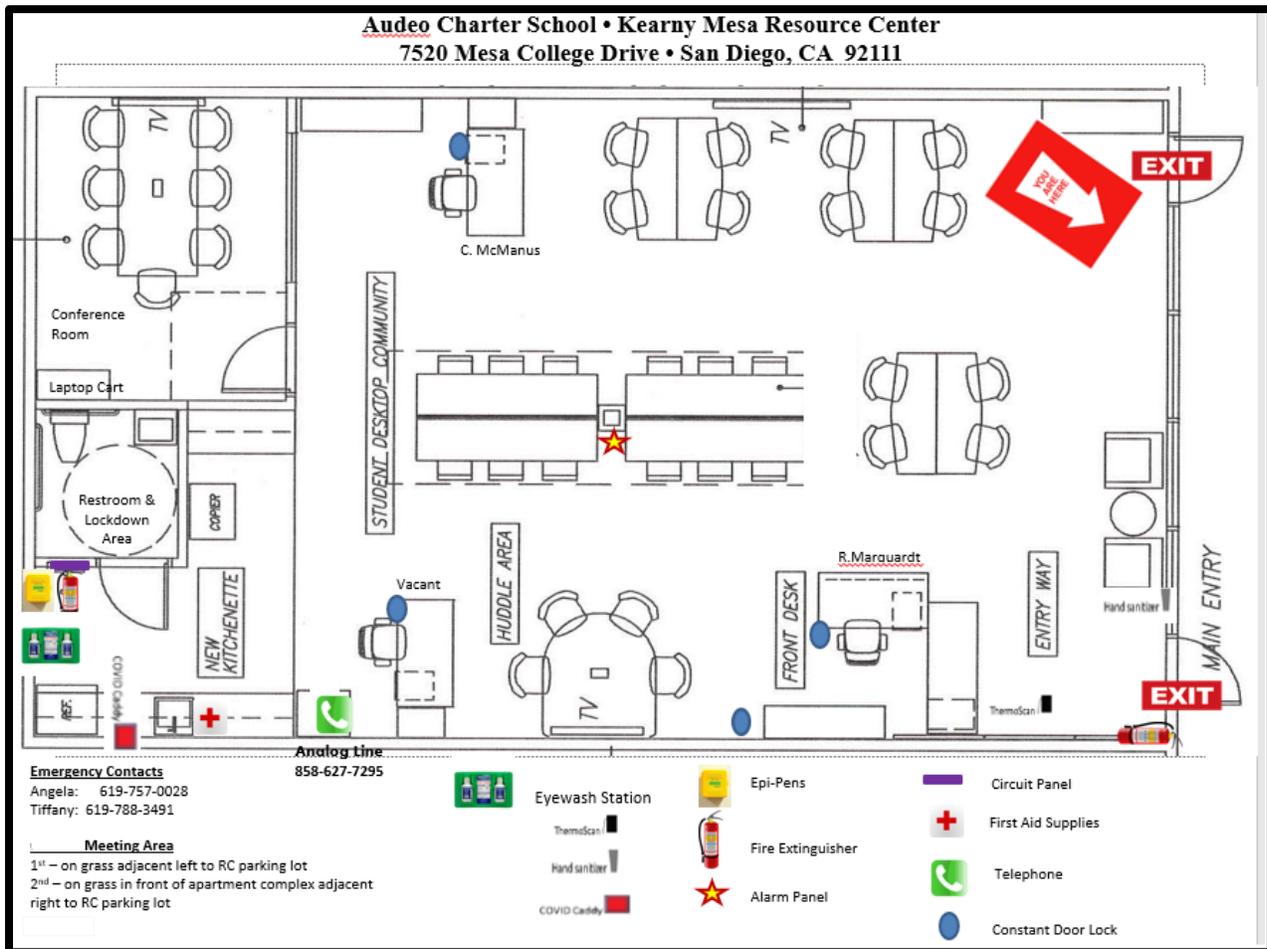
Euclid Resource Center Plan



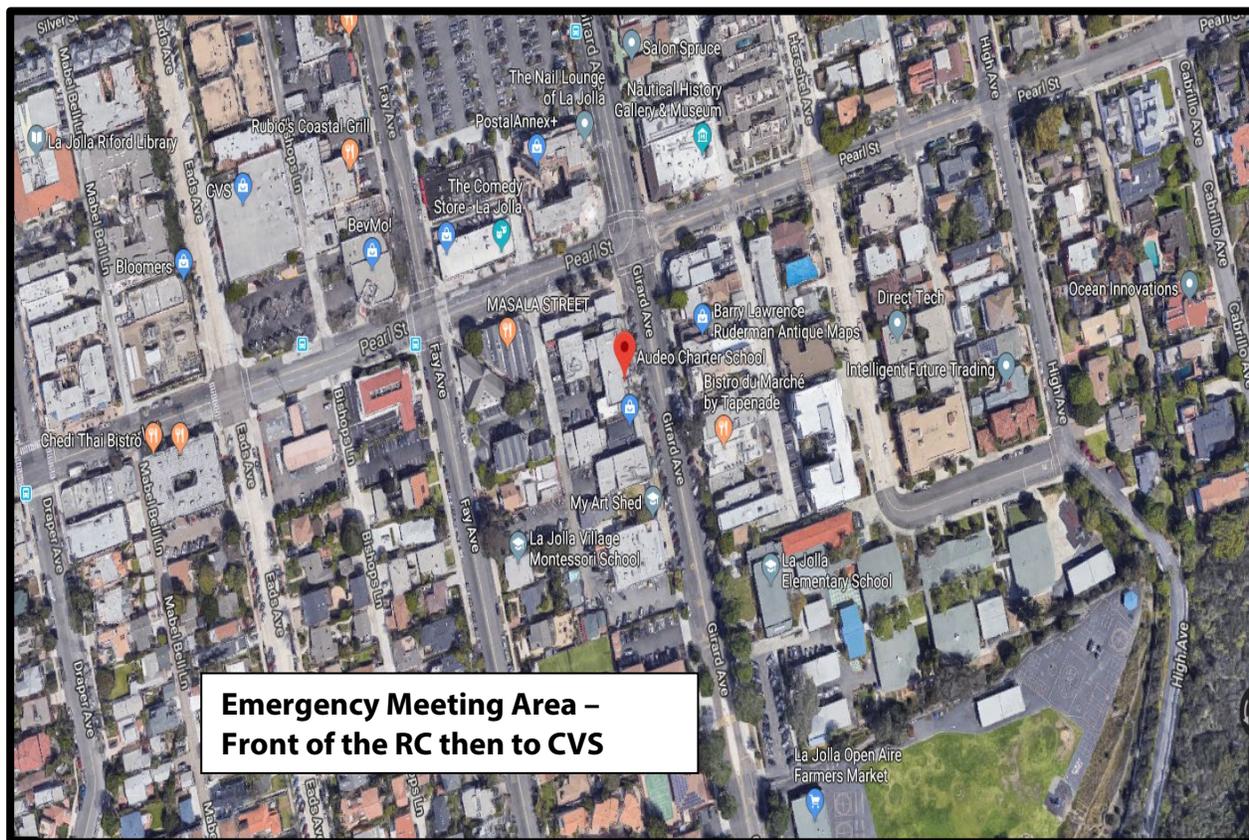
Kearny Mesa Resource Center: 7520 Mesa College Drive, San Diego, CA 92111
Cross Street: Ashford Street
Emergency Meeting Area: Grass adjacent to Parking Lot



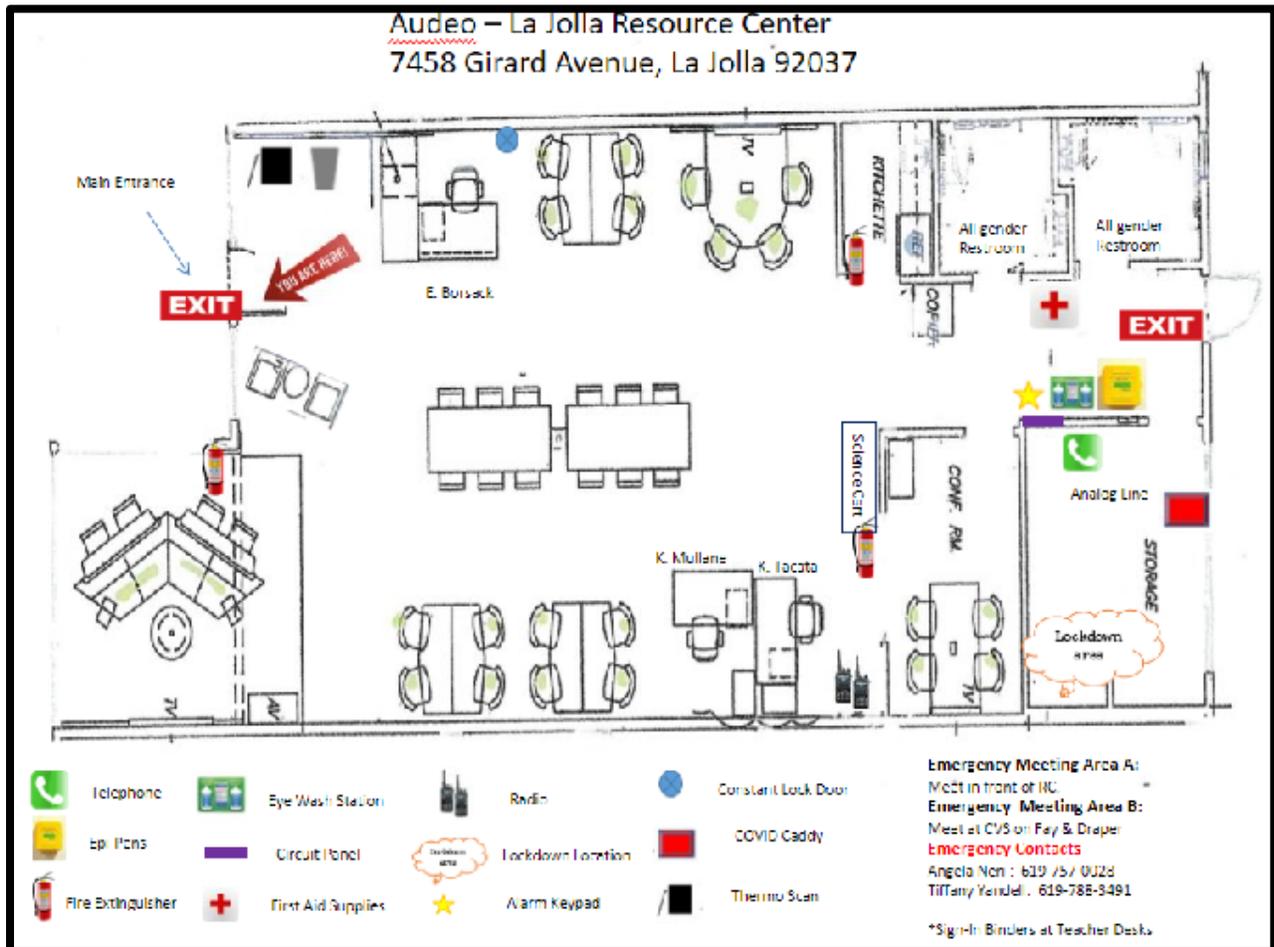
Kearny Mesa Resource Center Plan



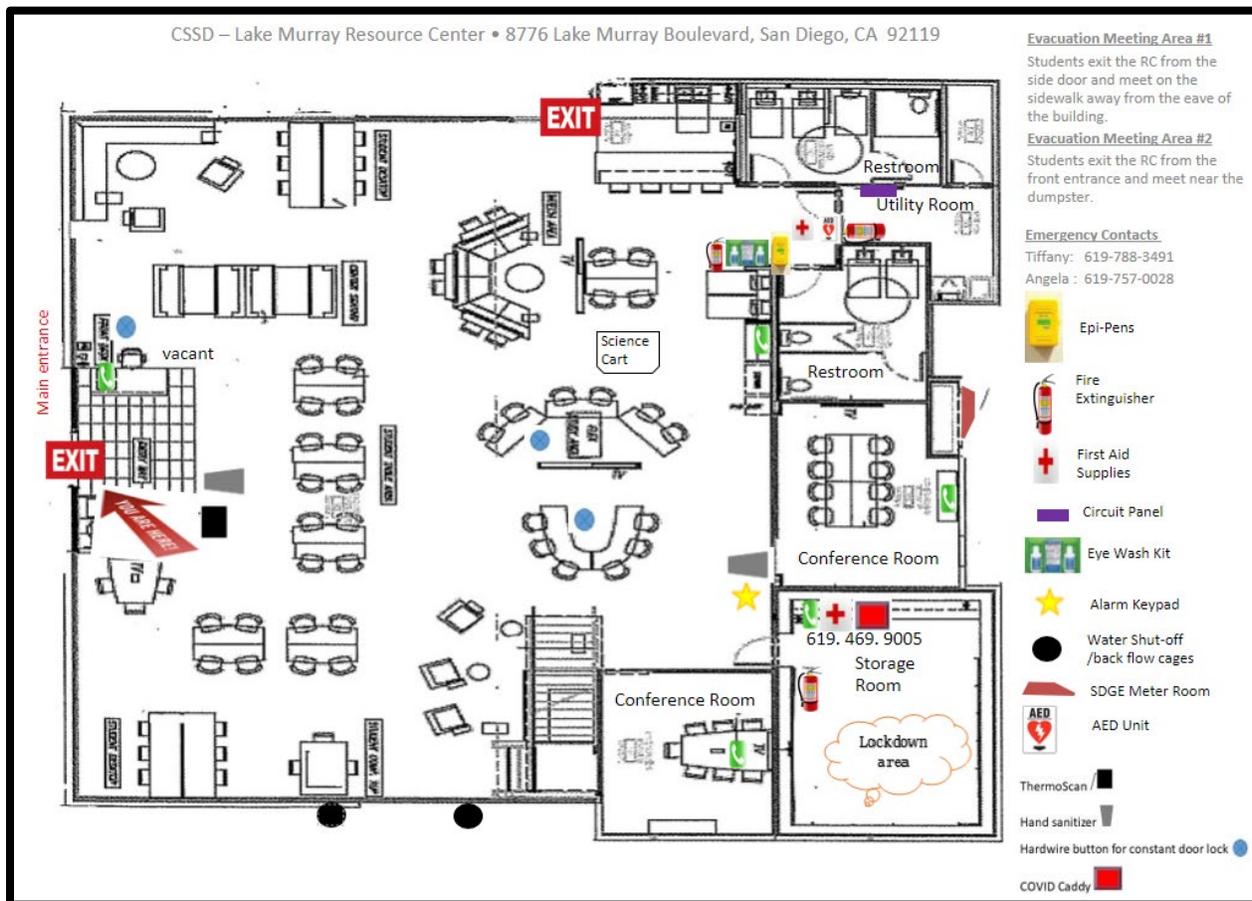
La Jolla Resource Center: 7458 (7456) Girard Avenue, La Jolla, CA 92037
Cross Street: Pearl Street & Drury Lane
Emergency Meeting Area: Front of the RC then to CVS



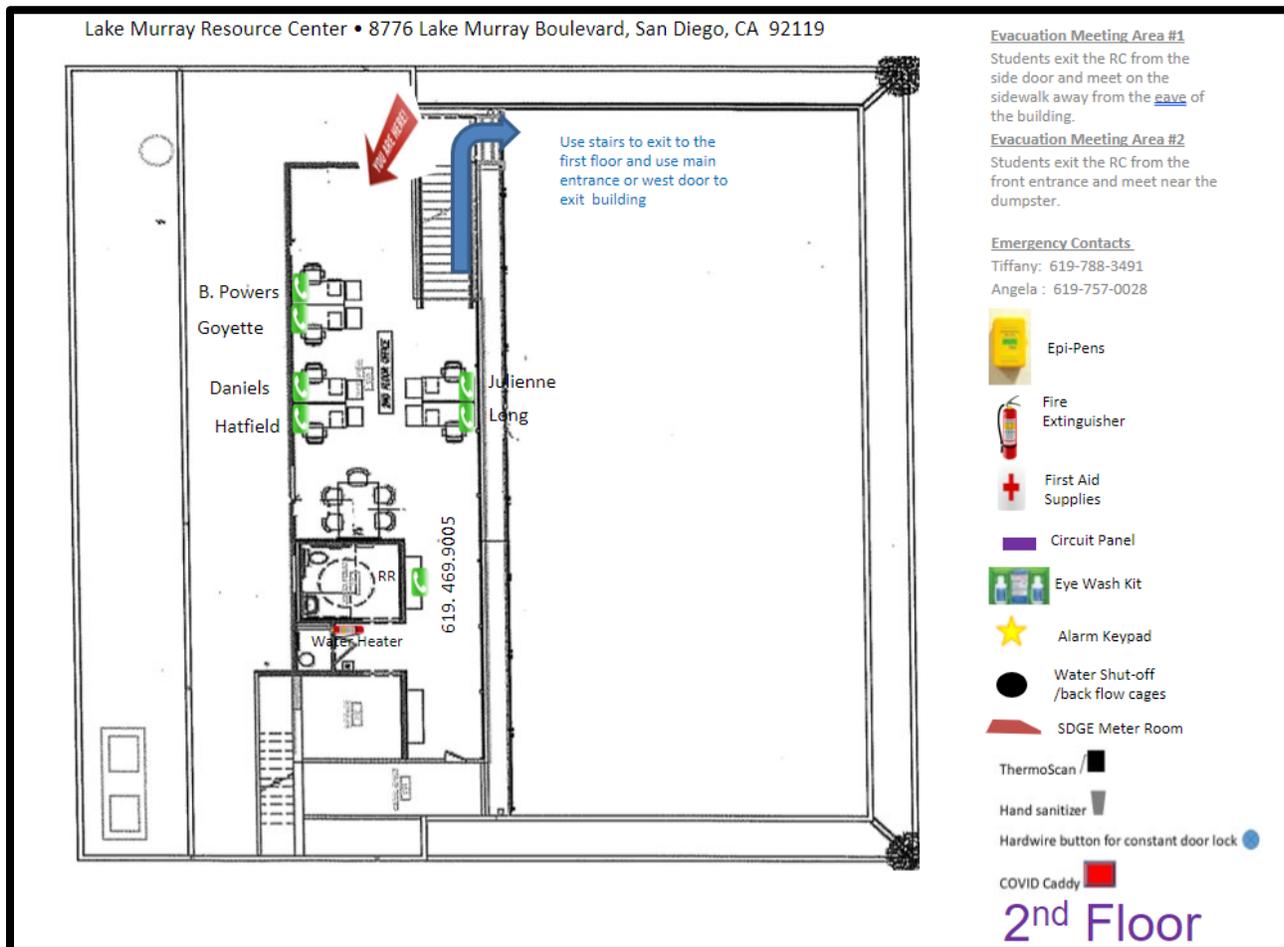
La Jolla Resource Center Plan



Lake Murray Resource Center Plan—First Floor



Lake Murray Resource Center Plan—Second Floor

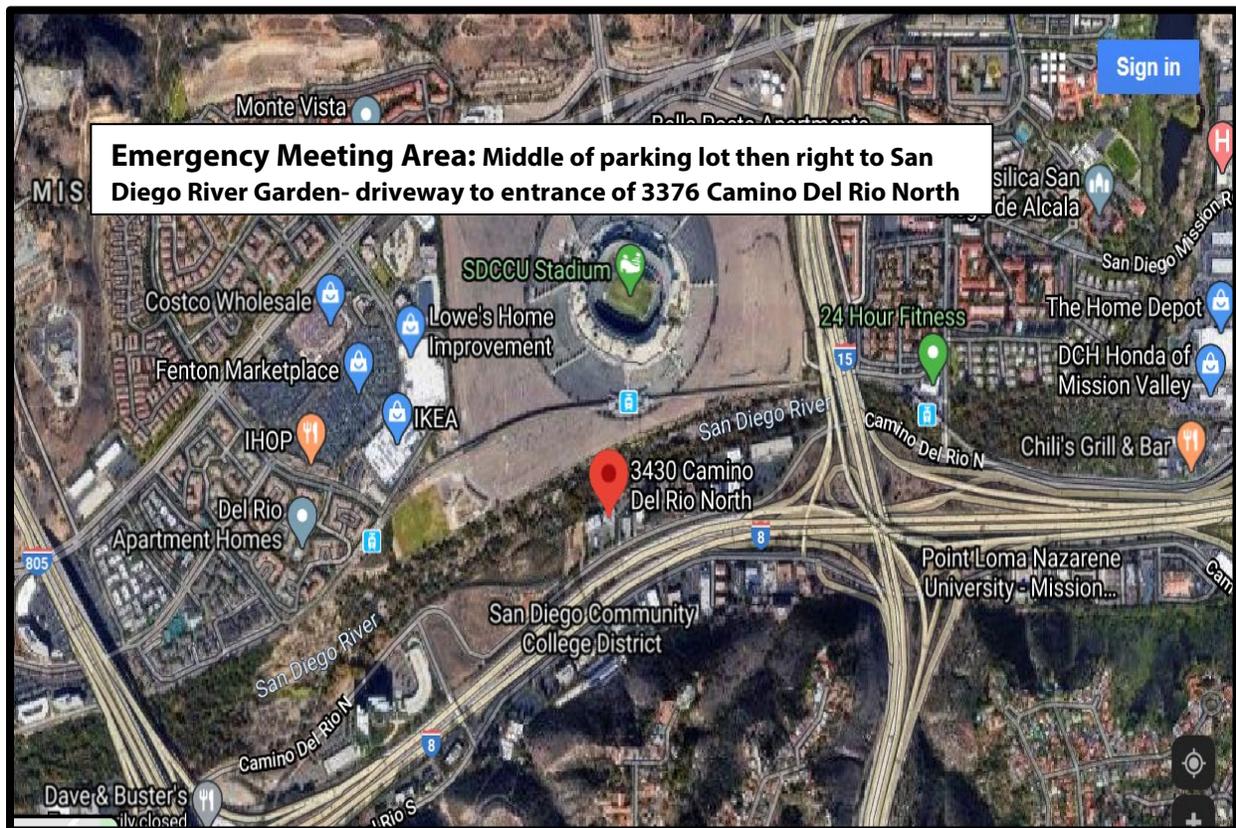


**Mira Mesa Resource Center:
Cross Street:
Emergency Meeting Area:**

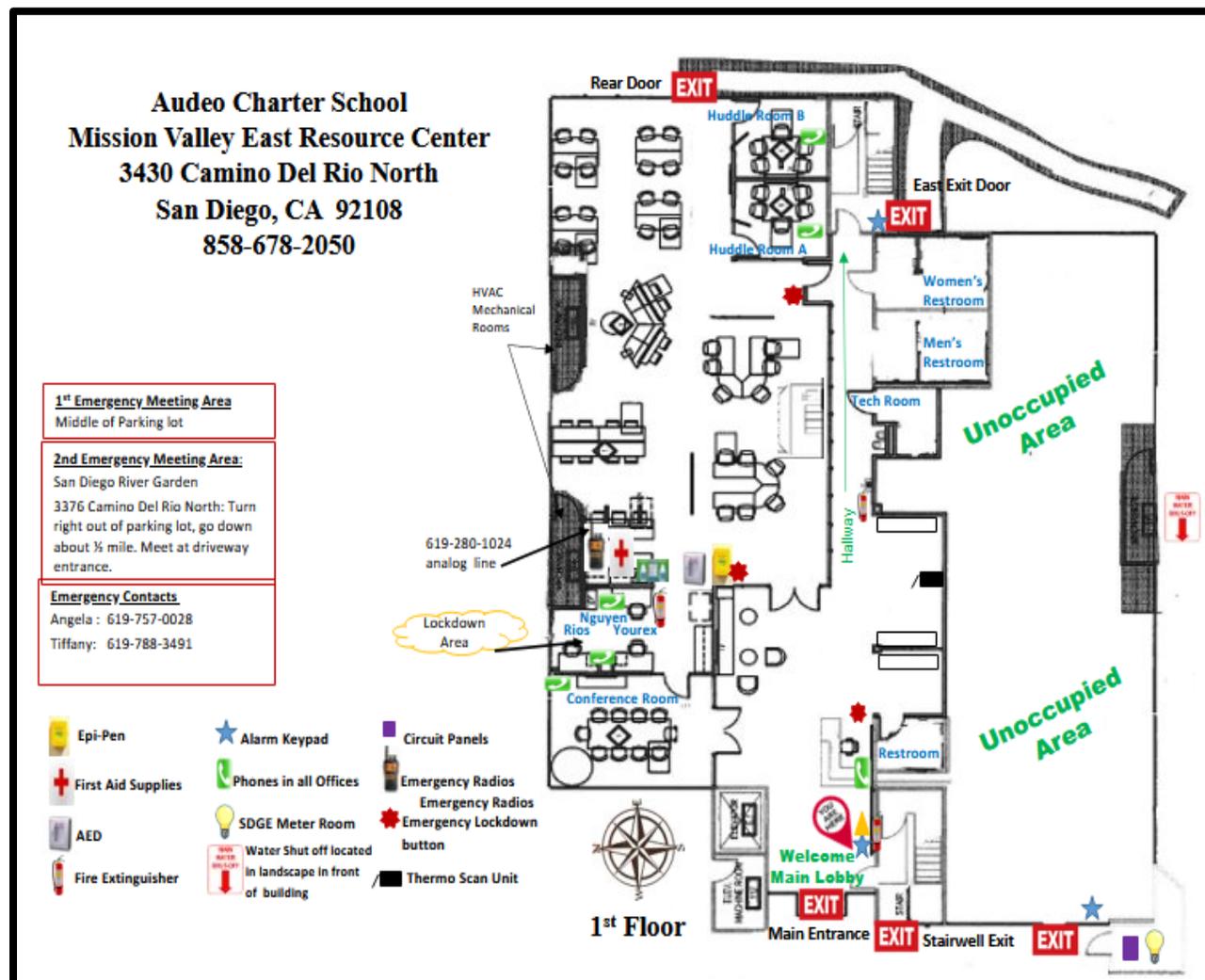
**8290-B Mira Mesa Blvd., Unit 23, San Diego, CA 92126
In Mira Mesa Mall Across Vons, beside Petco Store
First- Exit rear door to grassy area; Second – Cross
parking lot to Chase Bank**



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



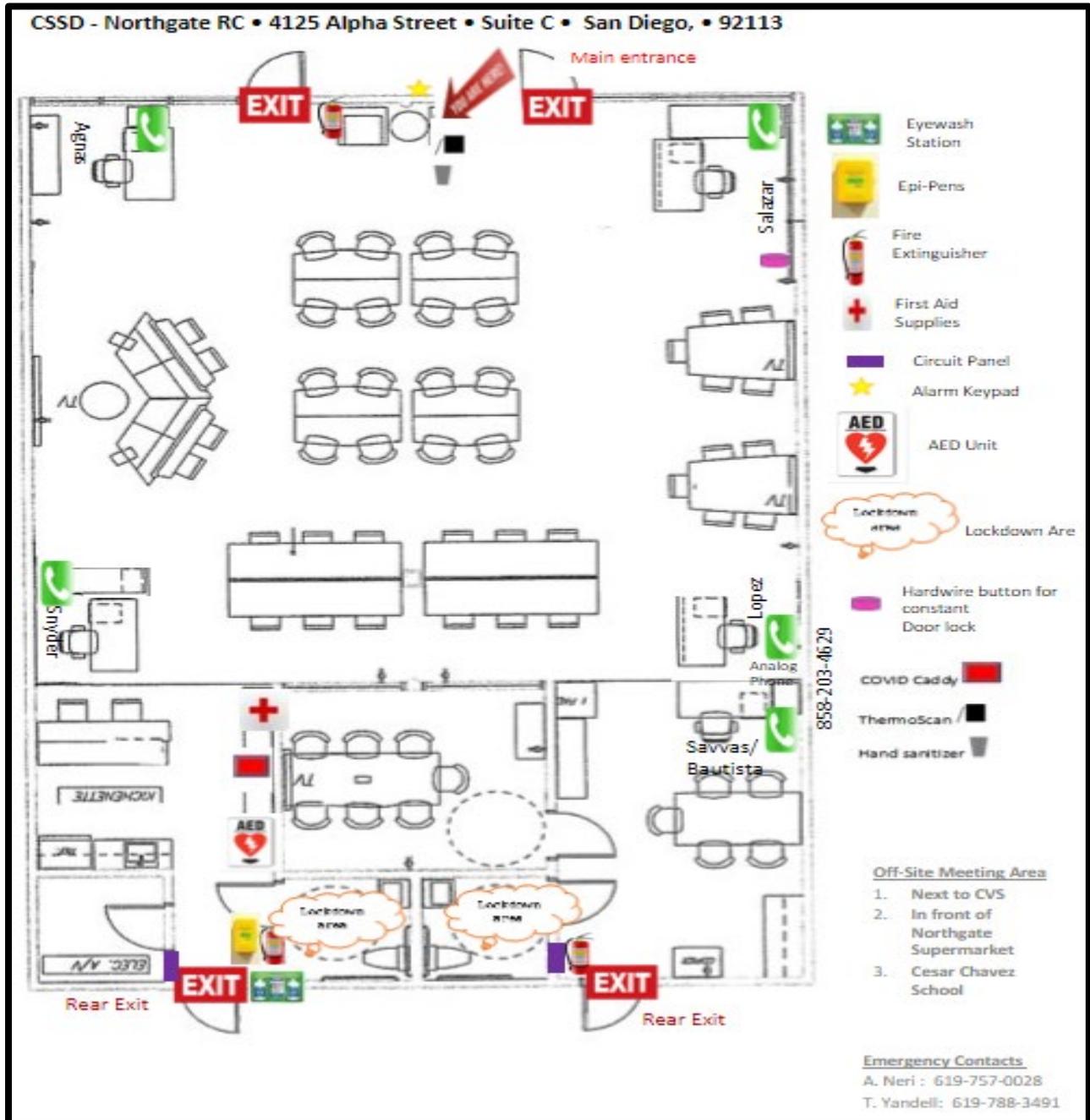
Mission Valley Resource Center Plan



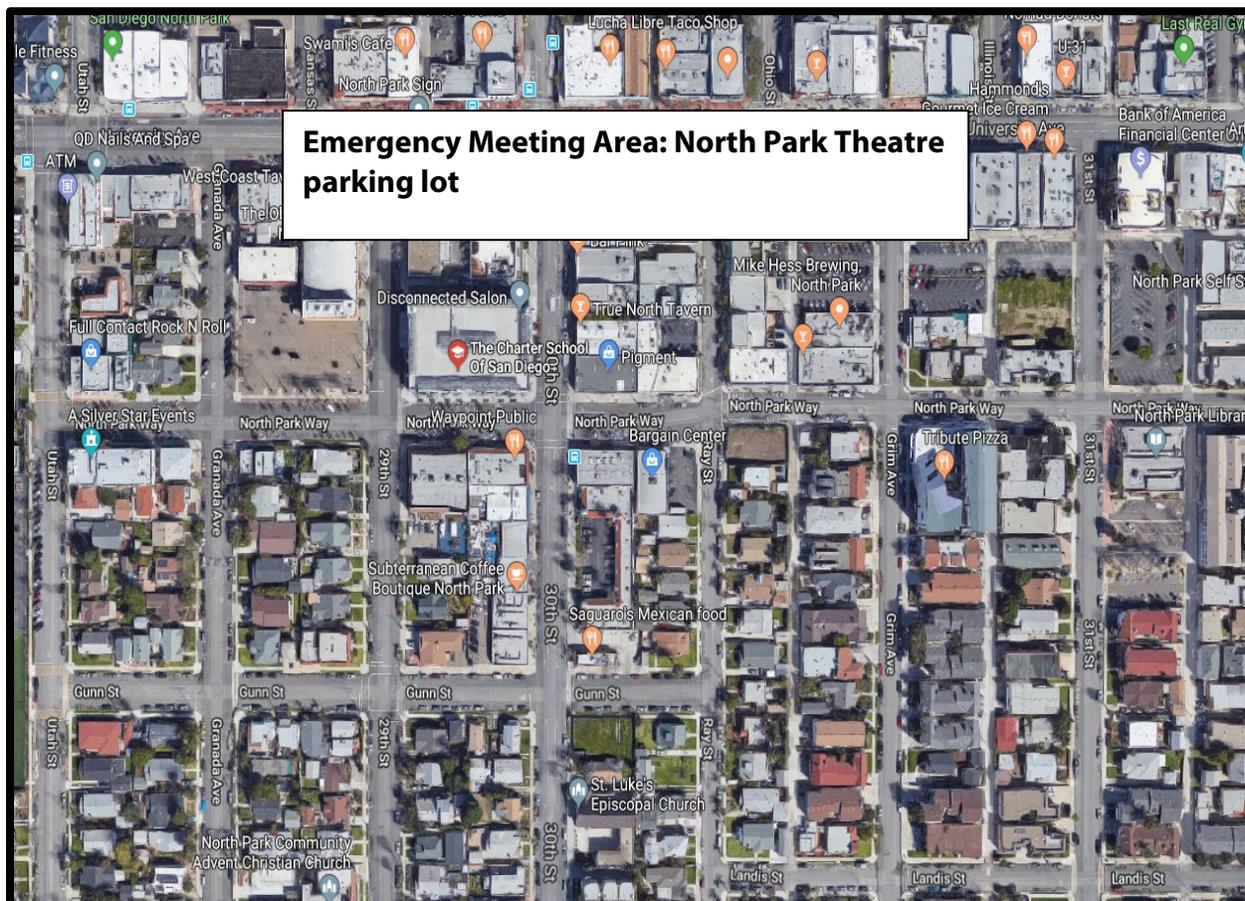
Northgate Resource Center: 4125 Alpha Street, Suite C-D, San Diego, CA 92113
Cross Street: Alpha Street and S 41st Street
Emergency Meeting Area: Next to CVS then in front of Northgate Supermarket then to Cesar Chavez School



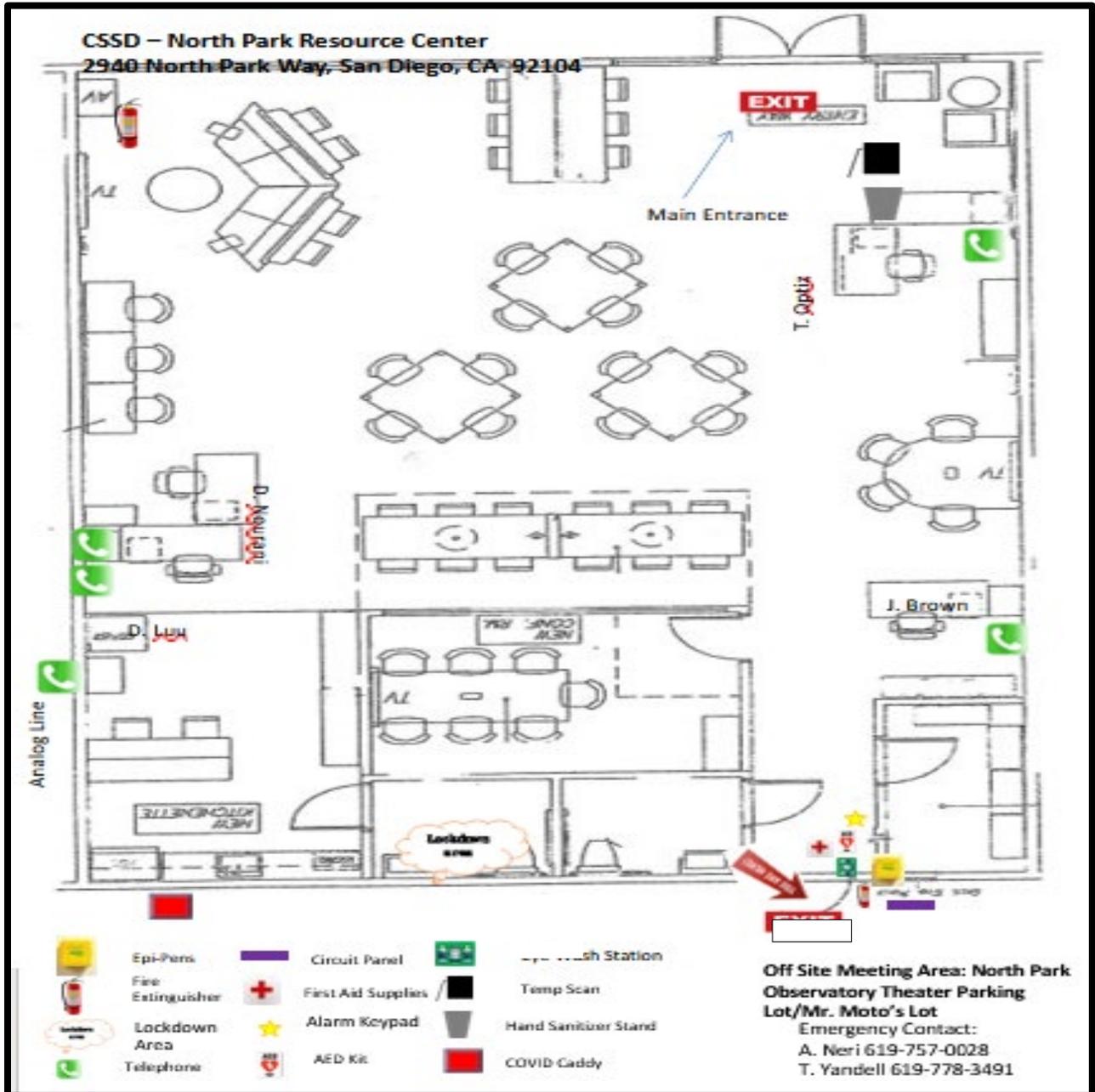
Northgate Resource Center Plan



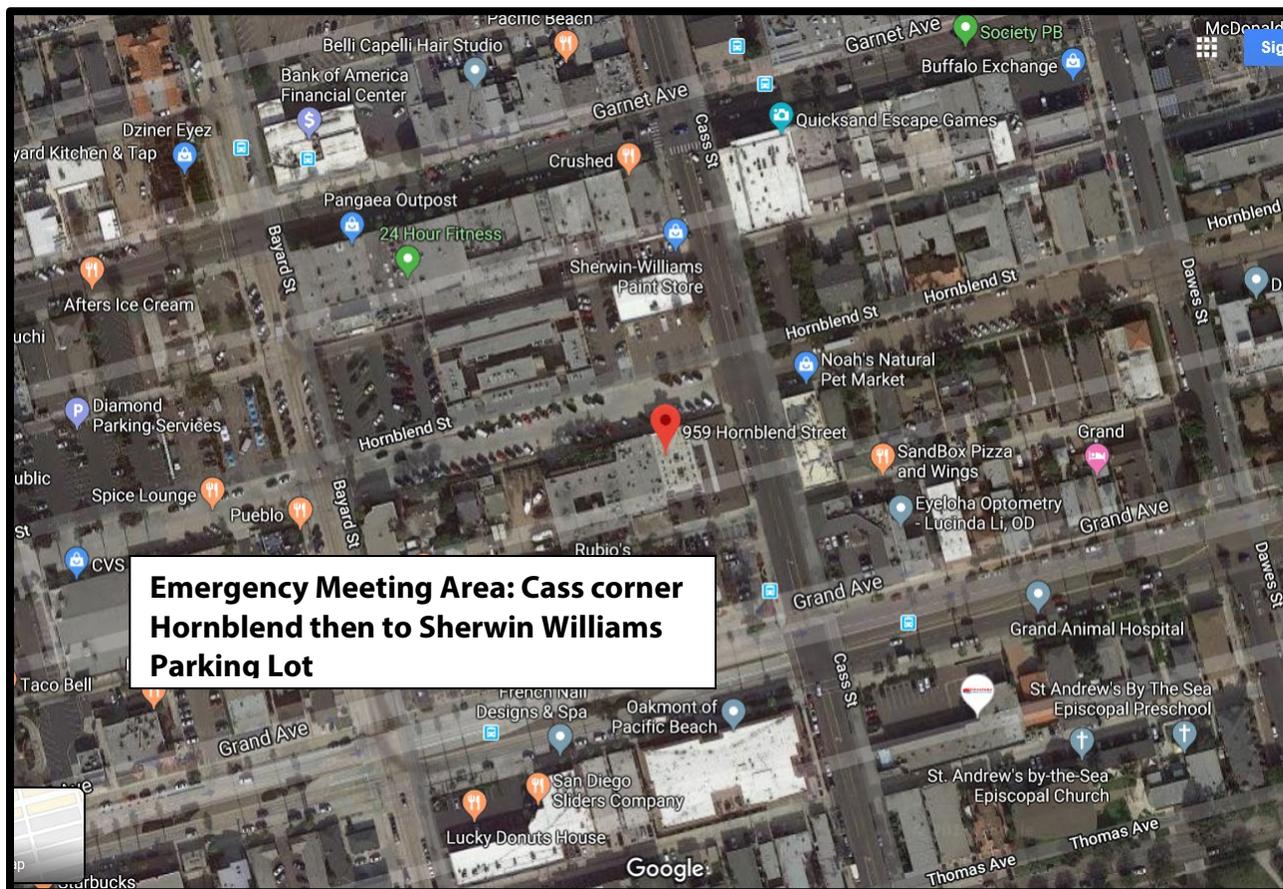
North Park Resource Center: 2940 North Park Way, San Diego, CA 92104
Cross Street: 29th Street and North Park Way
Emergency Meeting Area: North Park Theatre Parking Lot



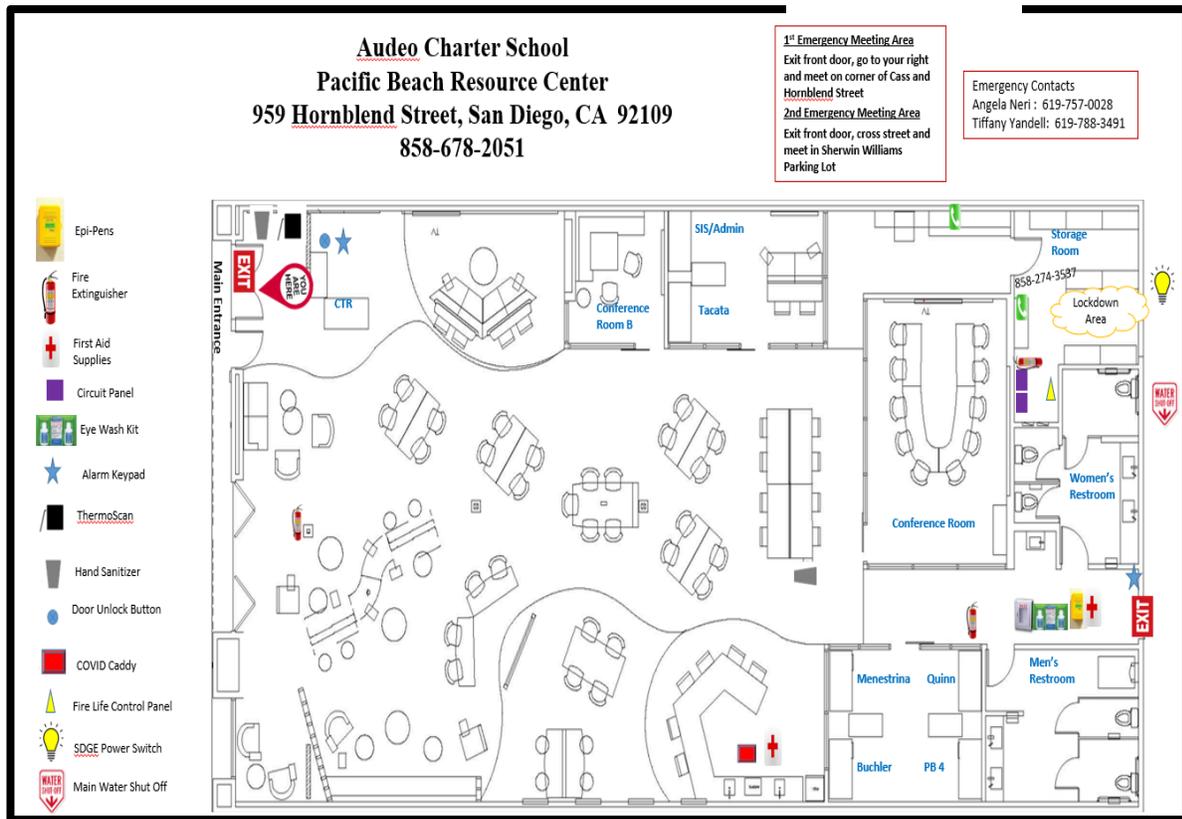
North Park Resource Center Plan



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

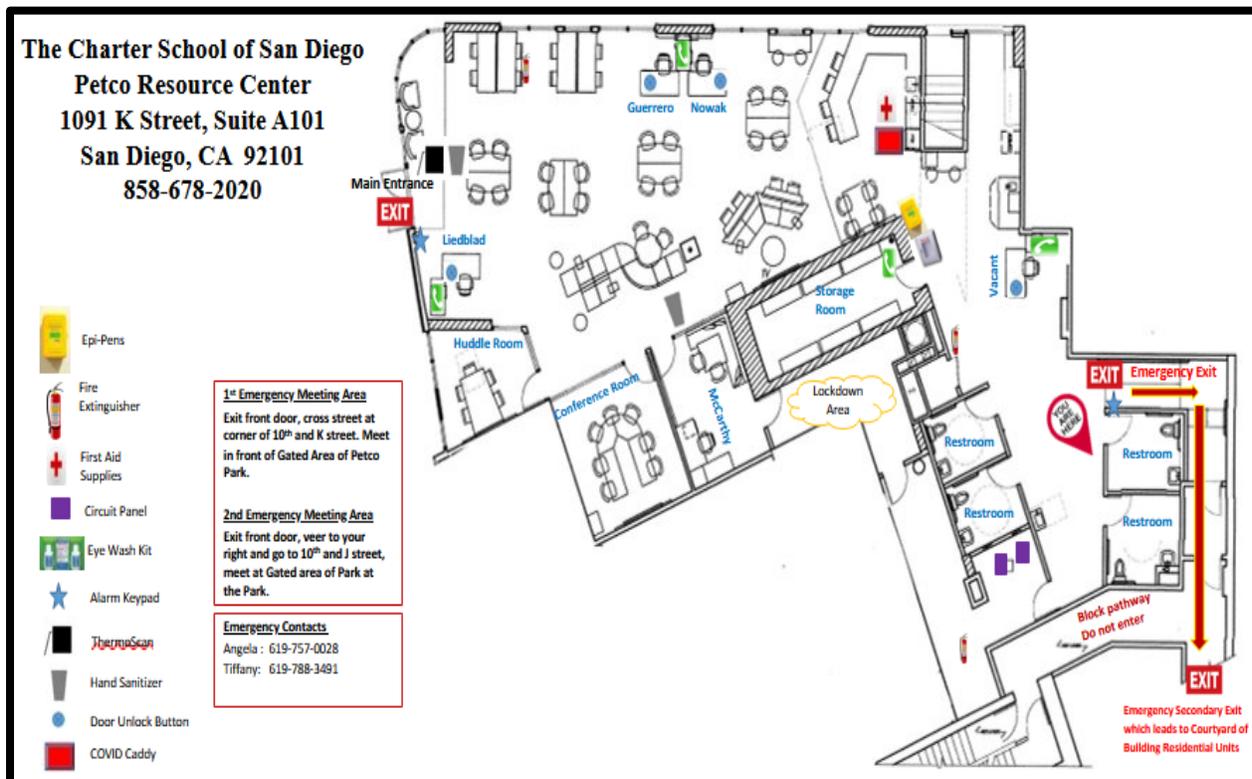
-  Epi-Pens
-  Fire Extinguisher
-  First Aid Supplies
-  Circuit Panel
-  Eye Wash Kit
-  Alarm Keypad
-  AED
-  Lockdown area
-  ThermoScan
-  Hand sanitizer
-  Hardwire button for constant door lock
-  COVID Caddy



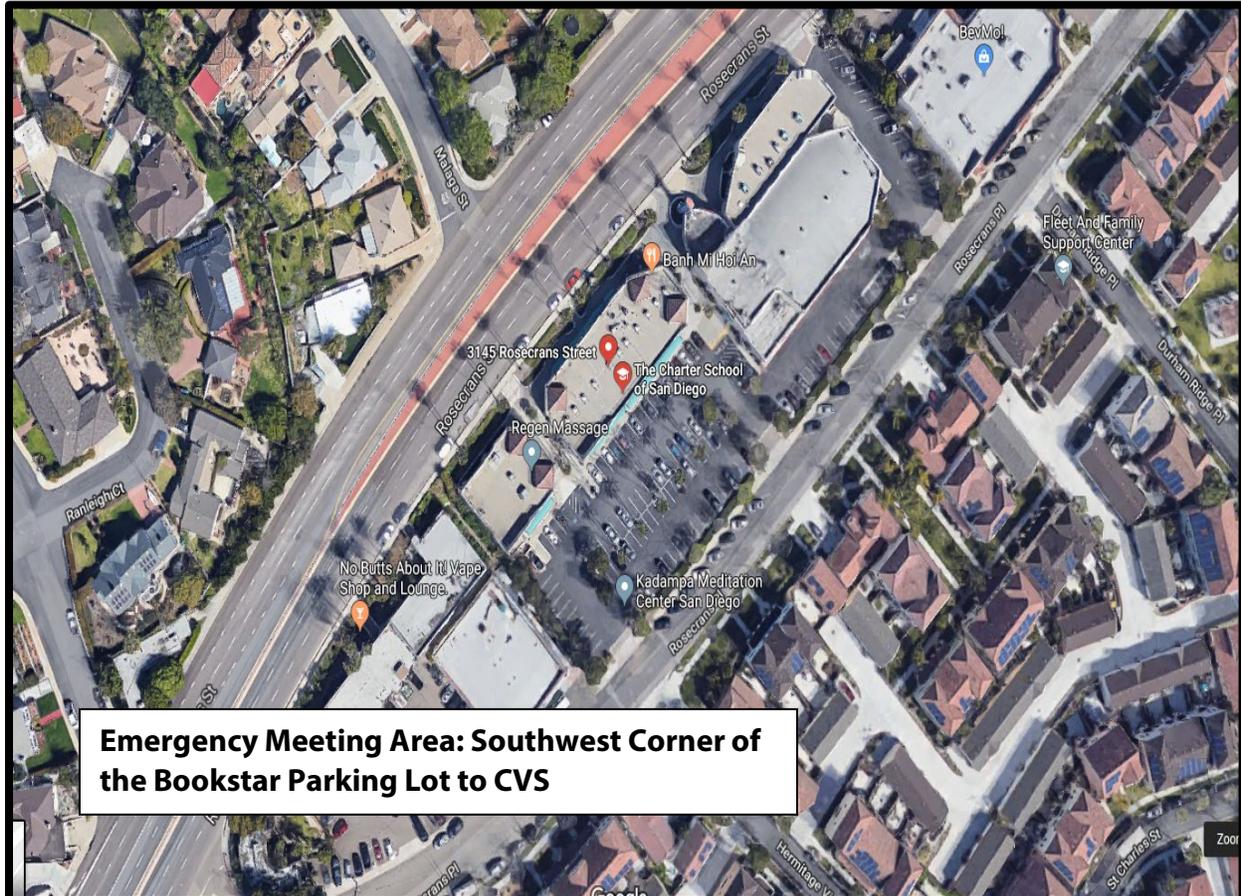
Petco Park Resource Center: 1091 K St., Suite A101, San Diego, CA 92102
Cross Street: 10th Street
Emergency Meeting Area: 10th or. K St. to gated area of Petco; 10th or. J St to gated area of Park at the Park



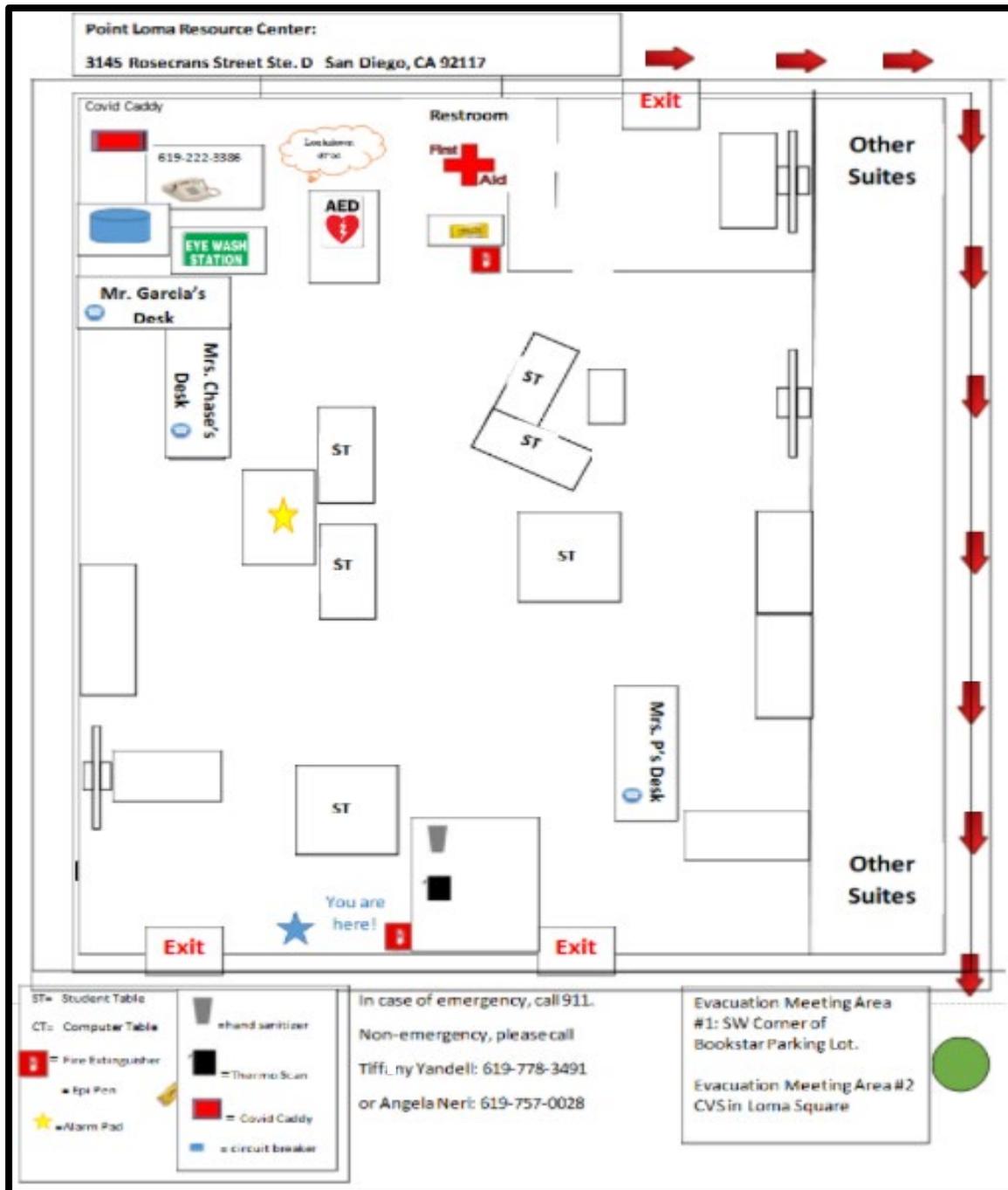
Petco Park Resource Center Plan



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



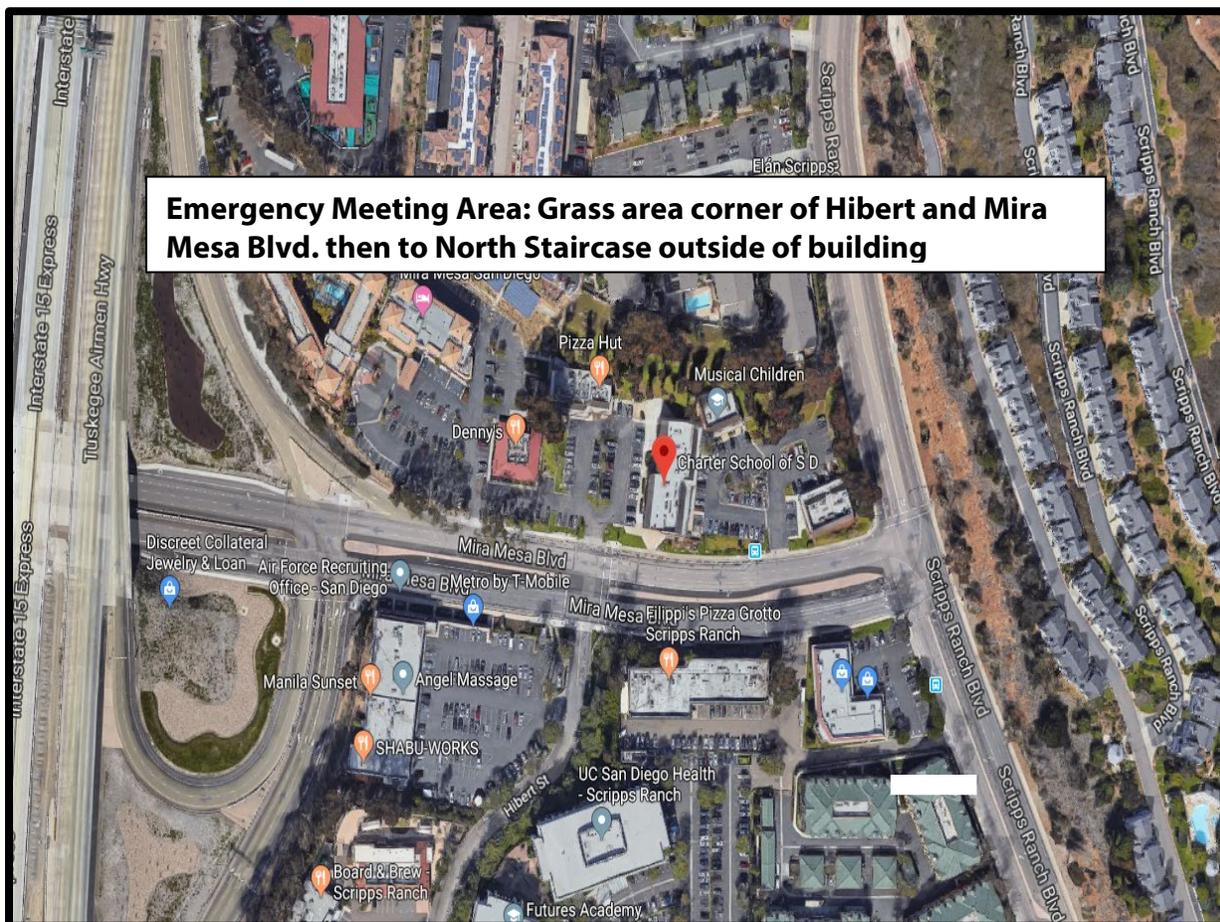
Point Loma Resource Center Plan



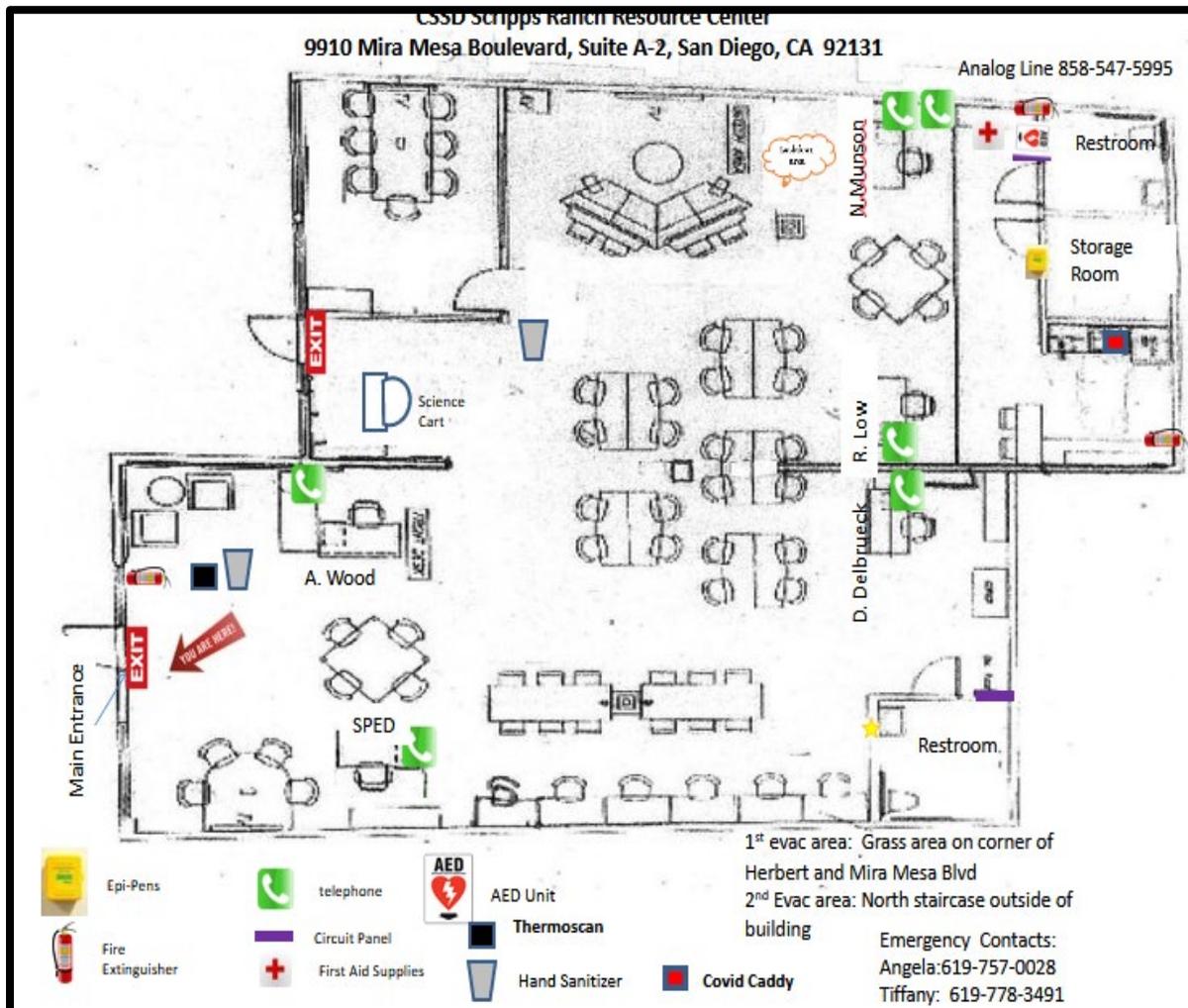
Scripps Ranch: 9910 Mira Mesa Blvd., Suite A-2, Bldg. B, San Diego, CA 92131

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



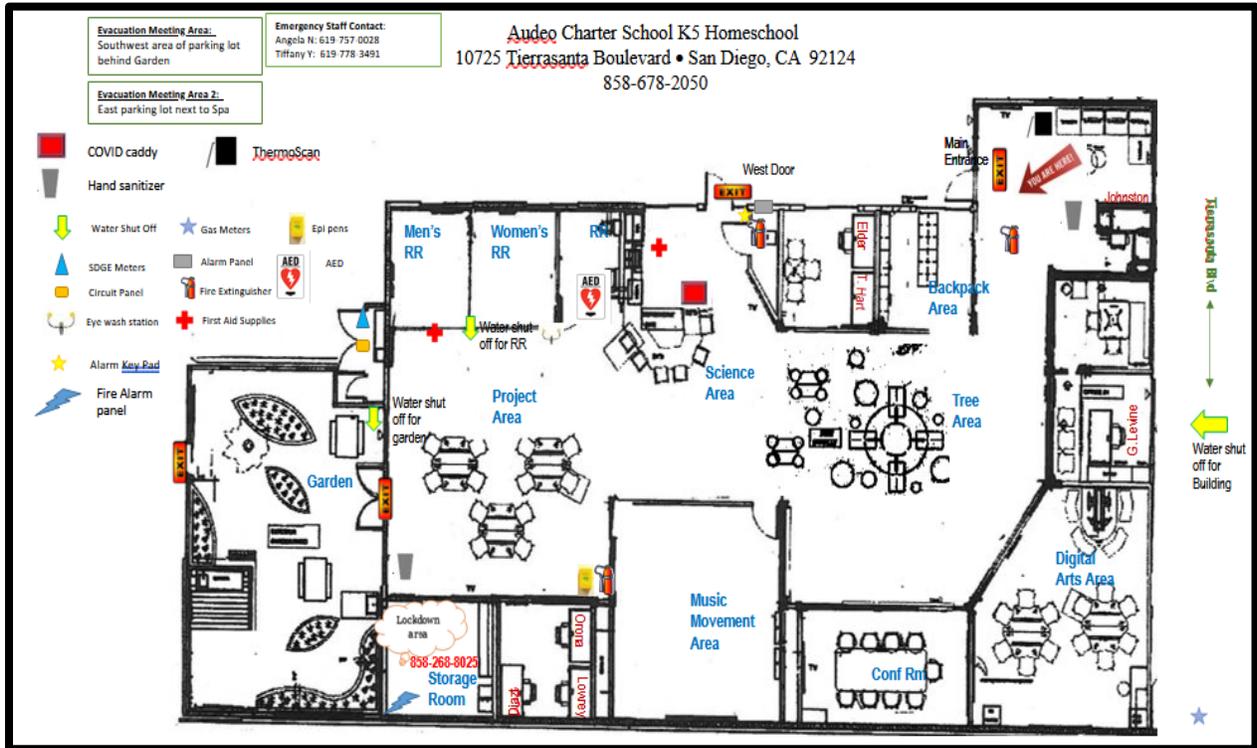
Tierrasanta Resource Center: 10425 Tierrasanta Blvd, Suite 101, San Diego, CA 92124
Cross Street: Santo Road
Emergency Meeting Area: Grass Area Behind Bus Stop on Tierrasanta Blvd. to Front of Chase Bank



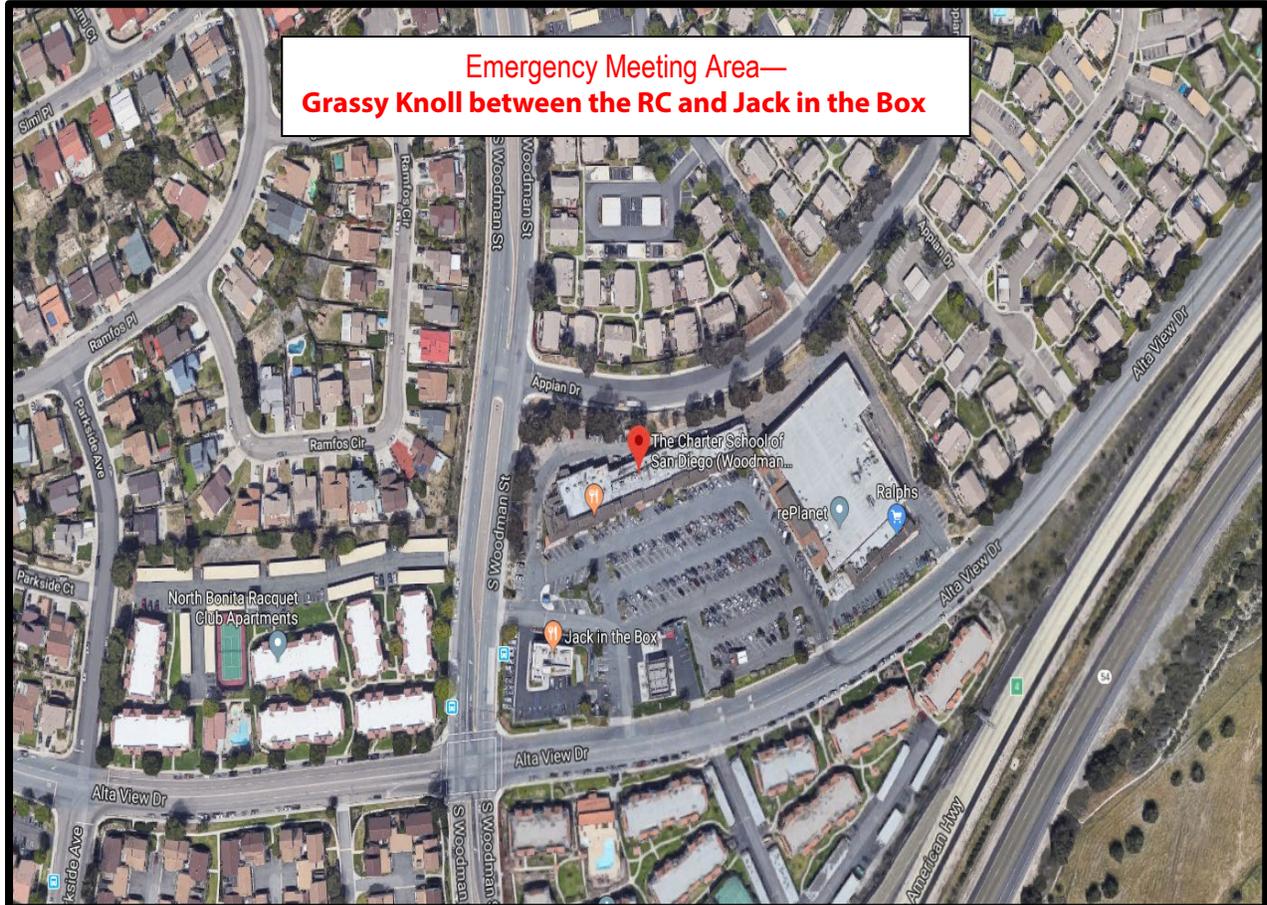
Tierrasanta K-5 Resource Center: 10725 Tierrasanta Blvd., San Diego, CA 92124
Cross Street: Santo Road and La Cuenta Dr.
Emergency Meeting Area: Southwest Area of Parking Lot Behind Garden to Parking Lot Next to Spa



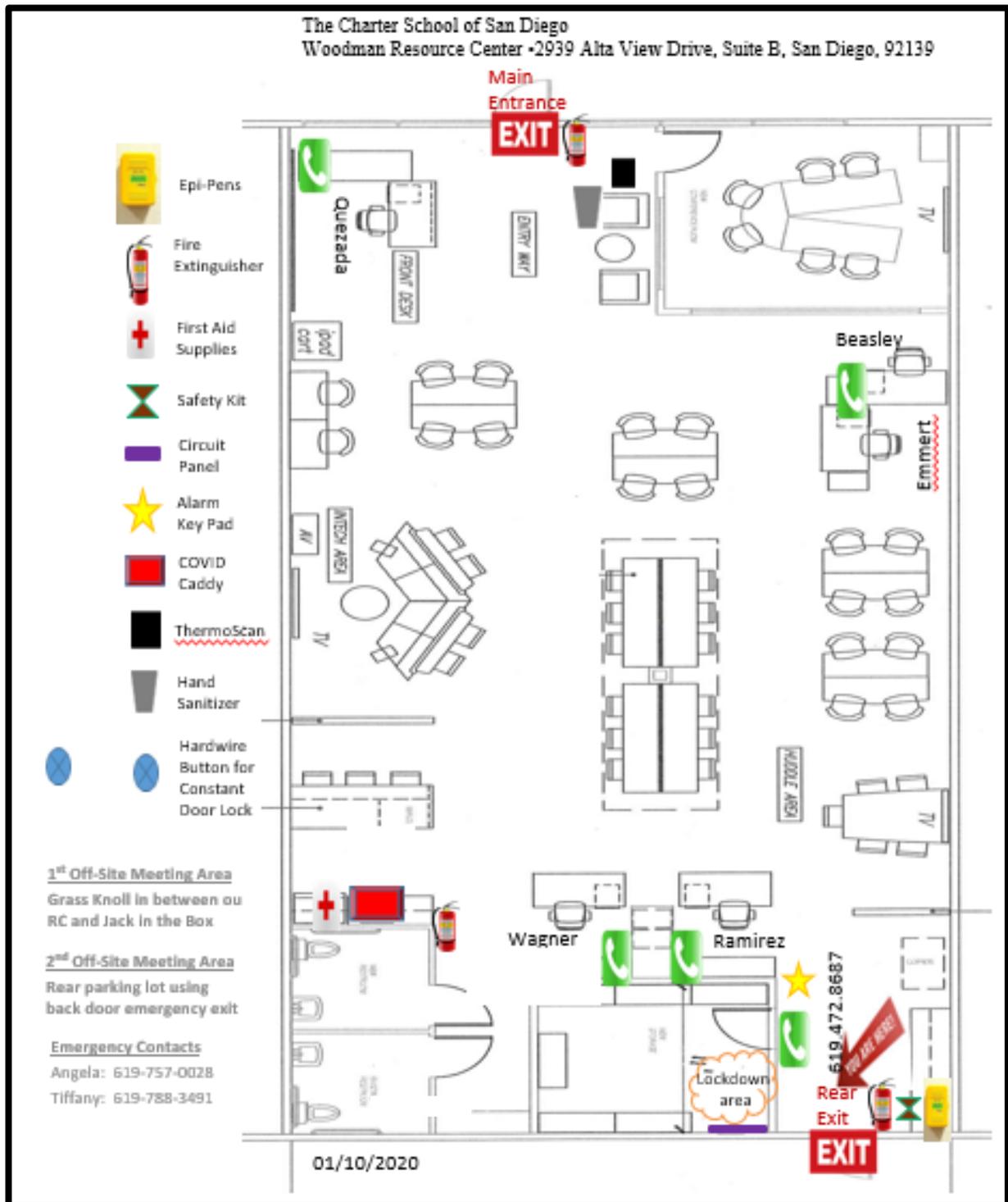
Tierrasanta K-5 Resource Center Plan



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				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
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:

2.	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:

3.	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:

4.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 2 of __**

5.	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:

6.	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:

7.	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:

8.	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:

9.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 3 of __**

10.	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:

11.	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:

12.	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:

13.	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:

14.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 4 of __**

15.	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:

16.	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:

17.	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:

18.	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:

19.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 5 of __**

20.	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:

21.	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:

22.	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:

23.	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:

24.	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:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 6 of __**

25.	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:

26.	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:

27.	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:

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.

<p>Telephone Bomb Threats</p> <ul style="list-style-type: none"> ▪ Remain calm/courteous. ▪ Read phone's visual display. ▪ Listen, don't interrupt. ▪ Keep caller talking. Pretend hearing difficulty. ▪ Notice details: background noises, voice description. ▪ Ask: When? Where? What? How? ▪ Don't touch any suspicious objects. <p style="text-align: center;">Call 911</p>
--

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 (shrubbery, 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 FROM:

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

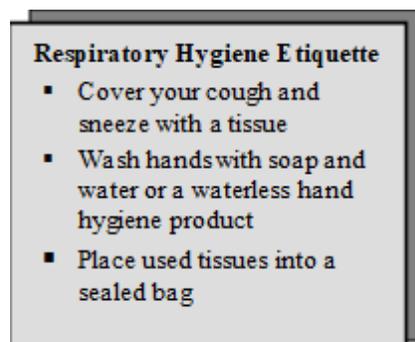
Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- 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:

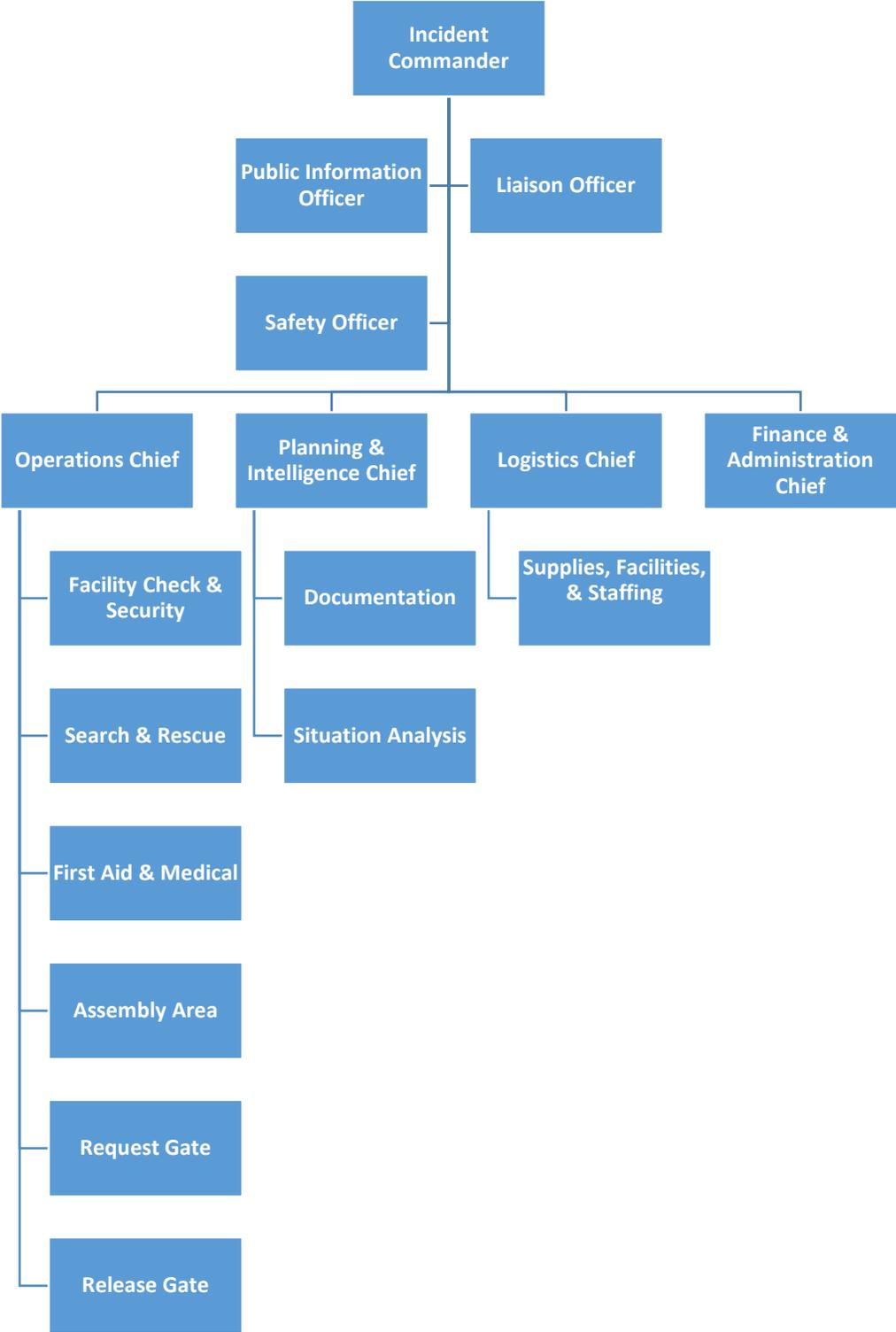
- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).**
- Practice “respiratory hygiene etiquette”.**
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).**
- Implement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

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
Bradi Zapata	Public Information Officer (PIO)	Eleanor Pe
Eleanor Pe	Liaison Officer	Bradi Zapata
Tim Tuter	Operations Chief	Angela, Neri, Eleanor Pe
Angela Neri	Facility Check/Security	V. Vallon, H. Beaupre, D. Hurd, Ana Maria Rojas
RC Safety Lead by Location	Search & Rescue Team Leader	V. Vallon, H. Beaupre, D. Hurd, Ana Maria Rojas
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, Ana Maria Rojas
Safety Ambassadors (per location)	Release Gate	V. Vallon, H. Beaupre, D. Hurd, Ana Maria Rojas
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: Bradi Zapata

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: Bradi Zapata

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, Ana Maria Rojas, 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, Ana Maria Rojas, 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, Ana Maria Rojas, 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.
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- 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 (Ana Maria Rojas, 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, Ana Maria Rojas, 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, Ana Maria Rojas, 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*
2021-2022**

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	Eden Borsack
Mission Valley-East	Brittany Yourex
Mission Valley-West	Jennifer Nieves/Rosan Duenas
Pacific Beach	Chad Menestrina

The Charter School of San Diego

Resource Center	Safety Ambassador
Clairemont	Wendy Rode
College Avenue	Jeanette Perez
Downtown	Shoshana Good
Euclid	Eddie Beltran
Lake Murray	Christine Daniels
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	Laura Liedblad
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 January 2022

AUDEO CHARTER SCHOOL CORPORATION

EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY

The Board of Directors of Audeo Charter School, a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School hereafter collectively referred to as (“Charter School”) hereby adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by Charter School.

Definitions

- “*Education Record*”: An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by Charter School or by a party acting for Charter School. Such information includes, but is not limited to:
 1. Date and place of birth; parent and/or guardian’s address, mother’s maiden name and where the parties may be contacted for emergency purposes;
 2. Grades, test scores, courses taken, academic specializations and school activities;
 3. Special education records;
 4. Disciplinary records;
 5. Medical and health records;
 6. Attendance records and records of past schools attended; and/or
 7. Personal information such as, but not limited to, a student’s name, the name of a student’s parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records maintained by a law enforcement unit of Charter School that were created by that law enforcement unit for the purpose of law enforcement;

3. In the case of a person who is employed by Charter School but not in attendance at Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
 4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Charter School;
 5. Records that only contain information about an individual after the individual is no longer a student at Charter School; or
 6. Grades on peer-graded papers before they are collected and recorded by a teacher.
- "*Personally Identifiable Information*": Personally identifiable information ("PII") is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Charter School reasonably believes knows the identity of the student to whom the education record relates.
 - "*Directory Information*": Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by Charter School pursuant to the FERPA (20 U.S.C. § 1232g). Charter School has designated the following information as directory information:
 1. Student's name
 2. Student's address
 3. Parent/guardian's address
 4. Telephone listing
 5. Student's electronic mail address
 6. Parent/guardian's electronic mail address
 7. Photograph
 8. Date and place of birth

9. Dates of attendance
 10. Grade level
 11. Participation in officially recognized activities and sports
 12. Weight and height of members of athletic teams
 13. Degrees, honors, and awards received
 14. The most recent educational agency or institution attended
 15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)
- “*Parent*”: Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
 - “*Eligible Student*”: Eligible student means a student who has reached eighteen (18) years of age.
 - “*School Official*”: A school official is a person employed by Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Charter School . A school official also may include a volunteer for Charter School or an independent contractor of Charter School or other party who performs an institutional service or function for which Charter School would otherwise use its own employees and who is under the direct control of Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.
 - “*Legitimate Educational Interest*”: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Disclosure Of Directory Information

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent’s or eligible student’s right to require that Charter School not release “directory information” without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of “directory information” that it may not disclose without the parent’s or eligible student’s prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student’s directory information made while the former student was in attendance unless the student rescinds the opt out request.

Annual Notification To Parents And Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

Parental And Eligible Student Rights Relating To Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

1. Copies of Education Records

Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate.
- b. Misleading.
- c. In violation of the privacy rights of the student.

Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

3. Hearing to Challenge Education Record

If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and

- c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The Administrator for Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or Executive Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of Charter School, or both. If Charter School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Disclosure Of Education Records And Directory Information

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:
2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations (“C.F.R.”) Part 99;
3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student’s enrollment or transfer. When a student transfers schools, Charter School will mail the original or a copy of a student’s cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
5. Appropriate parties in connection with a student’s application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
7. Accrediting organizations in order to carry out their accrediting functions;
8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
10. Persons who need to know in cases of health and safety emergencies;
11. State and local authorities, within a juvenile justice system, pursuant to specific State law;
12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School ; and/or
13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

Record Keeping Requirements

Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Charter School officials with a legitimate purpose of inspecting the records, a

party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5920

Record Retention

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations (“CCR”) sections 431 through 438, per the following:

- “*Mandatory Permanent Student Records*”: must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
 1. Legal name of student
 2. Date of birth
 3. Method of verification of birth date
 4. Sex of student
 5. Place of birth
 6. Name and address of parent of minor student
 7. Address of minor student if different than above

8. An annual verification of the name and address of the parent and the residence of the student
9. Entering and leaving date of each school year and for any learning periods or courses taken during each year, half year, summer or quarter
10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
11. Verification of or exemption from required immunizations
12. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- *“Mandatory Interim Student Records”*: Must be maintained until judged to be disposable defined as “when the student leaves the charter school or when their usefulness ceases.” These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
 1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
 2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
 3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
 4. Language training records
 5. Progress slips and/or notices
 6. Parental restrictions regarding access to directory information or related stipulations.
 7. Parental or adult student rejoinders to challenged records and to disciplinary action
 8. Parental authorizations or prohibitions of student participation in specific programs
 9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until

it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

- “*Permitted Student Records*”: may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student’s completion or withdrawal from school. These records are defined as:
 1. Objective counselor and/or teacher ratings
 2. Standardized test results older than three years
 3. Routine discipline data
 4. Verified reports of relevant behavioral patterns
 5. All disciplinary notices
 6. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

Audeo Charter School Corporation

STUDENT FEES POLICY

~~Student Fees Policy~~ **Board Policy #: 1550**

Approved: September 11, 2014

Amended: ~~INSERT~~ February 16, 2022

This student fees policy has been adopted by the Board of Directors of Audeo Charter School Corp. Inc. to apply to Audeo II, Audeo III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as “Charter School.” This Policy is adopted in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 (“AB 1575”) (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school.

I. General Statement ~~Of~~ Policy

~~Audeo Charter School operates free public charter schools, and No~~ student enrolled in ~~Audeo Charter School~~ Charter School shall be required to pay a student fee for participation in Audeo Charter School’s educational activity unless specifically authorized by law.

II. Definitions

~~For purposes of this policy and pursuant to AB 1575, “educational~~ Educational activity” means any activity offered by ~~Audeo Charter School~~ Charter School that constitutes an integral fundamental part of a student’s education, including, but not limited to, curricular and extracurricular activities. ~~“Educational activity” does not include: (a) transportation (bus) to and from school; (b) child care services for students whose parents cannot pick up their student immediately after school.~~

~~For purposes of this policy and pursuant to AB 1575, “student~~ Pupil fee” means a fee, deposit, or other charge imposed on students, or a student’s parents or guardians, in violation of 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. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

- (a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;

(b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;

(c) purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

III. Policy Against Unlawful Pupil Fees

III. SPECIFIC STUDENT FEE PROVISIONS

1. All supplies, materials, and equipment needed for students to participate in Audeo Charter School's educational activities shall be provided to students by the school free of charge.
2. ~~Audeo Charter School~~ Charter School does not use a fee waiver policy to make any student fee permissible.
3. ~~Audeo Charter School~~ Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Audeo Charter School, or students who make voluntary donations to Audeo Charter School's programs and activities, are not provided a higher educational standard than students who do not.
4. ~~Audeo Charter School~~ Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and ~~Audeo Charter School~~ Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.
5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. All students at Audeo Charter School participate at Graduation that is part of the curriculum. A cap and gown will be provided free of charge by ~~Audeo Charter School~~ Charter School to graduating students and ~~will must~~ be returned to ~~Audeo Charter School~~ Charter School after the Graduation ceremony. ~~Audeo Charter School~~ Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are ~~permitted to participate, and~~ provided ~~necessary access to a~~ cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

IV. Lawful Fees

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. ~~Audeo Charter School may charge students a r~~Reasonable fees [up to an amount not to exceed \$10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.
2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, athletic, or school band activities, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. All students at Audeo Charter School Charter School participate in field trips that are part of the curriculum, which are provided to students by Audeo Charter School Charter free of charge. ~~Audeo Charter School~~ may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.
3. Fees for optional attendance as a spectator at a school sponsored activity
4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.
5. Charges for medical or hospital insurance for field trips that is made available by the Charter School
6. Fees for outdoor science school camp program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.
7. Reimbursement for the direct costs of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.
8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.
9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.
10. Fees for transportation of pupils to places of summer employment.
11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.

12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.
13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.
14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.
15. Charges for eye safety devices for a student to keep, at a price not to exceed the district's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes. -
16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil. -
17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

V. Voluntary Contributions

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or SCS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

VI. Notice

Students and parents of students will be provided a copy of this policy at the start of each school year as part of ~~Audeo~~ Charter School's Student and Parent ~~Resource Guide~~Handbook.

VII. Complaint and Remedy Procedures

Students, parents or guardians who believe they are being charged an impermissible pupil fee ~~under AB 1575~~ should contact the ~~Director of Instruction and Innovation~~Executive Director or designee, ~~or file a complaint pursuant to and all complaints will be addressed~~ pursuant to Audeo Charter School's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent ~~Resource Guide~~Handbook. As outlined in the ~~Uniform Complaint Procedures Policy~~UCP, ~~some~~ complaints related to school fees may be made anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

~~In the event any Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, is found to have merit, Audeo Charter School Charter School will reimburse all affected students, parents and guardians, shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by SCS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:~~

- ~~(1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.~~
- ~~(2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.~~

Audeo Charter School Corporation

STUDENT WELLNESS POLICY

Board Policy #:1710 ~~Wellness Policy~~

Approved: February 22, 2018

Amended: February 16, 2022

The Board of Directors of Audeo Charter School, Inc. hereby adopts this Wellness Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School, all hereafter collectively referred to as “Charter School.” Charter School adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. -This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. -Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. -In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. -Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This ~~policy~~Policy outlines Charter School’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. -Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day— both through reimbursable school meals and other foods available throughout the Charter School resource centers —in accordance with Federal and state nutrition standards~~;~~
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors~~;~~
- Students have opportunities to be physically active before, during and after ~~School;~~the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness~~;~~
- Charter School ~~faculty and~~ staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school~~;~~
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits~~;~~ and.

- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found at: www.Audeo2.com; www.audeo3.com; www.audeovalley.com; www.grossmontsecondarycharter.com; www.sweetwatersecondary.com

Recordkeeping

The Charter School will retain records to document compliance with the requirements of this policy in the main office. -Documentation maintained in this location will include but will not be limited to:

- The written Policy;
- Documentation demonstrating that the Policy has been made available to the public;
- Documentation to demonstrate compliance with the annual public notification requirements; **and community involvement requirements.**
- Documentation of the triennial assessment of the Policy;
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

Annual Notification of Policy

The Charter School will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. -The Charter School will make this information available via the Charter School website and/or Charter School-wide communications. -The Charter School will provide as much information as possible about the Charter School nutrition environment. -This will include a summary of Charter School's events or activities related to Policy implementation.

Triennial Progress Assessments

At least once every three years, the Charter School will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the Charter School in compliance with this Policy;

- The extent to which the Charter School's ~~policy~~Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Special ~~Instructional Services~~Education Coordinator

~~858-678-4818~~619-393-2270

The Executive Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

Community Involvement, Outreach and Communications

The Charter School is committed to being responsive to community input, which begins with awareness of the ~~wellness policy.~~ ~~The Charter School~~Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. -The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will ~~post the policy and~~use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as ~~create print collateral~~non-electronic mechanisms, such as newsletters ~~and flyers that will be sent home to parents and formal~~ presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy-. The Charter School will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that ~~the district and individual~~other local schools are communicating important ~~School~~school information with parents.

The Charter School will actively notify the public about the content of ~~or, the implementation of,~~ and any updates to the ~~wellness policy~~ Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

II. Nutrition

Charter School Meals

The Charter School is committed to promoting healthy food choices. It does not currently provide school meals or participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers. Charter School will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the hours of operation, school day to support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and parties. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser ~~occurred~~ occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to ~~students,~~ parents and teachers a list of healthy ~~–fundraising ideas–.~~

Nutrition Promotion

The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

Food and Beverage Marketing in Schools

The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurs, aAny foods and beverages marketed ~~or~~ promoted to students on the school Resource Centers during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

III. Physical Activity

The Centers for Disease Control (“CDC”) recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. -The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

IV. Other Activities that Promote Student Wellness

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. -The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of the parents and the community.

All Charter School-sponsored events will adhere to this Policy’s wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The Charter School will continue *to* develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy’s implementation. -Existing and new community

partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

Professional Learning

When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

AUDEO CHARTER SCHOOL CORPORATION

EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY

The Board of Directors of Audeo Charter School corporation hereby adopts this Educational for Homeless and Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as (“Charter School”). The Governing Board of the Charter School desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term “*homeless children and youth*” means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Charter School Liaison

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Rachel Thomas, Equity and Inclusion Officer
10170 Huennekens Street, San Diego, CA 92121
858-678-4818

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School.
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act (“IDEA”); any other preschool programs administered by Charter School, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Enrollment

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in career and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

Transportation

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or Charter School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Charter School will be adequate and appropriate for the Student's situation, but Charter School does not commit to any one method of transportation for all youth.

Professional Development

All administrators, teachers and employees of Charter School will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the Charter School Liaison.

High School Graduation Requirements

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the

student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how many of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18

years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

AUDEO CHARTER SCHOOL CORPORATION

EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY

Introduction

The Board of Directors of Audeo Charter School corporation hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School, hereafter collectively referred to as (“Charter School”). The Charter School recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School’s educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School’s local control and accountability plan (“LCAP”).

Definitions

- “*Foster youth*” means a child who has been removed from their home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
- “*Former juvenile court school pupil*” means a pupil who, upon completion of the pupil’s second year of high school, transfers from a juvenile court school to the Charter School.
- “*Child of a military family*” refers to a student who resides in the household of an active duty military member.
- “*Currently Migratory Child*” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- “*Pupil participating in a newcomer program*” means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.
- “*Educational Rights Holder*” (“*ERH*”) means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions

for the pupil pursuant to Education Code section 56055.

- “*School of origin*” means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.
- “*Best interests*” means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

Within this Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as “Foster and Mobile Youth.”

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School’s liaison for Foster and Mobile Youth:

Rachel Thomas
Equity and Inclusion Officer
rthomas@charterschool-sandiego.net
858.678.4818

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of Foster and Mobile Youth.
2. Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student’s records to

the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
 - a. An expulsion hearing for a discretionary act under the Charter School's charter.
 - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
 - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion Officer or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster

youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth have the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

- a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
- b. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth

while attending another public school¹, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

¹ For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion Officer or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student at any time if an exemption is requested by the youth and the youth qualifies for the exemption. Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the Equity and Inclusion Officer or designee shall:

1. Inform the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Inform the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the

California Community Colleges.

4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Student Records

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization, and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request.

AUDEO CHARTER SCHOOL CORPORATION

EDUCATIONAL EQUITY AND IMMIGRATION STATUS POLICY

The Board of Directors of Audeo Charter School corporation hereby adopts this Educational Equity and Immigration Status Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School, hereafter collectively referred to as (“Charter School”). The Charter School recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.

Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School’s sensitive or safe locations unless required by law.

Information about children’s rights to a free education regardless of immigration status or religious beliefs and the Attorney General’s *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

Responding to Hate Crimes and Bullying

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of

instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.

Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

Gathering and Managing Student and Family Information

School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.

- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Admissions and Enrollment

As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth

- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

Social Security Information:

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced- price meals, if the family meets the income eligibility requirements.

Sharing Student and Family Information

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.

Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

- (a) The signature and date of the parent, guardian, or eligible student providing consent;
- (b) A description of the records to be disclosed;
- (c) The reason for the release of information;
- (d) The parties or class of parties receiving the information; and
- (e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- (a) Notify a designated Charter School official about the information request.
- (b) Provide students and families with appropriate notice and a description of the immigration officer's request.
- (c) Document any verbal or written request for information by immigration authorities.
- (d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

Responding to Immigration Enforcement on Campus

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office.

Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

Procedures for Responding to On-Campus Immigration Enforcement

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.

In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to produce documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
 - a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to any request without first consulting with the Charter School's counsel or other designated agency official
 - b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant
 - c. Subpoena for production of documents or other evidence
 - i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed
8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically

impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus

9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
 - a. List or copy of the officer's credentials and contact information;
 - b. Identity of all school personnel who communicated with the officer;
 - c. Details of the officer's request;
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
 - e. Charter School personnel's response to the officer's request;
 - f. Any further action taken by the agent; and
 - g. Photo or copy of any documents presented by the agent
10. Charter School personnel shall provide a copy of those note, and associated documents collected from the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

Responding to the Detention or Deportation of a Student's Family Member

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates,

passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Family Safety Plan

To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

Additional Resources

In the event that a student's family member is detailed, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

- (1) ICE Detainee Locator
 - (<https://locator.ice.gov/odls/homePage.do>)
- (2) Legal Assistance
 - There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent

- A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR)
- (3) Consulate or Embassy.
 - The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Charter School will also ensure that the attorneys who they refer students to are licensed and in good standing with the State bar of California, by checking online at <http://www.calbar.ca.gov/Attorneys>

Audeo Charter School Corporation

SUSPENSION AND EXPULSION POLICY

Board Policy #: 3110

Amended: February 16, 2022

This Pupil Suspension and Expulsion Policy has been established by the Board of Directors of Audeo Charter School Corporation, Inc. in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Sweetwater Secondary School, Grossmont Secondary School (hereinafter collectively referred to as “Charter School”).

In adopting this policy, 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, involuntary removals, and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Charter School is committed to annual review of policies and procedures surrounding suspensions, involuntary removals, and expulsions 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. This policy shall serve as Charter School’s policy and procedures for student suspension and expulsion 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. Charter School 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 the 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 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 Charter School 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”) 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. 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 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).

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; 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 it not limited to electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but it 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 it 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 it 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.

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 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).

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 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 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 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.

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 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.
- 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 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 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.

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.

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 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 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 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 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 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 Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Audeo 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 Audeo 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 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 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

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 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 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 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. 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, Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Charter School. 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 the 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 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 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 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 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 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; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at Charter School . 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 Charter School as the Audeo 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. 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 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 Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or 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 to the Charter School 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 Charter School'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.

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.]

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

1. Notification of SELPA

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 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, Charter School, the parent/guardian, 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/guardian 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 Charter School , the parent/guardian, 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 Charter School , the parent/guardian, 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 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 and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If 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 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 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 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 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.

Special Circumstances

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 Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Charter School had knowledge that the student was disabled before the behavior occurred.

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 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 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 Charter School supervisory personnel.

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

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.

Audeo Charter School Corporation

STUDENT USE OF TECHNOLOGY POLICY

~~Board Policy # 3130-Student Use of Technology~~
~~Amended~~ **Approved: December 11, 2017**
~~Amended: INSERT~~ **February 16, 2022**

The Board of Directors of Audeo Charter School, Inc., hereby adopts this Student Use of Technology Policy to apply to Audeo Charter School II, [Audeo Charter School III](#), [Audeo Valley Charter School](#), Grossmont Secondary School and Sweetwater Secondary School, all hereafter collectively referred to as “Charter School.”

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. —The Charter School offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. —The Charter School Governing Board intends that technological resources provided by the ~~school~~ [Charter School](#) be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Definitions

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

“**Educational purpose**” means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

“**Inappropriate use**” means a use that is inconsistent with an educational purpose or that is in clear violation of this ~~P~~policy and the Acceptable Use Agreement.

Notice and Acceptable Use Agreement

The Charter School shall notify students and parents/guardians about authorized uses of ~~school~~ [Charter School](#) computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter ~~School's~~ [School's](#) technological resources, the student and ~~his/her~~ [the student's](#) parent/guardian shall sign and return the Acceptable Use

Agreement specifying user obligations and responsibilities. In that agreement, the student and ~~his/her~~ the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. —They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. —While the Charter School is able ~~to~~ exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. —~~Faculty and/or~~ Staff shall supervise/monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School campus and may have ~~resource center associate, certificated teacher resource aides, student aides,~~ and volunteers assist in this supervision/monitoring. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.¹ Students are expected to follow safe practices when using Charter School technology.

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 pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

Charter School advises students:

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

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other

directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

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

As used in connection with "bullying," an "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:

- o A message, text, sound, video, or image.
- o A post on a social network Internet Web site, including, but not limited to:
 - Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "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.
 - Creating a false profile for the purpose of having one or more of the effects of bullying. A "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.
- o An act of cyber sexual bullying. The term "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 of bullying. 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. The term "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.

harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. -To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. -All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of ~~school~~Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

ACCEPTABLE USE
AGREEMENT

The Charter School- Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of ~~school~~Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. ~~1.~~ **Security.** Students shall not impair the security of Charter School technology resources.
 1. ~~1.~~ Students are expected to:
 - a. ~~a.~~ Safeguard ~~all~~ ~~personal~~ ~~passwords~~. ~~Students~~ ~~should~~ ~~not~~ ~~share~~ ~~passwords~~ with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
 - b. ~~b.~~ Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. ~~2.~~ **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. ~~3.~~ **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. —They also agree to indemnify and hold harmless the Charter School ~~and~~, Charter School personnel~~staff~~, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
4. ~~4.~~ **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for

educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate ~~school~~Charter School policy or local law. These include but are not limited to:

- a. ~~a.~~—Playing games or online gaming.
 - b. ~~b.~~—Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c. ~~c.~~—Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
 - d. ~~d.~~—Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - e. ~~e.~~—Conducting any activity that is in violation of ~~school~~Charter School policy, the student code of conduct or local, state or federal law.
 - f. ~~f.~~—Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
 - g. ~~g. Participating in political activities.~~ ~~h.~~—Conducting for-profit business.
 - h. ~~i.~~—Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School’s network.
 - i. ~~j.~~—Using any software or proxy service to obscure either the student’s IP address or the sites that the student visits.
 - j. ~~k.~~—Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - k. ~~l.~~—Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. ~~5.~~**No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
6. ~~6.~~**Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School’s network or intentionally damage any Charter School technology resources.

7. ~~7.~~ **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School’s network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
- ~~8.~~ **Consequences of Inappropriate Use.** —Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the
8. Student Code of Conduct and applicable laws.
9. Technology Systems/Equipment Care. Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. —This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School’s property, including but not limited to Charter School’s technology, equipment and networks, or fails to return Charter School’s property that has been loaned to the student, the student’s parents/guardians are liable for all damages caused by the student’s misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student’s parent or guardian in writing of the student’s alleged misconduct and affording the student due process, Charter School may withhold the student’s grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student’s parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student’s grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

As a user of ~~the~~ Charter School technologies, I have read Student Use of Technology Policy and ~~herby~~hereby agree to comply with it and the Acceptable Use Agreement.

Student Name (please print): _____

Grade: _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____ Date: _____

For School Employees Only _____

I have read, understand and agree to abide by the Student Use of Technology Policy and the Acceptable Use Agreement. –I understand that the schoolsCharter School’s policies, procedures, rules, and regulations which apply to students also apply to me as an adult user of the schoolsCharter School’s technology, in addition to any separate policies governing employee use of technology.

Employee Signature: _____

Employee Name (Please Print) _____

Audeo Charter School Corporation

STUDENT FREEDOM OF SPEECH ~~AND~~ EXPRESSION POLICY

Board Policy #: 3175

Approved: February 22, 2011

Amended: February 22, 2018; ~~INSERT~~ February 16, 2022

The Board of Directors of Audeo Charter School, Inc. hereby adopts this Student Freedom of Speech/Expression Policy to apply to Audeo Charter School II, Audeo Charter School III, [Audeo Valley Charter School](#), Grossmont Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as “Charter School.”

The Charter School respects students’ rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, ~~their~~ writing, ~~their clothing, and the~~ printed materials ~~they choose to post~~, including the right of expression in official publications, and/or ~~distribute~~ the wearing of buttons, badges and other insignia.

Definitions

1. “Obscenity”: when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. “Defamation”: Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. “Discriminatory Material”: material that demeans a person or group because of the person/group’s disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
4. “Harassment (including sexual harassment), Intimidation and/or Bullying”: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students

that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. "Fighting Words": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. "Vulgarity and/or Profanity": the continual use of curse words by a student, even after warning.
7. "Violating Privacy": publicizing or distributing confidential or private material without permission.

On Resource Center Expression

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on resource center premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the Charter School. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above.

A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the School Coordinator-Executive Director or designee at least one (1) school day prior to

distribution. The Charter School Coordinator/Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

2. Distribution, free or for a fee, may take place at any time providing before school, after school, and/or during lunch provided there is no substantial disruption in the ~~resource center activities~~school programs (as determined by the ~~Charter School Coordinator/Executive Director~~, ~~including but not limited to tutoring and group study~~), Distribution may not limited to tutoring and group study occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to ~~resource center activities~~the school program (as determined by the ~~School Coordinator, including but not limited to tutoring and group study~~Charter School Coordinator/Executive Director or designee).

The Charter School Coordinator/Executive Director or designee shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.

B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of ~~the official school publication~~publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this ~~section~~Policy. However, it shall be the responsibility of the journalism staff adviser or advisers(s) of pupil/student publications to supervise the production of the pupil/student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this ~~section~~Policy.¹ The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it ~~violates this policy~~violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under

¹ “Official school publications” refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

~~this section.~~ student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the ~~Charter School Coordinator~~Executive Director.

B.C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

C.D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on ~~resource center~~campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and Charter School administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

D.E. Organized Demonstrations

Students have the right to lawful organized ~~resource center~~on-campus demonstrations, subject to the provisions of this Policy and applicable law. ~~–~~Demonstrations that incite ~~pupils~~students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt ~~of~~the orderly operation of the ~~school's resource center(s)~~school are prohibited.

~~No organized demonstrations by school groups may take place off-site during school hours unless sanctioned by school authorities and supervised by a designated school authority.~~No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

Enforcement

- ~~1. The School Coordinator or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy.~~
- ~~2. Any student may appeal the decision of the School Coordinator or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five school days from the time the unsatisfactory decision was rendered.~~

~~3. The Charter School does not have a student government due to the nature and size of the school. However, the Charter School administrator may work with interested students in the development of these procedures. Student responsibilities shall be emphasized.~~

~~4. Students who~~ No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school assemblies, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

Off-Site Expression

Off-campus student expression, including but not limited to student expression on off-campus internet web sites, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program. The Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program.

Enforcement

1. Upon learning that students are considering actions in the areas covered by this Policy ~~should~~they will be informed of the possible consequences of their action under each specific circumstance. ~~The Charter School Coordinator~~Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
- ~~52.~~ This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by ~~pupils~~students upon the resource center premises.
- ~~63.~~ No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a ~~pupil~~student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with Charter through following the Charter School's General Complaint Policies and Procedures.

AUDEO CHARTER SCHOOL CORPORATION

CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICES POLICY

The Governing Board of Audeo Charter School corporation hereby adopts this Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School, hereafter collectively referred to as (“Charter School”). The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as “private devices”) to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school’s instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student’s individualized education program (“IEP”).

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may

remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

AUDEO CHARTER SCHOOL

SECTION 504: POLICY, PROCEDURES, AND PARENT RIGHTS REGARDING IDENTIFICATION, EVALUATION AND EDUCATION

A. SECTION 504 POLICY

The Board of Directors of Audeo Charter School hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School hereafter collectively referred to as (“Charter School”). The Governing Board of the Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 (“IDEA”).

The Charter School’s Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability, or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

B. SECTION 504 PROCEDURES

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Charter School.
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade, or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The Special Education Coordinator shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (619) 393-2270.
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
 - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
 - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation, and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records

- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to Charter School policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Kirsten Ramirez Henderson
 10170 Huennekens Street, San Diego, CA 92121
 (619)-393-2270
 khenderson@altuschools.net

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
- The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
- Mediation by a neutral third party.

- Review of the 504 Plan by the Executive Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
 7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
 8. The parent/guardian and the School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
 9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
 11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.
- F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including 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. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance to

due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. 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, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") 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.

2. 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, Charter School, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 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 504 Plan.

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

- a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If the child has a BIP, review the BIP 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 and Charter School agree to a change of placement as part of the modification of the BIP.

If Charter School, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then 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.

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who 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, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or 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 U.S.C. 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 and Charter School agree otherwise.

4. Special Circumstances

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 Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 U.S.C. § 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 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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 School Coordinator or the Administrator for Instructional Services, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If 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 2004-eligible children with disabilities, including the right to stay-put.

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

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

C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from Charter School to reasonable requests for explanations and

interpretations of your child's records.

12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson 504 Coordinator, (619) 393-2270 and at 10170 Huennekens Street, San Diego, CA 92121, with any questions regarding the information contained herein.

Audeo Charter School Corporation

ADMINISTRATION OF MEDICATION POLICY

Board Policy #:5160

~~ADMINISTRATION OF MEDICATION~~

Approved: February 22, 2018

Amended: February 16, 2022

The Board of Directors of Audeo Charter School, Inc. hereby adopts this amended Administration of Medication Policy to apply to Audeo Charter School II, [Audeo Charter School III](#), [Audeo Valley Charter School](#), [Grossmont Secondary School](#), and Sweetwater Secondary School, ~~[Grossmont Secondary School](#), and [Audeo Charter School III](#)~~, all hereafter collectively referred to as “Charter School.”

Charter School staff is responsible for overseeing the administration of prescribed and over-the-counter medication to students during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. ~~regular school hours, including, field trips, co-curricular activities, and camps or other activities that typically involve at least one overnight stay from home. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.~~

Definitions

- “Authorized health care provider” means an individual who is licensed by the State of California to prescribe medication.
- “School nurse” means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- “Other designated Charter School personnel” means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.
- “Medication” includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies.
- “Regular school day” includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

~~Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician and surgeon, or ordered for him or her by a physician assistant practicing in compliance with Chapter 7/7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, may be assisted by the school nurse or designated school personnel or may carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication if the school receives the appropriate written statements as follows:~~

Administration of Auto-Injectable Epinephrine or Inhaled Asthma Medication

Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine (“EpiPen”) or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if Charter School receives both the appropriate written statements as follows:

~~In order for a pupil to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication, the school shall obtain both~~

~~1. a-A~~ written statement from the ~~physician and surgeon or physician assistant~~authorized healthcare provider (1) detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and ~~(2)~~ confirming that the pupil is able to self-administer ~~auto-injectable epinephrine~~an EpiPen or inhaled asthma medication, and

~~1.2.a~~ written statement from the parent, foster parent, or guardian of the ~~pupil-student (1)~~ consenting to the self-administration, ~~(2)~~ providing a release for the school nurse or designated school personnel to consult with the health care provider of the ~~pupil-student~~ regarding any questions that may arise with regard to the medication, and ~~(3)~~ releasing the ~~school-Charter School~~ and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the student’s medical professional.

Staff Training and Emergency Response

Additional information about staff trainings and the Charter School’s response to emergencies can be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

~~Additionally, the~~The school nurse or trained personnel who have volunteered may use ~~epinephrine auto-injectors~~EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. ~~The school~~Charter School will ensure it has the appropriate type of ~~epinephrine auto-injector~~EpiPen on site (i.e., regular or junior) to meet the needs of its ~~pupils~~students. The school will ensure staff properly store, maintain, and restock the ~~epinephrine auto-injectors~~EpiPen as needed.

The Charter School will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of ~~epinephrine auto-injectors~~an EpiPen ~~based on the standards developed by the Superintendent of Public Instruction.~~

The ~~school~~Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.
2. Administration of glucagon.
3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent or guardian and licensed health care provider.

A Charter School employee shall notify the Executive Director if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent or guardian of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and

to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

Administration of Medication

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

In order for a pupil to be assisted by the school nurse or other designated ~~Charter School school~~ personnel in administering medication ~~other than emergency epinephrine auto-injectors or inhaled asthma medications, the school~~ Charter School shall obtain both:

1. a written statement from the ~~physician and surgeon or physician assistant~~ student's health care provider detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and
- ~~1.2.a~~ A written statement from the parent, foster parent, or guardian of the ~~pupil~~ student indicating the desire that the ~~school~~ Charter School assist the ~~pupil~~ student in the matters set forth in the statement of the ~~physician and surgeon or physician assistant~~ authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

Storage and Record Keeping

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.
- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
 - a. Student's name.
 - b. Name of medication the student is required to take.
 - c. Dose of medication.
 - d. Method by which the student is required to take the medication.
 - e. Time the medication is to be taken during the regular school day.
 - f. Date(s) on which the student is required to take the medication.
 - g. Authorized health care provider's name and contact information.

- h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.
- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

Guidelines:

- ~~The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.~~
- ~~Medication shall be administered only during school hours if determined by a physician to be necessary.~~
- ~~Designated staff shall keep records of medication administered at the school.~~
- ~~All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.~~
- ~~Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.~~
- ~~Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes).~~
- ~~The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.~~
- ~~A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine or inhaled asthma medication in a manner other than as prescribed.~~
- ~~Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the pupil's medical professional.~~

AUDEO CHARTER SCHOOL

TRANSPORTATION SAFETY PLAN

Because Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School (“CHARTER SCHOOL” or the “Charter School”) provides transportation to CHARTER SCHOOL activity, the Board of Directors (“Board”) approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each CHARTER SCHOOL and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the CHARTER SCHOOL discipline policy.

Definitions

- “*School bus*” is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource Center or to and from Charter School activities. “School bus” does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

“*School activity bus*” is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- “*Private passenger vehicle*” is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

Determining Whether a Student Requires an Escort

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers’ direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus **ONLY** at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Executive Director.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

Procedures for All Students to Follow as They Board or Exit a School Bus at CHARTER SCHOOL Resource Center or Other School Activity Location

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
 - a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
 - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
 - c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus

CHARTER SCHOOL staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, CHARTER SCHOOL staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus

CHARTER SCHOOL shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety

CHARTER SCHOOL shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

Instruction for Students who were not Previously Transported in a School Bus

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
 - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
 - b. Students are not to play in or be in the street or private property.
 - c. Students shall be on the proper side of the street before the bus arrives at the bus stop.

- d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
 - e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
 - f. Students should not approach the bus until it comes to a complete stop at the stop;
 - g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
 - h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
 - i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
 - j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
 4. School bus danger zone(s).
 5. Walking to and from school bus stops.

Instruction for all Students Prior to Departure on School Trip

Finally, prior to departure on a school activity trip, CHARTER SCHOOL shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
 - a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
 - a. Proper fastening and release of the passenger restraint system;
 - b. Acceptable placement of passenger restraint systems on students;
 - c. Times when the passenger restraint systems should be fastened and released; and
 - d. Acceptable placement of the passenger restraint systems when not in use.

Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less

Pursuant to Vehicle Code section 34501.6, CHARTER SCHOOL is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Executive Director that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Executive Director may consult with legal counsel as needed.
3. The Executive Director may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Executive Director.

School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Executive Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

CHARTER SCHOOL shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
2. A copy of their Driver's License and Vehicle Registration.
3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Executive Director or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.
4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
5. Maps and directions from the teacher/coach should be reviewed prior to leaving.
6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.
7. Call the Charter School office immediately if there is a problem.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Charter School II	Veronica Ballman School Coordinator	Email: vradtke@altusschools.net Phone: (858) 678-2050

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Audeo Charter School II (Audeo II) will receive additional funding from the 2021-22 Budget Act by receiving funds from the California Educator Effectiveness Grant, A-G Completion Improvement Grants, Dispute Prevention Grant and Learning Recovery Grant. These grants were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The California Educator Effectiveness Grant (CEEG) is a program that promotes educator equity, quality and effectiveness through professional learning. School staff was able to design and develop a CEEG Plan by conducting a needs assessment and collaborating with educational partners, including teachers, staff, administration, students, parents and community members. The School engaged educational partners in a variety of settings and methods, including but not limited to: LCAP Surveys, School Site Council Meetings, English Language Advisory Committee Meetings, School Instructional Meetings, Leadership Team Meetings, Altus University Trainings, Open House Events and Family Learning Series. Some of the following themes emerged from each educational partner group and contributed to the development of the CEEG Plan:

- School administrators express a need for ongoing professional learning that promotes equity and inclusion for a safe school climate while also increasing student achievement related to English Language Arts and Mathematics.
- Teachers and education specialists require professional learning to gain access to more instructional tools and curriculum resources to elevate learning for specific student groups, including students with disabilities, socio-economically disadvantaged students and English learners.
- Students and parents want access to certificated staff who can support their educational, social-emotional and mental health needs.

The CEEG Plan was presented and made available to educational partners at a public meeting on December 1, 2021. The CEEG Plan was board approved on December 9, 2021.

The A-G Completion Improvement Grant Program was established for the purpose of providing additional supports to local educational agencies to help increase the number of California high school pupils, particularly low-income students, foster youth and English Learners, who graduate from high school with A-G eligibility. Audeo II engaged educational partners, including teachers, staff, administrators, students, parents and community members to develop the A-G Completion Improvement Grant Plan. Meaningful feedback was collected through multiple collaborative settings and methods, including conversations, surveys, school events, meetings and trainings. Some of the most valuable feedback collected came from School Site Council Meetings conducted in January 2022. At this meeting, educational partners analyzed achievement gaps related to historical A-G completion rates, explored existing challenges, discussed potential solutions and ideal rates of growth. The following themes emerged from educational partners as new or improved programs and services the School could provide to improve A-G completion rates for All Students, but specifically underserved student groups:

- School administrators express a need for enhanced counseling services to improve the social-emotional and mental health of students – which can lead to improved academic performance and sustain a university going mindset for all students.
- Teachers and school staff want to provide additional and targeted academic tutorials for high school students that will increase engagement in the core curriculum and credit completion rates.
- Students and parents want additional informational and planning sessions focused on the benefits of completing high school with A-G eligibility.

The A-G Completion Improvement Grant Plan will be presented and made available to the school board and community for input at a regularly scheduled board meeting. After public input is taken into consideration and plan updates are made, the revised plan will be taken to the board for approval at a separate regularly scheduled board meeting prior to April 2022.

The Dispute Prevention Grant was established by Section 160 of Assembly Bill 130 and appropriated \$100,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPA). The funding is to support member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive, in a collaborative and equitable manner.

Audeo II belongs to the El Dorado County Office of Education SELPA which created a SELPA-level plan for all members. The plan includes activities focused on dispute prevention through trainings and workshops, parent outreach activities, translation of resources, parent materials, and services to encourage parent outreach activities. Audeo II staff participated in a SELPA webinar held on September 9, 2021.

The Learning Recovery Grant was established by Section 161 of AB 130 (Chapter 44, Statutes of 2021) and appropriated

\$450,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPA).

The funding is to provide learning recovery support. Specifically, this funding shall be expended by SELPAs and their member LEAs for purposes of providing learning recovery support to pupils with disabilities associated with impacts to learning due to school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive. Audeo II worked closely with SELPA program specialist to create a Learning Recovery plan.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Audeo Charter School II (Audeo II) is not eligible for the additional concentration grant add-on funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Audeo Charter School II (Audeo II) received one-time federal funds from the Elementary and Secondary School Emergency Relief Funds (ESSER). This includes ESSER II and ESSER III funds which are intended to support recovery from the COVID-19 pandemic. From the onset of the COVID-19 emergency, Audeo II deployed a Family Needs Assessment Survey to all students and parents to gather information on overall health, mental health, academic, and physical needs. School staff, including school instructional leaders, counselors, social workers, and school nurses, followed-up with each family and provided resources and support based upon specific needs. Data collected in the Family Needs Assessment Survey also aided in the development of additional services, resources and employee trainings.

To close the digital divide, Audeo II deployed Chromebooks and internet data plans to families in need of home computing and internet access. Audeo II commonly refers to this as the Altus Connect Program. Priority was given to Students with Disabilities to ensure access to Special Education services, and other underserved student groups to ensure equity and access to the full instructional program. Audeo II staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots as needed on an ongoing basis. By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, Audeo II staff have been able to support each student's individual educational plan.

Students and families have been contacted directly by teachers, special education staff, counselors, and school instructional leaders in multiple formats including text messages, phone calls, emails, and virtual conferences. The school COVID-19 Safety Officer and Nurses have been available to provide support, community resources and guidance to students and parents. As school staff communicate with families, they document their conversations in the School's Student Information System (SIS). Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. While collaboration is focused on finding solutions to meet the needs of

all students, there is an emphasis on reengaging and supporting the lowest-achieving students.

Students, parents, and family members have also participated in engagement events, including Virtual Parent Night, Senior Night, Family Learning Series, School Site Council, ELAC and College/Career Week. At each engagement event, educational partners share their experiences and provide input on existing programs and approaches. Educational partner feedback is collected, organized and analyzed by school leadership and aids in the development and/or adjustments of school plans, actions and services.

School employees have completed multiple surveys throughout the COVID-19 emergency, including the Employee Engagement Survey to gather information as to how the school can continue to provide a high-quality educational experience for students and families, in both virtual and in-person environments. Based upon employee feedback, the school has replaced and acquired new upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

Further input on the coordination and use of ESSER II funds was outlined in the School's Expanded Learning Opportunities (ELO) Grant Plan. The ELO Grant Plan was created with the focus of offering extended instructional learning time in a safe and supportive environment at our Resource Centers. It was presented, made available to the public and approved at a School Board Meeting on May 19, 2021. The ELO Grant Plan is available on the school website at <https://audeo2.com/about-2/lcap/>.

An ESSER III Expenditure Plan was developed to address academic, social, emotional and mental health needs of students, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. The ESSER III Expenditure Plan was presented, made available to educational partners and approved at the October 26, 2021 School Board Meeting. The expenditure plan is available on the school website at <https://audeo2.com/about-2/public-notices/>.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The American Rescue Plan (ARP) provided Audeo II with additional Elementary and Secondary School Emergency federal relief dollars, more commonly referred to as ESSER III funds. The expenditure plan included strategies for continuous and safe in-person learning, addressing the impact of lost instructional time and other uses.

A primary focus of providing continuous and safe in-person learning was keeping our Resource Centers open and available to students and staff. Audeo II was able to increase the frequency that each site is cleaned, disinfected and sanitized to help mitigate the spread of COVID-19. Each site has a 35-point cleaning plan that includes offices, conference rooms, instructional areas, restrooms and kitchen areas. Implementing and sustaining this level of cleanliness has been a success as demonstrated by not having to close any sites since fully reopening in May 2021.

Our executive safety committee and safety ambassadors at each site have worked closely to ensure all personal protective equipment and supplies are up to date and at appropriate stock levels. Through our own purchasing practices and supplies provided by the San Diego County Office of Education (SDCOE), we have not had PPE shortages. The executive safety committee addressed

air quality concerns by looking at current resources and determining if any enhancements were necessary. Maintaining our current HVAC systems and increasing filter quality to MERV 8 or higher has been recommended for each site and Audeo II entered into quarterly maintenance agreements to regularly service these systems. To enhance the air quality of the HVAC system, air filters have been placed at all locations, including office spaces. These air filters scrub 700 square feet of air every 30 minutes, and each site will receive one or more filters based on their square footage. Supply was low for these items and so several purchases had to be made until we had the appropriate number of filters per site.

To address the loss of instructional time, Audeo II planned to add paraprofessional staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge. This action has been difficult to implement given the short supply of qualified labor and the general market of job seekers in the education industry. We have attended multiple job fairs, expanded online recruitment efforts across multiple platforms (EdJoin, LinkedIn) and dedicated human resources staff to recruit paraprofessionals. While some recruitment efforts have been successful, this remains an area of focus.

With an existing Altus Connect program that provides data-enabled Chromebooks to students, Audeo II was able to quickly expand this program at the start of the Coronavirus pandemic in 2020. Our ESSER III plan includes additional Chromebooks for students who enroll and replacement of damaged technology. As we are going into our second year of the pandemic, Audeo II has continued to struggle with the supply chain constraints on sourcing laptops for students. Even through strong strategic planning and close monitoring of student needs, delivery lead times continue to grow and the ability to provide units upon enrollment is a challenge.

To further reduce infections, we explored contactless enrollment options by incorporating an e-signature platform into our enrollment process with our student service center. This provides a means for our incoming students and families to effortlessly access enrollment forms on any device, including their smart phones, review the documents and provide their signature without having to deliver any documents in-person. This enrollment process improvement has been well received by our incoming students and families, which we see in their survey responses that are provided to every enrolled student. The program has been so successful that we are exploring its use for other departments.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Audeo II has continued to responsibly utilize its fiscal resources in the 2021-22 school year to provide the necessary resources, supplies and services to our program. All employees are provided with training and updates to implement mitigation factors, like staying home when experiencing symptoms of COVID-19. Audeo II recognized the need to be flexible to unplanned interruptions in our working environments, whether it be a teacher, counselor, enrollment clerk, or back-office staff. Our collaboration, knowledge and management systems allowed us to quickly evaluate the needs of our students and staff and respond appropriately. Audeo II invested in technologies that allow staff to seamlessly transition their work from an office setting to their home and back again. In

addition to providing the hardware necessary to enable remote work, investments in technology infrastructure have provided efficient and effective means to access instructional materials and data needed for business operations through a cloud environment.

Our health department, human resources and executive safety committee have worked closely to ensure resources for COVID testing, vaccines and PPE are given to students, families and employees. As described in the previous prompt, fiscal resources have been deployed to meet the needs identified in our Safe Return to In-Person Instruction plan, and ongoing mitigation efforts to slow/stop the spread of the coronavirus. We also provide a series of live, interactive, video broadcasts for students called Resilience in Students and Education (RISE) to ensure that mental health awareness and wellness is supported. RISE addresses students' Social and Emotional Learning impacted by COVID-19 and developmental needs such as self-awareness, self-management, social awareness, relationship, and responsibility skills.

Audeo II has hired an Equity and Inclusion Officer to collaborate with instructional staff, to identify potential student needs, and coordinate services and resources to aid students and family members. A Healthy Youth Therapist was also hired to provide counseling services and facilitate student and family referrals. Most importantly, Audeo II continues to be committed to providing all students with a high-quality education that meets their individual learning needs and prepares them for college/career pathways.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Charter School III	Sharnita Moore School Coordinator	Email: smoore@audeocharterschool.net Phone: (858) 678-2050

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Audeo Charter School III (Audeo III) will receive additional funding from the 2021-22 Budget Act by receiving funds from the California Educator Effectiveness Grant, A-G Completion Improvement Grants, Dispute Prevention Grant and Learning Recovery Grant. These grants were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The California Educator Effectiveness Grant (CEEG) is a program that promotes educator equity, quality and effectiveness through professional learning. School staff was able to design and develop a CEEG Plan by conducting a needs assessment and collaborating with educational partners, including teachers, staff, administration, students, parents and community members. The School engaged educational partners in a variety of settings and methods, including but not limited to: LCAP Surveys, School Site Council Meetings, English Language Advisory Committee Meetings, School Instructional Meetings, Leadership Team Meetings, Altus University Trainings, Open House Events and Family Learning Series. Some of the following themes emerged from each educational partner group and contributed to the development of the CEEG Plan:

- School administrators express a need for ongoing professional learning that promotes equity and inclusion for a safe school climate while also increasing student achievement related to English Language Arts and Mathematics.
- Teachers and education specialists require professional learning to gain access to more instructional tools and curriculum resources to elevate learning for specific student groups, including students with disabilities, socio-economically disadvantaged students and English learners.

- Students and parents want access to certificated staff who can support their educational, social-emotional and mental health needs.

The CEEG Plan was presented and made available to educational partners at a public meeting on December 1, 2021. The CEEG Plan was board approved on December 9, 2021.

The A-G Completion Improvement Grant Program was established for the purpose of providing additional supports to local educational agencies to help increase the number of California high school pupils, particularly low-income students, foster youth and English Learners, who graduate from high school with A-G eligibility. Audeo III engaged educational partners, including teachers, staff, administrators, students, parents and community members to develop the A-G Completion Improvement Grant Plan. Meaningful feedback was collected through multiple collaborative settings and methods, including conversations, surveys, school events, meetings and trainings. Some of the most valuable feedback collected came from School Site Council Meetings conducted in January 2022. At this meeting, educational partners analyzed achievement gaps related to historical A-G completion rates, explored existing challenges, discussed potential solutions and ideal rates of growth. The following themes emerged from educational partners as new or improved programs and services the School could provide to improve A-G completion rates for All Students, but specifically underserved student groups:

- School administrators express a need for enhanced counseling services to improve the social-emotional and mental health of students – which can lead to improved academic performance and sustain a university going mindset for all students.
- Teachers and school staff want to provide additional and targeted academic tutorials for high school students that will increase engagement in the core curriculum and credit completion rates.
- Students and parents want additional informational and planning sessions focused on the benefits of completing high school with A-G eligibility.

The A-G Completion Improvement Grant Plan will be presented and made available to the school board and community for input at a regularly scheduled board meeting. After public input is taken into consideration and plan updates are made, the revised plan will be taken to the board for approval at a separate regularly scheduled board meeting prior to April 2022.

The Dispute Prevention Grant was established by Section 160 of Assembly Bill 130 and appropriated \$100,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPA). The funding is to support member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive, in a collaborative and equitable manner.

Audeo III belongs to the El Dorado County Office of Education SELPA which created a SELPA-level plan for all members. The plan includes activities focused on dispute prevention through trainings and workshops, parent outreach activities, translation of

resources, parent materials, and services to encourage parent outreach activities. Audeo III staff participated in a SELPA webinar held on September 9, 2021.

The Learning Recovery Grant was established by Section 161 of AB 130 (Chapter 44, Statutes of 2021) and appropriated \$450,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPAs).

The funding is to provide learning recovery support. Specifically, this funding shall be expended by SELPAs and their member LEAs for purposes of providing learning recovery support to pupils with disabilities associated with impacts to learning due to school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive. Audeo III worked closely with SELPA program specialist to create a Learning Recovery plan.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Audeo Charter School III (Audeo III) is a single-school Local Educational Agency (LEA) and does not have such comparison schools by which to calculate staff increases. Audeo III, like many other LEAs, using the additional Concentration Grant funding to increase staffing is a challenge this year. Schools overwhelmingly report difficulty in hiring staff to fill open positions for the 2021-22 school year. However, Audeo III has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR) position. The main function of the CTR position is to provide academic tutoring to students in small group settings. Audeo III's Human Resources Department has utilized multiple online employment platforms to display position openings and has participated in a variety of job fairs at community events and at local colleges to recruit potential instructional staff. These hiring efforts are ongoing and will continue for the remainder of the school year.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Audeo Charter School III (Audeo III) received one-time federal funds from the Elementary and Secondary School Emergency Relief Funds (ESSER). This includes ESSER II and ESSER III funds which are intended to support recovery from the COVID-19 pandemic. From the onset of the COVID-19 emergency, Audeo III deployed a Family Needs Assessment Survey to all students and parents to gather information on overall health, mental health, academic, and physical needs. School staff, including school instructional leaders, counselors, social workers, and school nurses, followed-up with each family and provided resources and support based upon specific needs. Data collected in the Family Needs Assessment Survey also aided in the development of additional services, resources and employee trainings.

To close the digital divide, Audeo III deployed Chromebooks and internet data plans to families in need of home computing and internet access. Audeo III commonly refers to this as the Altus Connect Program. Priority was given to Students with Disabilities to

ensure access to Special Education services, and other underserved student groups to ensure equity and access to the full instructional program. Audeo III staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots as needed on an ongoing basis. By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, Audeo III staff have been able to support each student's individual educational plan.

Students and families have been contacted directly by teachers, special education staff, counselors, and school instructional leaders in multiple formats including text messages, phone calls, emails, and virtual conferences. The school COVID-19 Safety Officer and Nurses have been available to provide support, community resources and guidance to students and parents. As school staff communicate with families, they document their conversations in the School's Student Information System (SIS). Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. While collaboration is focused on finding solutions to meet the needs of all students, there is an emphasis on reengaging and supporting the lowest-achieving students.

Students, parents, and family members have also participated in engagement events, including Virtual Parent Night, Senior Night, Family Learning Series, School Site Council, ELAC and College/Career Week. At each engagement event, educational partners share their experiences and provide input on existing programs and approaches. Educational partner feedback is collected, organized and analyzed by school leadership and aids in the development and/or adjustments of school plans, actions and services.

School employees have completed multiple surveys throughout the COVID-19 emergency, including the Employee Engagement Survey to gather information as to how the school can continue to provide a high-quality educational experience for students and families, in both virtual and in-person environments. Based upon employee feedback, the school has replaced and acquired new upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

Further input on the coordination and use of ESSER II funds was outlined in the School's Expanded Learning Opportunities (ELO) Grant Plan. The ELO Grant Plan was created with the focus of offering extended instructional learning time in a safe and supportive environment at our Resource Centers. It was presented, made available to the public and approved at a School Board Meeting on May 19, 2021. The ELO Grant Plan is available on the school website at <https://audeo3.com/about-2/lcap/>.

An ESSER III Expenditure Plan was developed to address academic, social, emotional and mental health needs of students, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. The ESSER III Expenditure Plan was presented, made available to educational partners and approved at the October 26, 2021 School Board Meeting. The expenditure plan is available on the school website at <https://audeo3.com/about-2/public-notices/>.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The American Rescue Plan (ARP) provided Audeo III with additional Elementary and Secondary School Emergency federal relief dollars, more commonly referred to as ESSER III funds. The expenditure plan included strategies for continuous and safe in-person learning, addressing the impact of lost instructional time and other uses.

A primary focus of providing continuous and safe in-person learning was keeping our Resource Centers open and available to students and staff. Audeo III was able to increase the frequency that each site is cleaned, disinfected and sanitized to help mitigate the spread of COVID-19. Each site has a 35-point cleaning plan that includes offices, conference rooms, instructional areas, restrooms and kitchen areas. Implementing and sustaining this level of cleanliness has been a success as demonstrated by not having to close any sites since fully reopening in May 2021.

Our executive safety committee and safety ambassadors at each site have worked closely to ensure all personal protective equipment and supplies are up to date and at appropriate stock levels. Through our own purchasing practices and supplies provided by the San Diego County Office of Education (SDCOE), we have not had PPE shortages. The executive safety committee addressed air quality concerns by looking at current resources and determining if any enhancements were necessary. Maintaining our current HVAC systems and increasing filter quality to MERV 8 or higher has been recommended for each site and Audeo III entered into quarterly maintenance agreements to regularly service these systems. To enhance the air quality of the HVAC system, air filters have been placed at all locations, including office spaces. These air filters scrub 700 square feet of air every 30 minutes, and each site will receive one or more filters based on their square footage. Supply was low for these items and so several purchases had to be made until we had the appropriate number of filters per site.

To address the loss of instructional time, Audeo III planned to add paraprofessional staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge. This action has been difficult to implement given the short supply of qualified labor and the general market of job seekers in the education industry. We have attended multiple job fairs, expanded online recruitment efforts across multiple platforms (EdJoin, LinkedIn) and dedicated human resources staff to recruit paraprofessionals. While some recruitment efforts have been successful, this remains an area of focus.

With an existing Altus Connect program that provides data-enabled Chromebooks to students, Audeo III was able to quickly expand this program at the start of the Coronavirus pandemic in 2020. Our ESSER III plan includes additional Chromebooks for students who enroll and replacement of damaged technology. As we are going into our second year of the pandemic, Audeo III has continued to struggle with the supply chain constraints on sourcing laptops for students. Even through strong strategic planning and close monitoring of student needs, delivery lead times continue to grow and the ability to provide units upon enrollment is a challenge.

To further reduce infections, we explored contactless enrollment options by incorporating an e-signature platform into our enrollment process with our student service center. This provides a means for our incoming students and families to effortlessly access enrollment forms on any device, including their smart phones, review the documents and provide their signature without having to deliver any documents in-person. This enrollment process improvement has been well received by our incoming students and families, which we see in their survey responses that are provided to every enrolled student. The program has been so successful that we are exploring its use for other departments.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Audeo III has continued to responsibly utilize its fiscal resources in the 2021-22 school year to provide the necessary resources, supplies and services to our program. All employees are provided with training and updates to implement mitigation factors, like staying home when experiencing symptoms of COVID-19. Audeo III recognized the need to be flexible to unplanned interruptions in our working environments, whether it be a teacher, counselor, enrollment clerk, or back-office staff. Our collaboration, knowledge and management systems allowed us to quickly evaluate the needs of our students and staff and respond appropriately. Audeo III invested in technologies that allow staff to seamlessly transition their work from an office setting to their home and back again. In addition to providing the hardware necessary to enable remote work, investments in technology infrastructure have provided efficient and effective means to access instructional materials and data needed for business operations through a cloud environment.

Our health department, human resources and executive safety committee have worked closely to ensure resources for COVID testing, vaccines and PPE are given to students, families and employees. As described in the previous prompt, fiscal resources have been deployed to meet the needs identified in our Safe Return to In-Person Instruction plan, and ongoing mitigation efforts to slow/stop the spread of the coronavirus. We also provide a series of live, interactive, video broadcasts for students called Resilience in Students and Education (RISE) to ensure that mental health awareness and wellness is supported. RISE addresses students’ Social and Emotional Learning impacted by COVID-19 and developmental needs such as self-awareness, self-management, social awareness, relationship, and responsibility skills.

Audeo III has hired an Equity and Inclusion Officer to collaborate with instructional staff, to identify potential student needs, and coordinate services and resources to aid students and family members. A Healthy Youth Therapist was also hired to provide counseling services and facilitate student and family referrals. Most importantly, Audeo III continues to be committed to providing all students with a high-quality education that meets their individual learning needs and prepares them for college/career pathways.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Valley Charter School	Sharnita Moore School Coordinator	Email: smoore@audeocharterschool.net Phone: (858) 678-2050

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A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Audeo Valley Charter School (Audeo Valley) will receive additional funding from the 2021-22 Budget Act by receiving funds from the California Educator Effectiveness Grant, Dispute Prevention Grant and Learning Recovery Grant. These grants were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The California Educator Effectiveness Grant (CEEG) is a program that promotes educator equity, quality and effectiveness through professional learning. School staff was able to design and develop a CEEG Plan by conducting a needs assessment and collaborating with educational partners, including teachers, staff, administration, students, parents and community members. The School engaged educational partners in a variety of settings and methods, including but not limited to: LCAP Surveys, School Site Council Meetings, English Language Advisory Committee Meetings, School Instructional Meetings, Leadership Team Meetings, Altus University Trainings, Open House Events and Family Learning Series. Some of the following themes emerged from each educational partner group and contributed to the development of the CEEG Plan:

- School administrators express a need for ongoing professional learning that promotes equity and inclusion for a safe school climate while also increasing student achievement related to English Language Arts and Mathematics.
- Teachers and education specialists require professional learning to gain access to more instructional tools and curriculum resources to elevate learning for specific student groups, including students with disabilities, socio-economically disadvantaged students and English learners.

- Students and parents want access to certificated staff who can support their educational, social-emotional and mental health needs.

The CEEG Plan was presented and made available to educational partners at a public meeting on December 1, 2021. The CEEG Plan was board approved on December 9, 2021.

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Audeo Valley belongs to the El Dorado County Office of Education SELPA which created a SELPA-level plan for all members. The plan includes activities focused on dispute prevention through trainings and workshops, parent outreach activities, translation of resources, parent materials, and services to encourage parent outreach activities. Audeo Valley staff participated in a SELPA webinar held on September 9, 2021.

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The funding is to provide learning recovery support. Specifically, this funding shall be expended by SELPAs and their member LEAs for purposes of providing learning recovery support to pupils with disabilities associated with impacts to learning due to school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive. Audeo Valley worked closely with SELPA program specialist to create a Learning Recovery plan.

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of the school year.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Audeo Valley Charter School (Audeo Valley) is planning to receive one-time federal funds from the Elementary and Secondary School Emergency Relief Funds (ESSER). Because Audeo Valley is in its first year of operation, it is only eligible for to receive ESSER III funds which are intended to support recovery from the COVID-19 pandemic and is ineligible for ESSER II funds. Audeo Valley deployed a Family Needs Assessment Survey to all students and parents to gather information on overall health, mental health, academic, and physical needs. School staff, including school instructional leaders, counselors, social workers, and school nurses, followed-up with each family and provided resources and supports based upon specific needs. Data collected in the Family Needs Assessment Survey also aided in the development of additional services, resources and employee trainings.

To close the digital divide, Audeo Valley deployed Chromebooks and internet data plans to families in need of home computing and internet access. Audeo Valley commonly refers to this as the Altus Connect Program. Priority was given to Students with Disabilities to ensure access to Special Education services, and other underserved student groups to ensure equity and access to the full instructional program. Audeo Valley staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots as needed on an ongoing basis. By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, Audeo Valley staff have been able to support each student's individual educational plan.

Students and families have been contacted directly by teachers, special education staff, counselors, and school instructional leaders in multiple formats including text messages, phone calls, emails, and virtual conferences. The school COVID-19 Safety Officer and Nurses have been available to provide support, community resources and guidance to students and parents. As school staff communicate with families, they document their conversations in the School's Student Information System (SIS). Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. While collaboration is focused on finding solutions to meet the needs of all students, there is an emphasis on reengaging and supporting the lowest-achieving students.

Students, parents, and family members have also participated in engagement events, including Virtual Parent Night, Senior Night, Family Learning Series, School Site Council, ELAC and College/Career Week. At each engagement event, educational partners share their experiences and provide input on existing programs and approaches. Educational partner feedback is collected, organized and analyzed by school leadership and aids in the development and/or adjustments of school plans, actions and services.

School employees have completed multiple surveys throughout the COVID-19 emergency, including the Employee Engagement Survey to gather information as to how the school can continue to provide a high-quality educational experience for students and families, in both virtual and in-person environments. Based upon employee feedback, the school has replaced and acquired new

upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

An ESSER III Expenditure Plan will be developed once Audeo Valley has completed the eligibility requirements of the grant. This includes submitting assurances (completed November 2021) and fully approval of its Federal Addendum by the CDE (in process). The plan will address academic, social, emotional and mental health needs of students, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. The ESSER III Expenditure Plan will be presented and made available to educational partners at a regularly scheduled board meeting after the plan's completion. Upon approval by the board, the expenditure plan will be made available on the school website at <https://audeovalley.com/public-notices/>.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The American Rescue Plan (ARP) provided Audeo Valley with additional Elementary and Secondary School Emergency federal relief dollars, more commonly referred to as ESSER III funds. The draft expenditure plan includes strategies for continuous and safe in-person learning, addressing the impact of lost instructional time and other uses. Some activities that will be charged to ESSER III funds upon the approval of the draft plan are detailed below.

A primary focus of providing continuous and safe in-person learning was keeping our Resource Centers open and available to students and staff. Audeo Valley was able to increase the frequency that each site is cleaned, disinfected and sanitized to help mitigate the spread of COVID-19. Each site has a 35-point cleaning plan that includes offices, conference rooms, instructional areas, restrooms and kitchen areas. Implementing and sustaining this level of cleanliness has been a success as demonstrated by not having to close any sites since it began operations in July 2021.

Our executive safety committee and safety ambassadors at each site have worked closely to ensure all personal protective equipment and supplies are up to date and at appropriate stock levels. Through our own purchasing practices and supplies provided by the Riverside County Office of Education (RCOE), we have not had PPE shortages. The executive safety committee addressed air quality concerns by looking at current resources and determining if any enhancements were necessary. Maintaining our current HVAC systems and increasing filter quality to MERV 8 or higher has been recommended for each site and Audeo Valley entered into quarterly maintenance agreements to regularly service these systems. To enhance the air quality of the HVAC system, air filters have been placed at the site. These air filters scrub 700 square feet of air every 30 minutes, and will receive one or more filters based on the square footage.

To address the loss of instructional time, Audeo Valley planned to add paraprofessional staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge. This action has been difficult to implement given the short supply of qualified labor and the general market of job seekers in the education industry. We have attended multiple job fairs, expanded online recruitment efforts across multiple platforms (EdJoin, LinkedIn) and dedicated human resources staff to recruit paraprofessionals. While some recruitment efforts have been successful, this remains an

area of focus.

Our draft ESSER III plan includes additional Chromebooks for students who enroll and replacement of damaged technology. As we are going into our second year of the pandemic, Audeo Valley struggles with the supply chain constraints on sourcing laptops for students. Even through strong strategic planning and close monitoring of student needs, delivery lead times continue to grow and the ability to provide units upon enrollment is a challenge.

To further reduce infections, we explored contactless enrollment options by incorporating an e-signature platform into our enrollment process with our student service center. This provides a means for our incoming students and families to effortlessly access enrollment forms on any device, including their smart phones, review the documents and provide their signature without having to deliver any documents in-person. This enrollment process improvement has been well received by our incoming students and families, which we see in their survey responses that are provided to every enrolled student. The program has been so successful that we are exploring its use for other departments.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Audeo Valley has continued to responsibly utilize its fiscal resources in the 2021-22 school year to provide the necessary resources, supplies and services to our program. All employees are provided with training and updates to implement mitigation factors, like staying home when experiencing symptoms of COVID-19. Audeo Valley recognized the need to be flexible to unplanned interruptions in our working environments, whether it be a teacher, counselor, enrollment clerk, or back-office staff. Our collaboration, knowledge and management systems (CKMS) allowed us to quickly evaluate the needs of our students and staff and respond appropriately. Audeo Valley invested in technologies that allow staff to seamlessly transition their work from an office setting to their home and back again. In addition to providing the hardware necessary to enable remote work, investments in technology infrastructure have provided efficient and effective means to access instructional materials and data needed for business operations through a cloud environment.

Our health department, human resources and executive safety committee have worked closely to ensure resources for COVID testing, vaccines and PPE are given to students, families and employees. As described in the previous prompt, fiscal resources have been deployed to meet the needs identified in our Safe Return to In-Person Instruction plan, and ongoing mitigation efforts to slow/stop the spread of the coronavirus. We also provide a series of live, interactive, video broadcasts for students called Resilience in Students and Education (RISE) to ensure that mental health awareness and wellness is supported. RISE addresses students’ Social and Emotional Learning impacted by COVID-19 and developmental needs such as self-awareness, self-management, social awareness, relationship, and responsibility skills.

Audeo Valley has hired an Equity and Inclusion Officer to collaborate with instructional staff, to identify potential student needs, and coordinate services and resources to aid students and family members. A Healthy Youth Therapist was also hired to provide counseling services and facilitate student and family referrals. Most importantly, Audeo Valley continues to be committed to providing all students with a high-quality education that meets their individual learning needs and prepares them for college/career pathways.

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For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

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- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

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Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Grossmont Secondary School	Hayley Beaupre Administrator of Instructional Services	Email: hbeaupre@grossmontcharter.com Phone: (858) 678-2020

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Grossmont Secondary School (GSS) will receive additional funding from the 2021-22 Budget Act by receiving funds from the California Educator Effectiveness Grant, A-G Completion Improvement Grants, Dispute Prevention Grant and Learning Recovery Grant. These grants were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The California Educator Effectiveness Grant (CEEG) is a program that promotes educator equity, quality and effectiveness through professional learning. School staff was able to design and develop a CEEG Plan by conducting a needs assessment and collaborating with educational partners, including teachers, staff, administration, students, parents and community members. The School engaged educational partners in a variety of settings and methods, including but not limited to: LCAP Surveys, School Site Council Meetings, English Language Advisory Committee Meetings, School Instructional Meetings, Leadership Team Meetings, Altus University Trainings, Open House Events and Family Learning Series. Some of the following themes emerged from each educational partner group and contributed to the development of the CEEG Plan:

- School administrators express a need for ongoing professional learning that promotes equity and inclusion for a safe school climate while also increasing student achievement related to English Language Arts and Mathematics.
- Teachers and education specialists require professional learning to gain access to more instructional tools and curriculum resources to elevate learning for specific student groups, including students with disabilities, socio-economically disadvantaged students and English learners.

- Students and parents want access to certificated staff who can support their educational, social-emotional and mental health needs.

The CEEG Plan was presented and made available to educational partners at a public meeting on December 1, 2021. The CEEG Plan was board approved on December 9, 2021.

The A-G Completion Improvement Grant Program was established for the purpose of providing additional supports to local educational agencies to help increase the number of California high school pupils, particularly low-income students, foster youth and English Learners, who graduate from high school with A-G eligibility. GSS engaged educational partners, including teachers, staff, administrators, students, parents and community members to develop the A-G Completion Improvement Grant Plan. Meaningful feedback was collected through multiple collaborative settings and methods, including conversations, surveys, school events, meetings and trainings. Some of the most valuable feedback collected came from School Site Council Meetings conducted in January 2022. At this meeting, educational partners analyzed achievement gaps related to historical A-G completion rates, explored existing challenges, discussed potential solutions and ideal rates of growth. The following themes emerged from educational partners as new or improved programs and services the School could provide to improve A-G completion rates for All Students, but specifically underserved student groups:

- School administrators express a need for enhanced counseling services to improve the social-emotional and mental health of students – which can lead to improved academic performance and sustain a university going mindset for all students.
- Teachers and school staff want to provide additional and targeted academic tutorials for high school students that will increase engagement in the core curriculum and credit completion rates.
- Students and parents want additional informational and planning sessions focused on the benefits of completing high school with A-G eligibility.

The A-G Completion Improvement Grant Plan will be presented and made available to the school board and community for input at a regularly scheduled board meeting. After public input is taken into consideration and plan updates are made, the revised plan will be taken to the board for approval at a separate regularly scheduled board meeting prior to April 2022.

The Dispute Prevention Grant was established by Section 160 of Assembly Bill 130 and appropriated \$100,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPA). The funding is to support member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive, in a collaborative and equitable manner.

GSS belongs to the El Dorado County Office of Education SELPA which created a SELPA-level plan for all members. The plan includes activities focused on dispute prevention through trainings and workshops, parent outreach activities, translation of

resources, parent materials, and services to encourage parent outreach activities. GSS staff participated in a SELPA webinar held on September 9, 2021.

The Learning Recovery Grant was established by Section 161 of AB 130 (Chapter 44, Statutes of 2021) and appropriated \$450,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPAs).

The funding is to provide learning recovery support. Specifically, this funding shall be expended by SELPAs and their member LEAs for purposes of providing learning recovery support to pupils with disabilities associated with impacts to learning due to school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive. GSS worked closely with SELPA program specialist to create a Learning Recovery plan.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Grossmont Secondary School (GSS) is a single-school Local Educational Agency (LEA) and does not have such comparison schools by which to calculate staff increases. GSS, like many other LEAs, using the additional Concentration Grant funding to increase staffing is a challenge this year. Schools overwhelmingly report difficulty in hiring staff to fill open positions for the 2021-22 school year. However, GSS has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR) position. The main function of the CTR position is to provide academic tutoring to students in small group settings. The School's Human Resources Department has utilized multiple online employment platforms to display position openings and has participated in a variety of job fairs at community events and at local colleges to recruit potential instructional staff. These hiring efforts are ongoing and will continue for the remainder of the school year.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Grossmont Secondary School (GSS) received one-time federal funds from the Elementary and Secondary School Emergency Relief Funds (ESSER). This includes ESSER II and ESSER III funds which are intended to support recovery from the COVID-19 pandemic. From the onset of the COVID-19 emergency, GSS deployed a Family Needs Assessment Survey to all students and parents to gather information on overall health, mental health, academic, and physical needs. School staff, including school instructional leaders, counselors, social workers, and school nurses, followed-up with each family and provided resources and support based upon specific needs. Data collected in the Family Needs Assessment Survey also aided in the development of additional services, resources and employee trainings.

To close the digital divide, GSS deployed Chromebooks and internet data plans to families in need of home computing and internet access. GSS commonly refers to this as the Altus Connect Program. Priority was given to Students with Disabilities to ensure access to Special Education services, and other underserved student groups to ensure equity and access to the full instructional program. GSS staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots as needed on an ongoing basis. By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, GSS staff have been able to support each student's individual educational plan.

Students and families have been contacted directly by teachers, special education staff, counselors, and school instructional leaders in multiple formats including text messages, phone calls, emails, and virtual conferences. The school COVID-19 Safety Officer and Nurses have been available to provide support, community resources and guidance to students and parents. As school staff communicate with families, they document their conversations in the School's Student Information System (SIS). Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. While collaboration is focused on finding solutions to meet the needs of all students, there is an emphasis on reengaging and supporting the lowest-achieving students.

Students, parents, and family members have also participated in engagement events, including Virtual Parent Night, Senior Night, Family Learning Series, School Site Council, ELAC and College/Career Week. At each engagement event, educational partners share their experiences and provide input on existing programs and approaches. Educational partner feedback is collected, organized and analyzed by school leadership and aids in the development and/or adjustments of school plans, actions and services.

School employees have completed multiple surveys throughout the COVID-19 emergency, including the Employee Engagement Survey to gather information as to how the school can continue to provide a high-quality educational experience for students and families, in both virtual and in-person environments. Based upon employee feedback, the school has replaced and acquired new upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

Further input on the coordination and use of ESSER II funds was outlined in the School's Expanded Learning Opportunities (ELO) Grant Plan. The ELO Grant Plan was created with the focus of offering extended instructional learning time in a safe and supportive environment at our Resource Centers. It was presented, made available to the public and approved at a School Board Meeting on May 19, 2021. The ELO Grant Plan is available on the school website at <https://grossmontsecondarycharter.com/about-2/lcap/>.

An ESSER III Expenditure Plan was developed to address academic, social, emotional and mental health needs of students, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. The ESSER III Expenditure Plan was presented, made available to educational partners and approved at the October 26, 2021 School Board Meeting. The expenditure plan is available on the school website at <https://grossmontsecondarycharter.com/about-2/public-notices/>.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The American Rescue Plan (ARP) provided GSS with additional Elementary and Secondary School Emergency federal relief dollars, more commonly referred to as ESSER III funds. The expenditure plan included strategies for continuous and safe in-person learning, addressing the impact of lost instructional time and other uses.

A primary focus of providing continuous and safe in-person learning was keeping our Resource Centers open and available to students and staff. GSS was able to increase the frequency that each site is cleaned, disinfected and sanitized to help mitigate the spread of COVID-19. Each site has a 35-point cleaning plan that includes offices, conference rooms, instructional areas, restrooms and kitchen areas. Implementing and sustaining this level of cleanliness has been a success as demonstrated by not having to close any sites since fully reopening in May 2021.

Our executive safety committee and safety ambassadors at each site have worked closely to ensure all personal protective equipment and supplies are up to date and at appropriate stock levels. Through our own purchasing practices and supplies provided by the San Diego County Office of Education (SDCOE), we have not had PPE shortages. The executive safety committee addressed air quality concerns by looking at current resources and determining if any enhancements were necessary. Maintaining our current HVAC systems and increasing filter quality to MERV 8 or higher has been recommended for each site and GSS entered into quarterly maintenance agreements to regularly service these systems. To enhance the air quality of the HVAC system, air filters have been placed at all locations, including office spaces. These air filters scrub 700 square feet of air every 30 minutes, and each site will receive one or more filters based on their square footage. Supply was low for these items and so several purchases had to be made until we had the appropriate number of filters per site.

To address the loss of instructional time, GSS planned to add paraprofessional staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge. This action has been difficult to implement given the short supply of qualified labor and the general market of job seekers in the education industry. We have attended multiple job fairs, expanded online recruitment efforts across multiple platforms (EdJoin, LinkedIn) and dedicated human resources staff to recruit paraprofessionals. While some recruitment efforts have been successful, this remains an area of focus.

With an existing Altus Connect program that provides data-enabled Chromebooks to students, GSS was able to quickly expand this program at the start of the Coronavirus pandemic in 2020. Our ESSER III plan includes additional Chromebooks for students who enroll and replacement of damaged technology. As we are going into our second year of the pandemic, GSS has continued to struggle with the supply chain constraints on sourcing laptops for students. Even through strong strategic planning and close monitoring of student needs, delivery lead times continue to grow and the ability to provide units upon enrollment is a challenge.

To further reduce infections, we explored contactless enrollment options by incorporating an e-signature platform into our enrollment process with our student service center. This provides a means for our incoming students and families to effortlessly access enrollment forms on any device, including their smart phones, review the documents and provide their signature without having to deliver any documents in-person. This enrollment process improvement has been well received by our incoming students and families, which we see in their survey responses that are provided to every enrolled student. The program has been so successful that we are exploring its use for other departments.

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As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

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In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

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In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sweetwater Secondary School	Hayley Beaupre Administrator of Instructional Services	Email: hbeaupre@sweetwatersecondary.com Phone: (858) 678-2020

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Sweetwater Secondary School (SSS) will receive additional funding from the 2021-22 Budget Act by receiving funds from the California Educator Effectiveness Grant, A-G Completion Improvement Grants, Dispute Prevention Grant and Learning Recovery Grant. These grants were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The California Educator Effectiveness Grant (CEEG) is a program that promotes educator equity, quality and effectiveness through professional learning. School staff was able to design and develop a CEEG Plan by conducting a needs assessment and collaborating with educational partners, including teachers, staff, administration, students, parents and community members. The School engaged educational partners in a variety of settings and methods, including but not limited to: LCAP Surveys, School Site Council Meetings, English Language Advisory Committee Meetings, School Instructional Meetings, Leadership Team Meetings, Altus University Trainings, Open House Events and Family Learning Series. Some of the following themes emerged from each educational partner group and contributed to the development of the CEEG Plan:

- School administrators express a need for ongoing professional learning that promotes equity and inclusion for a safe school climate while also increasing student achievement related to English Language Arts and Mathematics.
- Teachers and education specialists require professional learning to gain access to more instructional tools and curriculum resources to elevate learning for specific student groups, including students with disabilities, socio-economically disadvantaged students and English learners.

- Students and parents want access to certificated staff who can support their educational, social-emotional and mental health needs.

The CEEG Plan was presented and made available to educational partners at a public meeting on December 1, 2021. The CEEG Plan was board approved on December 9, 2021.

The A-G Completion Improvement Grant Program was established for the purpose of providing additional supports to local educational agencies to help increase the number of California high school pupils, particularly low-income students, foster youth and English Learners, who graduate from high school with A-G eligibility. SSS engaged educational partners, including teachers, staff, administrators, students, parents and community members to develop the A-G Completion Improvement Grant Plan. Meaningful feedback was collected through multiple collaborative settings and methods, including conversations, surveys, school events, meetings and trainings. Some of the most valuable feedback collected came from School Site Council Meetings conducted in January 2022. At this meeting, educational partners analyzed achievement gaps related to historical A-G completion rates, explored existing challenges, discussed potential solutions and ideal rates of growth. The following themes emerged from educational partners as new or improved programs and services the School could provide to improve A-G completion rates for All Students, but specifically underserved student groups:

- School administrators express a need for enhanced counseling services to improve the social-emotional and mental health of students – which can lead to improved academic performance and sustain a university going mindset for all students.
- Teachers and school staff want to provide additional and targeted academic tutorials for high school students that will increase engagement in the core curriculum and credit completion rates.
- Students and parents want additional informational and planning sessions focused on the benefits of completing high school with A-G eligibility.

The A-G Completion Improvement Grant Plan will be presented and made available to the school board and community for input at a regularly scheduled board meeting. After public input is taken into consideration and plan updates are made, the revised plan will be taken to the board for approval at a separate regularly scheduled board meeting prior to April 2022.

The Dispute Prevention Grant was established by Section 160 of Assembly Bill 130 and appropriated \$100,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPA). The funding is to support member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive, in a collaborative and equitable manner.

SSS belongs to the El Dorado County Office of Education SELPA which created a SELPA-level plan for all members. The plan includes activities focused on dispute prevention through trainings and workshops, parent outreach activities, translation of

resources, parent materials, and services to encourage parent outreach activities. SSS staff participated in a SELPA webinar held on September 9, 2021.

The Learning Recovery Grant was established by Section 161 of AB 130 (Chapter 44, Statutes of 2021) and appropriated \$450,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPAs).

The funding is to provide learning recovery support. Specifically, this funding shall be expended by SELPAs and their member LEAs for purposes of providing learning recovery support to pupils with disabilities associated with impacts to learning due to school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive. SSS worked closely with SELPA program specialist to create a Learning Recovery plan.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Sweetwater Secondary School (SSS) is a single-school Local Educational Agency (LEA) and does not have such comparison schools by which to calculate staff increases. SSS, like many other LEAs, using the additional Concentration Grant funding to increase staffing is a challenge this year. Schools overwhelmingly report difficulty in hiring staff to fill open positions for the 2021-22 school year. However, SSS has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR) position. The main function of the CTR position is to provide academic tutoring to students in small group settings. The School's Human Resources Department has utilized multiple online employment platforms to display position openings and has participated in a variety of job fairs at community events and at local colleges to recruit potential instructional staff. These hiring efforts are ongoing and will continue for the remainder of the school year.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Sweetwater Secondary School (SSS) received one-time federal funds from the Elementary and Secondary School Emergency Relief Funds (ESSER). This includes ESSER II and ESSER III funds which are intended to support recovery from the COVID-19 pandemic. From the onset of the COVID-19 emergency, SSS deployed a Family Needs Assessment Survey to all students and parents to gather information on overall health, mental health, academic, and physical needs. School staff, including school instructional leaders, counselors, social workers, and school nurses, followed-up with each family and provided resources and support based upon specific needs. Data collected in the Family Needs Assessment Survey also aided in the development of additional services, resources and employee trainings.

To close the digital divide, SSS deployed Chromebooks and internet data plans to families in need of home computing and internet

access. SSS commonly refers to this as the Altus Connect Program. Priority was given to Students with Disabilities to ensure access to Special Education services, and other underserved student groups to ensure equity and access to the full instructional program. SSS staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots as needed on an ongoing basis. By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, SSS staff have been able to support each student's individual educational plan.

Students and families have been contacted directly by teachers, special education staff, counselors, and school instructional leaders in multiple formats including text messages, phone calls, emails, and virtual conferences. The school COVID-19 Safety Officer and Nurses have been available to provide support, community resources and guidance to students and parents. As school staff communicate with families, they document their conversations in the School's Student Information System (SIS). Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. While collaboration is focused on finding solutions to meet the needs of all students, there is an emphasis on reengaging and supporting the lowest-achieving students.

Students, parents, and family members have also participated in engagement events, including Virtual Parent Night, Senior Night, Family Learning Series, School Site Council, ELAC and College/Career Week. At each engagement event, educational partners share their experiences and provide input on existing programs and approaches. Educational partner feedback is collected, organized and analyzed by school leadership and aids in the development and/or adjustments of school plans, actions and services.

School employees have completed multiple surveys throughout the COVID-19 emergency, including the Employee Engagement Survey to gather information as to how the school can continue to provide a high-quality educational experience for students and families, in both virtual and in-person environments. Based upon employee feedback, the school has replaced and acquired new upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

Further input on the coordination and use of ESSER II funds was outlined in the School's Expanded Learning Opportunities (ELO) Grant Plan. The ELO Grant Plan was created with the focus of offering extended instructional learning time in a safe and supportive environment at our Resource Centers. It was presented, made available to the public and approved at a School Board Meeting on May 19, 2021. The ELO Grant Plan is available on the school website at <https://sweetwatersecondarycharter.com/about-2/lcap/>.

An ESSER III Expenditure Plan was developed to address academic, social, emotional and mental health needs of students, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. The ESSER III Expenditure Plan was presented, made available to educational partners and approved at the October 26, 2021 School Board Meeting. The expenditure plan is available on the school website at <https://sweetwatersecondarycharter.com/about-2/public-notices/>.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The American Rescue Plan (ARP) provided SSS with additional Elementary and Secondary School Emergency federal relief dollars, more commonly referred to as ESSER III funds. The expenditure plan included strategies for continuous and safe in-person learning, addressing the impact of lost instructional time and other uses.

A primary focus of providing continuous and safe in-person learning was keeping our Resource Centers open and available to students and staff. SSS was able to increase the frequency that each site is cleaned, disinfected and sanitized to help mitigate the spread of COVID-19. Each site has a 35-point cleaning plan that includes offices, conference rooms, instructional areas, restrooms and kitchen areas. Implementing and sustaining this level of cleanliness has been a success as demonstrated by not having to close any sites since fully reopening in May 2021.

Our executive safety committee and safety ambassadors at each site have worked closely to ensure all personal protective equipment and supplies are up to date and at appropriate stock levels. Through our own purchasing practices and supplies provided by the San Diego County Office of Education (SDCOE), we have not had PPE shortages. The executive safety committee addressed air quality concerns by looking at current resources and determining if any enhancements were necessary. Maintaining our current HVAC systems and increasing filter quality to MERV 8 or higher has been recommended for each site and SSS entered into quarterly maintenance agreements to regularly service these systems. To enhance the air quality of the HVAC system, air filters have been placed at all locations, including office spaces. These air filters scrub 700 square feet of air every 30 minutes, and each site will receive one or more filters based on their square footage. Supply was low for these items and so several purchases had to be made until we had the appropriate number of filters per site.

To address the loss of instructional time, SSS planned to add paraprofessional staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge. This action has been difficult to implement given the short supply of qualified labor and the general market of job seekers in the education industry. We have attended multiple job fairs, expanded online recruitment efforts across multiple platforms (EdJoin, LinkedIn) and dedicated human resources staff to recruit paraprofessionals. While some recruitment efforts have been successful, this remains an area of focus.

With an existing Altus Connect program that provides data-enabled Chromebooks to students, SSS was able to quickly expand this program at the start of the Coronavirus pandemic in 2020. Our ESSER III plan includes additional Chromebooks for students who enroll and replacement of damaged technology. As we are going into our second year of the pandemic, SSS has continued to struggle with the supply chain constraints on sourcing laptops for students. Even through strong strategic planning and close monitoring of student needs, delivery lead times continue to grow and the ability to provide units upon enrollment is a challenge.

To further reduce infections, we explored contactless enrollment options by incorporating an e-signature platform into our enrollment process with our student service center. This provides a means for our incoming students and families to effortlessly access enrollment forms on any device, including their smart phones, review the documents and provide their signature without having to deliver any documents in-person. This enrollment process improvement has been well received by our incoming students and families, which we see in their survey responses that are provided to every enrolled student. The program has been so successful that we are exploring its use for other departments.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

SSS has continued to responsibly utilize its fiscal resources in the 2021-22 school year to provide the necessary resources, supplies and services to our program. All employees are provided with training and updates to implement mitigation factors, like staying home when experiencing symptoms of COVID-19. SSS recognized the need to be flexible to unplanned interruptions in our working environments, whether it be a teacher, counselor, enrollment clerk, or back-office staff. Our collaboration, knowledge and management systems allowed us to quickly evaluate the needs of our students and staff and respond appropriately. SSS invested in technologies that allow staff to seamlessly transition their work from an office setting to their home and back again. In addition to providing the hardware necessary to enable remote work, investments in technology infrastructure have provided efficient and effective means to access instructional materials and data needed for business operations through a cloud environment.

Our health department, human resources and executive safety committee have worked closely to ensure resources for COVID testing, vaccines and PPE are given to students, families and employees. As described in the previous prompt, fiscal resources have been deployed to meet the needs identified in our Safe Return to In-Person Instruction plan, and ongoing mitigation efforts to slow/stop the spread of the coronavirus. We also provide a series of live, interactive, video broadcasts for students called Resilience in Students and Education (RISE) to ensure that mental health awareness and wellness is supported. RISE addresses students’ Social and Emotional Learning impacted by COVID-19 and developmental needs such as self-awareness, self-management, social awareness, relationship, and responsibility skills.

SSS has hired an Equity and Inclusion Officer to collaborate with instructional staff, to identify potential student needs, and coordinate services and resources to aid students and family members. A Healthy Youth Therapist was also hired to provide counseling services and facilitate student and family referrals. Most importantly, SSS continues to be committed to providing all students with a high-quality education that meets their individual learning needs and prepares them for college/career pathways.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**
Reporting Period:

Charter School Name: **Audeo Charter School II**
(continued)
CDS #: **37-10371-0134577**
Charter Approving Entity: **San Diego COE**
County: **San Diego**
Charter #: **1835**
Fiscal Year: **2021/22**

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			First Interim - Oct 31		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	3,234,221.00		3,234,221.00	894,120.00		894,120.00	2,599,452.00		2,599,452.00
Education Protection Account State Aid - Current Year	8012	60,532.00		60,532.00	14,897.00		14,897.00	49,120.00		49,120.00
State Aid - Prior Years	8019			-			-			-
Transfers to Charter Schools in Lieu of Property Taxes	8096			-			-			-
Other LCFF Transfers	8091, 8097			-			-			-
Total, LCFF Sources		3,294,753.00	-	3,294,753.00	909,017.00	-	909,017.00	2,648,572.00	-	2,648,572.00
2. Federal Revenues										
Every Student Succeeds Act (Title I - V)	8290		67,136.00	67,136.00		14,129.00	14,129.00		58,035.00	58,035.00
Special Education - Federal	8181, 8182		30,500.00	30,500.00		-	-		156,188.00	156,188.00
Child Nutrition - Federal	8220			-			-			-
Donated Food Commodities	8221			-			-			-
Other Federal Revenues	8110, 8260-8299		232,555.00	232,555.00		32,037.20	32,037.20		293,552.00	293,552.00
Total, Federal Revenues		-	330,191.00	330,191.00	-	46,166.20	46,166.20	-	507,775.00	507,775.00
3. Other State Revenues										
Special Education - State	StateRevSE		236,823.00	236,823.00		57,602.00	57,602.00		218,948.00	218,948.00
All Other State Revenues	StateRevAO	61,244.00	353,164.00	414,408.00	(1,070.95)	149,863.50	148,792.55	51,119.00	629,499.00	680,618.00
Total, Other State Revenues		61,244.00	589,987.00	651,231.00	(1,070.95)	207,465.50	206,394.55	51,119.00	848,447.00	899,566.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	33,500.00		33,500.00	14,212.07		14,212.07	35,500.00		35,500.00
Total, Local Revenues		33,500.00	-	33,500.00	14,212.07	-	14,212.07	35,500.00	-	35,500.00
5. TOTAL REVENUES										
		3,389,497.00	920,178.00	4,309,675.00	922,158.12	253,631.70	1,175,789.82	2,735,191.00	1,356,222.00	4,091,413.00
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	788,901.00	348,448.00	1,137,349.00	157,427.00	191,785.64	349,212.64	511,699.43	675,478.57	1,187,178.00
Certificated Pupil Support Salaries	1200	74,742.00	55,245.00	129,987.00	18,622.28	24,907.00	43,529.28	59,381.93	76,253.07	135,635.00
Certificated Supervisors' and Administrators' Salaries	1300	65,597.00	13,439.00	79,036.00	17,524.66	5,966.50	23,491.16	62,919.67	20,293.33	83,213.00
Other Certificated Salaries	1900	3,404.00	116,798.00	120,202.00		23,198.64	23,198.64	36,569.52	93,478.48	130,048.00
Total, Certificated Salaries		932,644.00	533,930.00	1,466,574.00	193,573.94	245,857.78	439,431.72	670,570.55	865,503.45	1,536,074.00
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100			-			-			-
Non-certificated Support Salaries	2200	20,508.00		20,508.00			-	13,672.00		13,672.00
Non-certificated Supervisors' and Administrators' Sal.	2300			-	2,415.48		2,415.48			-
Clerical and Office Salaries	2400	298,509.00		298,509.00	78,223.93		78,223.93	291,493.00		291,493.00
Other Non-certificated Salaries	2900	48,068.00	5,341.00	53,409.00	15,752.76	1,750.32	17,503.08	48,515.04	5,340.96	53,856.00
Total, Non-certificated Salaries		367,085.00	5,341.00	372,426.00	96,392.17	1,750.32	98,142.49	353,680.04	5,340.96	359,021.00
3. Employee Benefits										
STRS	3101-3102	153,374.00	94,770.00	248,144.00	32,752.65	41,599.14	74,351.79	113,460.72	146,443.28	259,904.00
PERS	3201-3202	75,868.00	1,224.00	77,092.00	22,083.47	401.00	22,484.47	81,027.36	1,223.64	82,251.00
OASDI / Medicare / Alternative	3301-3302	41,191.00	8,565.00	49,756.00	10,117.44	3,694.97	13,812.41	36,726.23	13,011.77	49,738.00
Health and Welfare Benefits	3401-3402	437,359.00	98,904.00	536,263.00	108,413.11	60,397.02	168,810.13	364,593.05	189,725.95	554,319.00
Unemployment Insurance	3501-3502	15,665.00	6,955.00	22,620.00	1,449.86	1,238.09	2,687.95	5,059.71	4,415.29	9,475.00
Workers' Compensation Insurance	3601-3602	14,544.00	6,053.00	20,597.00	3,268.01	2,788.03	6,056.04	11,464.17	9,760.83	21,225.00
OPEB, Allocated	3701-3702			-			-			-
OPEB, Active Employees	3751-3752			-			-			-
Other Employee Benefits	3901-3902			-			-			-
Total, Employee Benefits		738,001.00	216,471.00	954,472.00	178,084.54	110,118.25	288,202.79	612,331.24	364,580.76	976,912.00
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	12,000.00		12,000.00			-	3,131.37	9,468.63	12,600.00
Books and Other Reference Materials	4200	2,600.00	1,000.00	3,600.00		290.24	290.24	4,499.76	290.24	4,790.00
Materials and Supplies	4300	53,620.00	38,052.00	91,672.00	25,961.97	1,446.44	27,408.41	69,786.20	21,001.80	90,788.00
Noncapitalized Equipment	4400	27,510.00	2,490.00	30,000.00		4,143.98	4,143.98	11,838.83	19,305.17	31,144.00
Food	4700	6,000.00		6,000.00			-	6,000.00		6,000.00
Total, Books and Supplies		101,730.00	41,542.00	143,272.00	25,961.97	5,880.66	31,842.63	95,256.16	50,065.84	145,322.00
5. Services and Other Operating Expenditures										
Subagreements for Services	5100			-			-			-
Travel and Conferences	5200	15,116.00	3,813.00	18,929.00	3,488.32	2,398.11	5,886.43	15,407.93	4,818.07	20,226.00
Dues and Memberships	5300	17,410.00		17,410.00	7,108.80		7,108.80	17,732.00		17,732.00
Insurance	5400	26,485.00	58.00	26,543.00	22,748.02	60.16	22,808.18	26,158.00	150.00	26,308.00
Operations and Housekeeping Services	5500	66,600.00	12,000.00	78,600.00	6,489.81	13,212.47	19,702.28	48,679.48	40,213.52	88,893.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	334,805.00	1,500.00	336,305.00	117,307.89	1,681.69	118,989.58	319,722.00	13,300.00	333,022.00
Transfers of Direct Costs	5700-5799			-			-			-
Professional/Consulting Services and Operating Expend.	5800	310,607.00	120,469.00	431,076.00	51,724.82	87,173.39	138,898.21	231,466.89	311,598.11	543,065.00
Communications	5900	45,599.00	12,481.00	58,080.00	670.70	3,265.21	3,935.91	7,961.11	55,805.89	63,767.00
Total, Services and Other Operating Expenditures		816,622.00	150,321.00	966,943.00	209,538.36	107,791.03	317,329.39	667,127.41	425,885.59	1,093,013.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for accrual basis only)	6900	188,650.00		188,650.00	57,443.59		57,443.59	173,294.00		173,294.00
Total, Capital Outlay		188,650.00	-	188,650.00	57,443.59	-	57,443.59	173,294.00	-	173,294.00

7. Other Outgo										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Transfers of Indirect Costs	7300-7399	(21,974.65)	21,974.65	-	(8,914.56)	8,914.56	-	(41,309.31)	41,309.31	-
Debt Service:										
Interest	7438	1,854.00		1,854.00	1,365.14		1,365.14	2,774.00		2,774.00
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		(20,120.65)	21,974.65	1,854.00	(7,549.42)	8,914.56	1,365.14	(38,535.31)	41,309.31	2,774.00
8. TOTAL EXPENDITURES		3,124,611.35	969,579.65	4,094,191.00	753,445.15	480,312.60	1,233,757.75	2,533,724.09	1,752,685.91	4,286,410.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		264,885.65	(49,401.65)	215,484.00	168,712.97	(226,680.90)	(57,967.93)	201,466.91	(396,463.91)	(194,997.00)
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-	420,597.00		420,597.00	420,597.00		420,597.00
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-			-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	420,597.00	-	420,597.00	420,597.00	-	420,597.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		264,885.65	(49,401.65)	215,484.00	589,309.97	(226,680.90)	362,629.07	622,063.91	(396,463.91)	225,600.00
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	2,231,950.77	105,962.76	2,337,913.53	2,231,950.77	105,962.76	2,337,913.53	2,231,950.77	105,962.76	2,337,913.53
b. Adjustments to Beginning Balance	9793, 9795			-			-			-
c. Adjusted Beginning Balance		2,231,950.77	105,962.76	2,337,913.53	2,231,950.77	105,962.76	2,337,913.53	2,231,950.77	105,962.76	2,337,913.53
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,496,836.42	56,561.11	2,553,397.53	2,821,260.74	(120,718.14)	2,700,542.60	2,854,014.68	(290,501.15)	2,563,513.53
Components of Ending Fund Balance (Modified Accrual Basis only)										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789			-			-			-
Unassigned/Unappropriated Amount	9790			-			-			-
3 Components of Ending Net Position (Accrual Basis only)										
a. Net Investment in Capital Assets	9796	592,207.00		592,207.00	592,207.00		592,207.00	592,207.00		592,207.00
b. Restricted Net Position	9797		56,561.11	56,561.11		(120,718.14)	(120,718.14)		(290,501.15)	(290,501.15)
c. Unrestricted Net Position	9791	1,904,629.42	-	1,904,629.42	2,229,053.74	-	2,229,053.74	2,261,807.68	-	2,261,807.68

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Reporting Period:

Charter School Name: Audeo Charter School II
(continued)
CDS #: 37-10371-0134577
Charter Approving Entity: San Diego COE
County: San Diego
Charter #: 1835
Fiscal Year: 2021/22

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,234,221.00	894,120.00	2,599,452.00	(634,769.00)	-19.63%
Education Protection Account State Aid - Current Year	8012	60,532.00	14,897.00	49,120.00	(11,412.00)	-18.85%
State Aid - Prior Years	8019	-	-	-	-	
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	-	-	-	-	
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		3,294,753.00	909,017.00	2,648,572.00	(646,181.00)	-19.61%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	67,136.00	14,129.00	58,035.00	(9,101.00)	-13.56%
Special Education - Federal	8181, 8182	30,500.00	-	156,188.00	125,688.00	412.09%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	232,555.00	32,037.20	293,552.00	60,997.00	26.23%
Total, Federal Revenues		330,191.00	46,166.20	507,775.00	177,584.00	53.78%
3. Other State Revenues						
Special Education - State	StateRevSE	236,823.00	57,602.00	218,948.00	(17,875.00)	-7.55%
All Other State Revenues	StateRevAO	414,408.00	148,792.55	680,618.00	266,210.00	64.24%
Total, Other State Revenues		651,231.00	206,394.55	899,566.00	248,335.00	38.13%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	33,500.00	14,212.07	35,500.00	2,000.00	5.97%
Total, Local Revenues		33,500.00	14,212.07	35,500.00	2,000.00	5.97%
5. TOTAL REVENUES						
		4,309,675.00	1,175,789.82	4,091,413.00	(218,262.00)	-5.06%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,137,349.00	349,212.64	1,187,178.00	49,829.00	4.38%
Certificated Pupil Support Salaries	1200	129,987.00	43,529.28	135,635.00	5,648.00	4.35%
Certificated Supervisors' and Administrators' Salaries	1300	79,036.00	23,491.16	83,213.00	4,177.00	5.28%
Other Certificated Salaries	1900	120,202.00	23,198.64	130,048.00	9,846.00	8.19%
Total, Certificated Salaries		1,466,574.00	439,431.72	1,536,074.00	69,500.00	4.74%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	
Non-certificated Support Salaries	2200	20,508.00	-	13,672.00	(6,836.00)	-33.33%
Non-certificated Supervisors' and Administrators' Sal.	2300	-	2,415.48	-	-	
Clerical and Office Salaries	2400	298,509.00	78,223.93	291,493.00	(7,016.00)	-2.35%
Other Non-certificated Salaries	2900	53,409.00	17,503.08	53,856.00	447.00	0.84%
Total, Non-certificated Salaries		372,426.00	98,142.49	359,021.00	(13,405.00)	-3.60%
3. Employee Benefits						
STRS	3101-3102	248,144.00	74,351.79	259,904.00	11,760.00	4.74%
PERS	3201-3202	77,092.00	22,484.47	82,251.00	5,159.00	6.69%
OASDI / Medicare / Alternative	3301-3302	49,756.00	13,812.41	49,738.00	(18.00)	-0.04%
Health and Welfare Benefits	3401-3402	536,263.00	168,810.13	554,319.00	18,056.00	3.37%
Unemployment Insurance	3501-3502	22,620.00	2,687.95	9,475.00	(13,145.00)	-58.11%
Workers' Compensation Insurance	3601-3602	20,597.00	6,056.04	21,225.00	628.00	3.05%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	-	-	-	-	
Total, Employee Benefits		954,472.00	288,202.79	976,912.00	22,440.00	2.35%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	12,000.00	-	12,600.00	600.00	5.00%
Books and Other Reference Materials	4200	3,600.00	290.24	4,790.00	1,190.00	33.06%
Materials and Supplies	4300	91,672.00	27,408.41	90,788.00	(884.00)	-0.96%
Noncapitalized Equipment	4400	30,000.00	4,143.98	31,144.00	1,144.00	3.81%
Food	4700	6,000.00	-	6,000.00	-	0.00%
Total, Books and Supplies		143,272.00	31,842.63	145,322.00	2,050.00	1.43%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	

Travel and Conferences	5200	18,929.00	5,886.43	20,226.00	1,297.00	6.85%
Dues and Memberships	5300	17,410.00	7,108.80	17,732.00	322.00	1.85%
Insurance	5400	26,543.00	22,808.18	26,308.00	(235.00)	-0.89%
Operations and Housekeeping Services	5500	78,600.00	19,702.28	88,893.00	10,293.00	13.10%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	336,305.00	118,989.58	333,022.00	(3,283.00)	-0.98%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend. Communications	5800	431,076.00	138,898.21	543,065.00	111,989.00	25.98%
	5900	58,080.00	3,935.91	63,767.00	5,687.00	9.79%
Total, Services and Other Operating Expenditures		966,943.00	317,329.39	1,093,013.00	126,070.00	13.04%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	188,650.00	57,443.59	173,294.00	(15,356.00)	-8.14%
Total, Capital Outlay		188,650.00	57,443.59	173,294.00	(15,356.00)	-8.14%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Indirects	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	1,854.00	1,365.14	2,774.00	920.00	49.62%
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		1,854.00	1,365.14	2,774.00	920.00	49.62%
8. TOTAL EXPENDITURES						
		4,094,191.00	1,233,757.75	4,286,410.00	192,219.00	4.69%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)						
		215,484.00	(57,967.93)	(194,997.00)	(410,481.00)	-190.49%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	420,597.00	420,597.00	420,597.00	New
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	420,597.00	420,597.00	420,597.00	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)						
		215,484.00	362,629.07	225,600.00	10,116.00	4.69%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,337,913.53	2,337,913.53	2,337,913.53	-	0.00%
b. Adjustments/Restatements	9793, 9795	-	-	-	-	
c. Adjusted Beginning Fund Balance		2,337,913.53	2,337,913.53	2,337,913.53		
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,553,397.53	2,700,542.60	2,563,513.53		
Components of Ending Fund Balance (Modified Accrual Basis)						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	-	-	-	-	
Unassigned/Unappropriated Amount	9790	-	-	-	-	
3 Components of Ending Net Position (Accrual Basis only)						
a. Net Investment in Capital Assets	9796	592,207.00	592,207.00	592,207.00	-	
b. Restricted Net Position	9797	56,561.11	(120,718.14)	(290,501.15)	(347,062.26)	
c. Unrestricted Net Position	9790	1,904,629.42	2,229,053.74	2,261,807.68	357,178.26	

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Audeo Charter School II
 (continued) _____
 CDS #: 37-10371-0134577
 Charter Approving Entity: San Diego COE
 County: San Diego
 Charter #: 1835
 Fiscal Year: 2021/22

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2021/22			Totals for 2022/23	Totals for 2023/24
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	2,599,452.00	0.00	2,599,452.00	2,757,800.00	2,961,309.00
Education Protection Account State Aid - Current Year	8012	49,120.00	0.00	49,120.00	50,920.00	53,010.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	0.00	0.00	0.00	0.00	0.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		2,648,572.00	0.00	2,648,572.00	2,808,720.00	3,014,319.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	58,035.00	58,035.00	58,035.00	58,035.00
Special Education - Federal	8181, 8182	0.00	156,188.00	156,188.00	23,125.00	23,125.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	293,552.00	293,552.00	279,044.00	160,000.00
Total, Federal Revenues		0.00	507,775.00	507,775.00	360,204.00	241,160.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	218,948.00	218,948.00	214,235.00	209,256.00
All Other State Revenues	StateRevAO	51,119.00	629,499.00	680,618.00	394,958.00	292,796.00
Total, Other State Revenues		51,119.00	848,447.00	899,566.00	609,193.00	502,052.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	35,500.00	0.00	35,500.00	36,500.00	38,500.00
Total, Local Revenues		35,500.00	0.00	35,500.00	36,500.00	38,500.00
5. TOTAL REVENUES		2,735,191.00	1,356,222.00	4,091,413.00	3,814,617.00	3,796,031.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	511,699.43	675,478.57	1,187,178.00	1,103,114.00	1,134,029.00
Certificated Pupil Support Salaries	1200	59,381.93	76,253.07	135,635.00	163,783.00	165,688.00
Certificated Supervisors' and Administrators' Salaries	1300	62,919.67	20,293.33	83,213.00	79,800.00	81,450.00
Other Certificated Salaries	1900	36,569.52	93,478.48	130,048.00	106,742.00	112,658.00
Total, Certificated Salaries		670,570.55	865,503.45	1,536,074.00	1,453,439.00	1,493,825.00
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0.00	0.00	0.00	0.00	0.00
Non-certificated Support Salaries	2200	13,672.00	0.00	13,672.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	30,145.00	30,145.00
Clerical and Office Salaries	2400	291,493.00	0.00	291,493.00	161,015.00	164,879.00
Other Non-certificated Salaries	2900	48,515.04	5,340.96	53,856.00	13,464.00	13,464.00
Total, Non-certificated Salaries		353,680.04	5,340.96	359,021.00	204,624.00	208,488.00
3. Employee Benefits						
STRS	3101-3102	113,460.72	146,443.28	259,904.00	277,607.00	285,321.00
PERS	3201-3202	81,027.36	1,223.64	82,251.00	53,407.00	56,500.00
OASDI / Medicare / Alternative	3301-3302	36,726.23	13,011.77	49,738.00	36,729.00	37,610.00
Health and Welfare Benefits	3401-3402	364,593.05	189,725.95	554,319.00	463,814.00	465,863.00
Unemployment Insurance	3501-3502	5,059.71	4,415.29	9,475.00	8,290.00	8,512.00
Workers' Compensation Insurance	3601-3602	11,464.17	9,760.83	21,225.00	18,570.00	19,066.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		612,331.24	364,580.76	976,912.00	858,417.00	872,872.00

Description	Object Code	FY 2021/22			Totals for 2022/23	Totals for 2023/24
		Unrestricted	Restricted	Total		
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	3,131.37	9,468.63	12,600.00	12,996.00	13,386.00
Books and Other Reference Materials	4200	4,499.76	290.24	4,790.00	6,000.00	7,258.00
Materials and Supplies	4300	69,786.20	21,001.80	90,788.00	94,840.00	94,893.00
Noncapitalized Equipment	4400	11,838.83	19,305.17	31,144.00	32,026.00	33,362.00
Food	4700	6,000.00	0.00	6,000.00	6,180.00	6,365.00
Total, Books and Supplies		95,256.16	50,065.84	145,322.00	152,042.00	155,264.00
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	15,407.93	4,818.07	20,226.00	20,076.00	20,176.00
Dues and Memberships	5300	17,732.00	0.00	17,732.00	7,500.00	7,720.00
Insurance	5400	26,158.00	150.00	26,308.00	26,600.00	25,128.00
Operations and Housekeeping Services	5500	48,679.48	40,213.52	88,893.00	91,960.00	94,715.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	319,722.00	13,300.00	333,022.00	321,159.00	327,400.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	231,466.89	311,598.11	543,065.00	306,241.00	304,153.00
Communications	5900	7,961.11	55,805.89	63,767.00	27,096.00	27,700.00
Total, Services and Other Operating Expenditures		667,127.41	425,885.59	1,093,013.00	800,632.00	806,992.00
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
<i>Depreciation Expense (for accrual basis only)</i>	6900	173,294.00	0.00	173,294.00	153,792.00	68,339.00
Total, Capital Outlay		173,294.00	0.00	173,294.00	153,792.00	68,339.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	(41,309.31)	41,309.31	0.00	0.00	0.00
Debt Service:						
Interest	7438	2,774.00	0.00	2,774.00	941.00	449.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		(38,535.31)	41,309.31	2,774.00	941.00	449.00
8. TOTAL EXPENDITURES		2,533,724.09	1,752,685.91	4,286,410.00	3,623,887.00	3,606,229.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		201,466.91	(396,463.91)	(194,997.00)	190,730.00	189,802.00

Description	Object Code	FY 2021/22			Totals for 2022/23	Totals for 2023/24
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	420,597.00	0.00	420,597.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		420,597.00	0.00	420,597.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		622,063.91	(396,463.91)	225,600.00	190,730.00	189,802.00
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,231,950.77	105,962.76	2,337,913.53	2,563,513.53	2,754,243.53
b. Adjustments/Restatements	9793, 9795	0.00	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		2,231,950.77	105,962.76	2,337,913.53	2,563,513.53	2,754,243.53
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,854,014.68	(290,501.15)	2,563,513.53	2,754,243.53	2,944,045.53
Components of Ending Fund Balance (Modified Accrual Basis)						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0.00	0.00	0.00		
Unassigned/Unappropriated Amount	9790	0.00	0.00	0.00		
		0.00	0.00	0.00		
		0.00	0.00	0.00		
3 Components of Ending Net Position (Accrual Basis only)						
a. Net Investment in Capital Assets	9796	592,207.00	0.00	592,207.00		
b. Restricted Net Position	9797	0.00	(290,501.15)	(290,501.15)		
c. Unrestricted Net Position	9791	2,261,807.68	0.00	2,261,807.68		

Charter School Name: Audeo Charter School II
CDS #: 37-10371-0134577
Charter Approving Entity: San Diego COE
County: San Diego
Charter #: 1835
Fiscal Year: 2021/22

Description	2021-22	2022-23	2023-24
ADA (Projected P-2)	245.60	254.60	265.05
Enrollment (Projected P-2)	258	268	279
CBEDS Enrollment	185	192	200
Unduplicated Count	86	89	93
UPP (Rolling)	47.49%	46.54%	46.45%
COLA	5.07%	2.48%	3.11%
LCFF Total	\$ 2,648,572	\$ 2,808,720	\$ 3,014,319
STRS Rate	16.92%	19.10%	19.10%
PERS Rate	22.91%	26.10%	27.10%
FICA	6.20%	6.20%	6.20%
Medi	1.45%	1.45%	1.45%
Unemployment	0.50%	0.50%	0.20%
Workers Comp	1.12%	1.12%	1.12%
Health & Welfare (monthly)	\$ 2,247	\$ 2,247	\$ 2,247



Assumptions for the February Revised Operational Budget FY 2021-22

The Audeo Charter School II (Audeo II) is an independent study program. Audeo II 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 II 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 II 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 II is 48.87%.
- * **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 Governor's Budget and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo II's February Revised Operational Budget.

Table 1:

Description	FY 2021-22
Grades 4-6 Base Grant	\$8,215
Grades 7-8 Base Grant	\$8,458
Grades 9-12 Adjusted Base Grant	\$10,057
Statutory Cost of Living Allowance (COLA)*	5.07%
Audeo II 's Unduplicated Pupil Percentage (Rolling Average)	48.87%
District's Unduplicated Pupil Percentage (Carlsbad Unified)	24.34%

**Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.*

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2021-22 (Estimated P-2)	FY 2020-21 (Actual P-2)	FY 2019-20 (Actual P-2)
Enrollment	248	288	244
ADA:			
Grade 4-6	2.75	3.48	3.48
Grade 7-8	13.77	17.46	17.46
Grade 9-12	218.41	277.00	277.00
Total ADA	234.93	297.94	297.94

REVENUE PROJECTIONS

Table 3:

Description	FY 2021-22
LCFF Sources	\$2,563,889
Federal Revenues	556,117
State Revenues Other than LCFF	831,187
Local Revenues	32,000
Other Financing Sources	\$420,597
Total Projected Revenues	\$4,403,790

- 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 Nov. 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: \$65 for Prop 20 (Lottery: Instructional Materials) and \$163 for Non-Prop 20 for (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 2021-22.

ESSA: School Improvement (CSI) Funding for LEAs:

Audeo II 's allocation amount for 2020-21 CSI funds is \$177,547. The project period for this grant begins on February 15, 2021 and ends on September 30, 2022. Audeo II has projected to spend \$89,621 of its 2020-21 CSI funds for this fiscal year (FY) and the remaining balance next fiscal year.

Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund:

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. Audeo II 's ESSER II allocation is \$160,715 and of that amount, \$45,674 was spent in FY 2020-21 and remaining amount of \$115,041 is included in this budget.

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. Audeo II 's ESSER III allocation is \$361,202 and of that amount it has included \$10,000 in this budget.

- **Expanded Learning Opportunity Grant** is part of AB 86, signed by Governor Newsom on March 5, 2021, and is intended to provide supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups. Funds must be spent by August 31, 2022. Audeo II 's apportionment is \$224,537 and \$112,728 is included in the budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$715 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$125.00 per PY California Basic Educational Data System (CBEDS) count.

- **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 II's allocation total is \$40,682 and of that amount it has included the first 80% apportionment of \$32,546 in its budget.
- **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 II chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$17.21 for Grades K-8 and \$47.84 for Grades 9-12.
- **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. CTE funding was increased at the state level from \$150M to \$300M in 2021-22. Audeo II included the \$505,084 CTE grant 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. \$3,343 of dispute prevention and \$20,000 of learning recovery funds are included in this budget.
- **Other Financing Sources** Nonprofit corporations were eligible to apply to the Paycheck Protection Program (PPP), a Small Business Administration (SBA) backed loan, during the COVID-19 crisis. Audeo Charter School II applied for and received the loan in May of 2020. In July of 2021, the loan amount plus any accrued interest or fees was forgiven. This amounted to \$420,597 in forgiveness and is reflected in the budget under Other Financing Sources

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**Table 4:**

POSITIONS	OBJECT CODE	FY 21-22
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	12.50
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	1.35
Certificated Supervisor & Administrator	1300	0.55
Other Certificated Teacher Resource (CTR)	1900	5.00
Classified Support (Admin Support)	2300	0.20
Clerical, Technical & Office Staff	2400	4.90
Other Classified (Administrative Support)	2900	0.50
TOTAL FTE POSITIONS BUDGETED		25.00

- * 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 2021-22, 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	16.92%	
PERS (Classified Retirement)	3211-12		22.91%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$2,100	3401-02		
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .000095			
State Unemployment Insurance	3501-01	.50%	.50%
Worker Compensation Insurance	3601-02	1.12%	1.12%

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 II 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 II has allocated \$17,505 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$532,435 representing 12.09% 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 II 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 II reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo II has deployed an integrated marketing plan to support organizational growth. To reach Audeo II'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 2021-22, Audeo II has allocated \$44,037 for marketing expenses included in the object code 5800 and represents 1% of its total budget.

DISTRICT OVERSIGHT FEES

Audeo II will pay its authorizing District (San Diego County Office of Education) 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

Audeo II has budgeted \$25,639 for FY 2021-22 for oversight fees.

RESERVES

Audeo II has allocated reserves of \$220,190 for FY 2021-22 representing 5% of total revenues of \$4,403,790.

FACILITIES

Audeo II carries contractual lease agreements with an annual cost of \$266,641 for FY 2021-22. The total cost of the current lease contracts from July 2021 thru the end of the lease term (Year 2024) is \$686,725. Audeo II 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 II

Charter School II

FEBRUARY REVISED OPERATIONAL BUDGET FY 2021-2022

REVENUES

DESCRIPTION	ACCOUNT CODES	FEBRUARY REVISED BUDGET	REVISED PRELIM BUDGET	Increase (Decrease)
LOCAL CONTROL FUNDING FORMULA - LCFF				
LCFF State Aid	8011	\$ 2,516,903.00	\$ 2,599,452.00	\$ (82,549.00)
Education Protection Account	8012	46,986.00	49,120.00	(2,134.00)
TOTAL, LCFF ENTITLEMENT		\$ 2,563,889.00	\$ 2,648,572.00	\$ (84,683.00)
FEDERAL REVENUES				
Special Ed: Federal IDEA	8181	\$ 30,500.00	\$ 30,500.00	\$ -
ERMHS Level III	8182	\$ 153,067.00	\$ 125,688.00	\$ 27,379.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290	41,242.00	41,071.00	\$ 171.00
Title II, Part A - Improving Teacher Quality Program	8290	5,767.00	5,443.00	324.00
Title III - Limited English Proficient Study Program	8290	1,521.00	1,521.00	-
Title IV - Part A Student Support and Academic Enrichment	8290	10,000.00	10,000.00	-
ESSA: School Improvement Funding for LEAS	8290	89,621.00	118,800.00	(29,179.00)
CARES ACT Elementary and Secondary School Relief (ESSER) I	8290	5.00	-	5.00
CARES ACT Elementary and Secondary School Relief (ESSER) II	8290	115,041.00	114,752.00	289.00
Elementary and Secondary School Emergency Relief Fund (ESSER) III	8290	10,000.00	60,000.00	(50,000.00)
Expanded Learning Opportunity (ELO) - ESSER II	8290	33,061.00	-	33,061.00
Expanded Learning Opportunity (ELO) - GEER II	8290	7,588.00	-	7,588.00
Expanded Learning Opportunity (ELO) - ESSER III	8290	21,552.00	-	21,552.00
ELO - ESSER III Learning Loss	8290	37,152.00	-	37,152.00
TOTAL, FEDERAL REVENUES		\$ 556,117.00	\$ 507,775.00	\$ 48,342.00
STATE REVENUES OTHER THAN LCFF				
Mandate Block Grant	8550	\$ 13,612.00	\$ 13,612.00	\$ -
State Lottery Revenue - Non Prop-20	8560	39,996.00	37,507.00	2,489.00
State Lottery Revenue - Non Prop-20 (PY)	8560	(1,071.00)	-	(1,071.00)
State Lottery Revenue - Prop-20	8560	15,949.00	11,687.00	4,262.00
State Lottery Revenue - Prop-20 (PY)	8560	(742.00)	-	(742.00)
Special Education	8792	167,975.00	175,604.00	(7,629.00)
Dispute Prevention	8590	3,343.00	3,344.00	(1.00)
Learning Recovery Fund	8590	20,000.00	-	20,000.00
Special Education - Mental Health Level 2	8590	21,120.00	40,000.00	(18,880.00)
Educator Effectiveness	8590	32,546.00	-	32,546.00
Career Technical Education Incentive Grant	8590	505,084.00	505,084.00	-
Expanded Learning Opportunity (ELO) Grant.	8590	3,002.00	101,455.00	(98,453.00)
Expanded Learning Opportunity (ELO) Paraprofessional	8590	10,373.00	11,273.00	(900.00)
TOTAL, STATE REVENUES		\$ 831,187.00	\$ 899,566.00	\$ (68,379.00)
LOCAL REVENUES				
Interest Income	8660	\$ 6,000.00	\$ 10,000.00	\$ (4,000.00)
All Other Local Revenue	8699	26,000.00	25,500.00	500.00
TOTAL LOCAL REVENUES		\$ 32,000.00	\$ 35,500.00	\$ (3,500.00)
OTHER FINANCING SOURCES				
All Other Financing Sources	8979	420,597.00	420,597.00	\$ -
TOTAL OTHER FINANCING SOURCES		\$ 420,597.00	\$ 420,597.00	\$ -
TOTAL, REVENUES		\$ 4,403,790.00	\$ 4,512,010.00	\$ (108,220.00)

Audeo II

Charter School II

FEBRUARY REVISED OPERATIONAL BUDGET FY 2021-2022

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FEBRUARY REVISED BUDGET	REVISED PRELIM BUDGET	Increase (Decrease)
CERTIFICATED SALARIES				
Teachers' Salaries	1100	\$ 1,139,015.00	\$ 1,187,178.00	\$ (48,163.00)
Certificated Pupil Support Salaries	1200	147,467.00	135,635.00	11,832.00
Certificated Supervisor & Adm. Salaries	1300	81,573.00	83,213.00	(1,640.00)
Other Certificated Salaries	1900	75,823.00	130,048.00	(54,225.00)
TOTAL, CERTIFICATED SALARIES		\$ 1,443,878.00	\$ 1,536,074.00	\$ (92,196.00)
CLASSIFIED SALARIES				
Classified Support Salaries	2200	-	13,672.00	(13,672.00)
Supervisors' and Administrator's Salaries	2300	\$ 22,609.00	-	\$ 22,609.00
Clerical, Technical, and Office Staff	2400	268,149.00	291,493.00	(23,344.00)
Other Classified Salaries	2900	54,600.00	53,856.00	744.00
TOTAL, CLASSIFIED SALARIES		\$ 345,358.00	\$ 359,021.00	\$ (13,663.00)
EMPLOYEE BENEFITS				
STRS Retirement	3100	\$ 244,304.00	\$ 259,904.00	\$ (15,600.00)
PERS Retirement	3200	79,121.00	82,251.00	(3,130.00)
Social Security/Medicare	3300	47,261.00	49,738.00	(2,477.00)
Health and Welfare	3400	578,514.00	554,319.00	24,195.00
Unemployment Insurance	3500	8,946.00	9,475.00	(529.00)
Workers Compensation Insurance	3600	20,048.00	21,225.00	(1,177.00)
TOTAL EMPLOYEE BENEFITS		\$ 978,194.00	\$ 976,912.00	\$ 1,282.00
TOTAL PERSONNEL COST		\$ 2,767,430.00	\$ 2,872,007.00	\$ (104,577.00)

Audeo II

Charter School II

FEBRUARY REVISED OPERATIONAL BUDGET FY 2021-2022

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FEBRUARY REVISED BUDGET	REVISED PRELIM BUDGET	Increase (Decrease)
BOOKS AND SUPPLIES				
Textbooks	4100	\$ 16,339.00	\$ 12,600.00	\$ 3,739.00
Books and Other Reference Materials	4200	6,290.00	4,790.00	1,500.00
Instructional Materials and Supplies	4300	70,034.00	65,716.00	4,318.00
On-Line Courses	4312	25,072.00	25,072.00	-
Research and Development	4313	4,376.00	-	4,376.00
Non-Capitalized Equipment	4400	31,736.00	31,144.00	592.00
Food	4700	6,000.00	6,000.00	-
TOTAL, BOOKS AND SUPPLIES		\$ 159,847.00	\$ 145,322.00	\$ 14,525.00
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conference	5200	\$ 21,450.00	\$ 20,226.00	\$ 1,224.00
Research and Development Travel	5202	\$ 13,129.00	-	\$ 13,129.00
Dues and Memberships	5300	15,769.00	17,732.00	(1,963.00)
Liability Insurance	5400	26,808.00	26,308.00	500.00
Operations and Housekeeping Services	5500	75,919.00	88,893.00	(12,974.00)
Rental, Leases & Repairs	5600	335,601.00	333,022.00	2,579.00
Prof/Consulting Services/Oper. Exp.	5800	488,398.00	497,945.00	(9,547.00)
Marketing	5812	44,037.00	45,120.00	(1,083.00)
Communication	5900	60,144.00	63,767.00	(3,623.00)
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 1,081,255.00	\$ 1,093,013.00	\$ (11,758.00)
CAPITAL OUTLAY				
Depreciation - Leasehold Improvement	6900	\$ 147,309.00	\$ 148,309.00	\$ (1,000.00)
Depreciation - Equipment	6900	24,985.00	24,985.00	-
TOTAL, CAPITAL OUTLAY		\$ 172,294.00	\$ 173,294.00	\$ (1,000.00)
OTHER OUTGO				
Debt Service Payment - Interest (Capitalized Leases)	7438	\$ 2,774.00	\$ 2,774.00	-
TOTAL, OTHER OUTGO		\$ 2,774.00	\$ 2,774.00	-
RESERVES				
Operational Reserve	9730	\$ 110,095.00	\$ 112,800.00	\$ (2,705.00)
Reserve for Economic Uncertainties	9770	110,095.00	112,800.00	(2,705.00)
TOTAL, RESERVES		\$ 220,190.00	\$ 225,600.00	\$ (5,410.00)
%		5%	5%	
TOTAL, EXPENDITURES		\$ 4,403,790.00	\$ 4,512,010.00	\$ (108,220.00)

Fiscal Year Ending June 30, 2022

CHARTER SCHOOL INTERIM BUDGET REPORT

- First Interim/October 31st
- Second Interim/January 15th

Charter School Name: Audeo Charter School III

CDS #: 37 68106 0137034

Charter Approving Entity: Escondido Union High School District

County: San Diego

Charter #: 1935

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Projected Budget			Actual To-Date		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. Revenue Limit Sources							
Local Control Funding Formula	8011	907,600.00		907,600.00	262,534.00		262,534.00
Education Protection Account	8012	23,338.00		23,338.00	6,043.00		6,043.00
State Aid - Prior Years	8019			0.00			0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039			0.00			0.00
County and District Taxes (for rev. limit funded schools)	8040-8079			0.00			0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089			0.00			0.00
Revenue Limit Transfers (for rev. limit funded schools):							
PERS Reduction Transfer	8092			0.00			0.00
Transfers from Sponsoring LEAs to Charter Schools							
In Lieu of Property Taxes	8096	528,249.00		528,249.00	180,551.58		180,551.58
Other Revenue Limit Transfers	8091, 8097			0.00			0.00
Total, Revenue Limit Sources		1,459,187.00	0.00	1,459,187.00	449,128.58	0.00	449,128.58
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind/ESSA	8290		45,560.00	45,560.00		10,654.00	10,654.00
Special Education - Federal	8181, 8182		73,314.00	73,314.00			0.00
Child Nutrition - Federal	8220			0.00			0.00
Other Federal Revenues	8110, 8260-8299		54,586.00	54,586.00		10,016.00	10,016.00
Total, Federal Revenues		0.00	173,460.00	173,460.00	0.00	20,670.00	20,670.00
3. Other State Revenues							
Charter Schools Categorical Block Grant	8480-8434			0.00			0.00
Special Education - State	StateRevSE		113,633.00	113,633.00		23,358.00	23,358.00
All Other State Revenues	StateRevAO	22,586.00	271,680.00	294,266.00		59,623.92	59,623.92
Total, Other State Revenues		22,586.00	385,313.00	407,899.00	0.00	82,981.92	82,981.92
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	5,525.00		5,525.00	4,089.21		4,089.21
Total, Local Revenues		5,525.00	0.00	5,525.00	4,089.21	0.00	4,089.21
5. TOTAL REVENUES		1,487,298.00	558,773.00	2,046,071.00	453,217.79	103,651.92	556,869.71
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	373,605.00	258,776.00	632,381.00	102,872.20	55,919.67	158,791.87
Certificated Pupil Support Salaries	1200	69,782.00	37,951.00	107,733.00	24,746.92	10,069.24	34,816.16
Certificated Supervisors' and Administrators' Salaries	1300	33,281.00	18,169.00	51,450.00	13,719.92	3,430.00	17,149.92
Other Certificated Salaries	1900	16,529.00	28,003.00	44,532.00		1,823.84	1,823.84
Total, Certificated Salaries		493,197.00	342,899.00	836,096.00	141,339.04	71,242.75	212,581.79
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100			0.00			0.00
Non-certificated Support Salaries	2200	30,562.00		30,562.00	9,795.44		9,795.44
Non-certificated Supervisors' and Administrators' Sal.	2300			0.00			0.00
Clerical and Office Salaries	2400	98,204.00	3,418.00	101,622.00	29,529.68		29,529.68
Other Non-certificated Salaries	2900			0.00			0.00
Total, Non-certificated Salaries		128,766.00	3,418.00	132,184.00	39,325.12	0.00	39,325.12
3. Employee Benefits							
STRS	3100-3102	82,989.00	58,478.00	141,467.00	23,914.59	12,054.32	35,968.91
PERS	3200-3202	29,500.00	783.00	30,283.00	9,009.36		9,009.36
OASDI / Medicare / Alternative	3300-3302	16,998.00	5,237.00	22,235.00	5,064.48	1,039.16	6,103.64
Health and Welfare Benefits	3400-3402	229,646.00	77,896.00	307,542.00	49,141.37	17,984.42	67,125.79
Unemployment Insurance	3500-3502	3,089.00	1,752.00	4,841.00	914.02	345.45	1,259.47
Workers' Compensation Insurance	3600-3602	6,965.00	3,880.00	10,845.00	2,036.91	813.23	2,850.14
Retiree Benefits	3701-3702			0.00			0.00
PERS Reduction (for revenue limit funded schools)	3801-3802			0.00			0.00
Other Employee Benefits	3901-3902			0.00			0.00
Total, Employee Benefits		369,187.00	148,026.00	517,213.00	90,080.73	32,236.58	122,317.31
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100		4,950.00	4,950.00		5,390.90	5,390.90
Books and Other Reference Materials	4200			0.00			0.00
Materials and Supplies	4300	26,010.00	4,976.00	30,986.00	10,855.97	497.73	11,353.70
Noncapitalized Equipment	4400	10,000.00	4,500.00	14,500.00	162.93	1,003.32	1,166.25
Food	4700	1,759.00	741.00	2,500.00	320.95		320.95
Total, Books and Supplies		37,769.00	15,167.00	52,936.00	11,339.85	6,891.95	18,231.80

Fiscal Year Ending June 30, 2022

- First Interim/October 31st
- Second Interim/January 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: Audeo Charter School III

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Travel and Conferences	5200	6,541.00	3,880.00	10,421.00	1,383.57	1,879.45	3,263.02
Dues and Memberships	5300	3,084.00		3,084.00	1,852.90		1,852.90
Insurance	5400	9,765.00	400.00	10,165.00	9,634.92		9,634.92
Operations and Housekeeping Services	5500	11,444.00	24,666.00	36,110.00	2,960.46	6,463.98	9,424.44
Rentals, Leases, Repairs, and Noncap. Improvements	5600	144,614.00	1,000.00	145,614.00	64,487.04	405.90	64,892.94
Professional/Consulting Services and Operating Expend.	5800	139,243.00	118,020.00	257,263.00	22,933.62	14,760.80	37,694.42
Communications	5900	11,154.00	9,740.00	20,894.00	125.52	5,617.03	5,742.55
Total, Services and Other Operating Expenditures		325,845.00	157,706.00	483,551.00	103,378.03	29,127.16	132,505.19
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170			0.00			0.00
Buildings and Improvements of Buildings	6200			0.00			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00			0.00
Equipment	6400			0.00			0.00
Equipment Replacement	6500			0.00			0.00
Depreciation Expense (for accrual basis only)	6900	61,093.00		61,093.00	19,980.88		19,980.88
Total, Capital Outlay		61,093.00	0.00	61,093.00	19,980.88	0.00	19,980.88
7. Other Outgo							
Tuition to Other Schools	7110-7143			0.00			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00			0.00
Transfer of Indirect Costs	7300-7399			0.00			0.00
All Other Transfers	7281-7299			0.00			0.00
Transfers of Indirect Costs	7300-7399			0.00			0.00
Debt Service:							
Interest	7438	2,239.00		2,239.00	1,778.91		1,778.91
Principal (for modified accrual basis only)	7439			0.00			0.00
Total, Other Outgo		2,239.00	0.00	2,239.00	1,778.91	0.00	1,778.91
8. TOTAL EXPENDITURES		1,418,096.00	667,216.00	2,085,312.00	407,222.56	139,498.44	546,721.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		69,202.00	(108,443.00)	(39,241.00)	45,995.23	(35,846.52)	10,148.71
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	196,200.00		196,200.00	196,200.28		196,200.28
2. Less: Other Uses	7630-7699			0.00			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(64,576.46)	64,576.46	0.00			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		131,623.54	64,576.46	196,200.00	196,200.28	0.00	196,200.28
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		200,825.54	(43,866.54)	156,959.00	242,195.51	(35,846.52)	206,348.99
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	954,723.97	43,866.54	998,590.51	954,723.97	43,866.54	998,590.51
b. Adjustments/Restatements to Beginning Balance	9793, 9795			0.00			0.00
c. Adjusted Beginning Balance		954,723.97	43,866.54	998,590.51	954,723.97	43,866.54	998,590.51
2. Ending Fund Balance, June 30 (E + F1c)		1,155,549.51	0.00	1,155,549.51	1,196,919.48	8,020.02	1,204,939.50
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0.00	0.00	0.00	0.00
Reserve for Stores (equals object 9320)	9712			0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713			0.00	20,668.76	284.45	20,953.21
Reserve for All Others	9719			0.00			0.00
General Reserve	9730			0.00			0.00
Legally Restricted Balance	9740			0.00			0.00
Designated for Economic Uncertainties	9770 *			0.00			0.00
Other Designations	9775, 9780			0.00			0.00
Undesignated / Unappropriated Amount	9790 *	1,155,549.51	0.00	1,155,549.51	1,176,250.72	7,735.57	1,183,986.29
* Percent of Total Expenditures and Other Uses		55.41%	0.00%	55.41%	215.15%	1.41%	216.56%

Fiscal Year Ending June 30, 2022

CHARTER SCHOOL INTERIM BUDGET REPORT

- First Interim/October 31st
- Second Interim/January 15th

Charter School Name: Audeo Charter School III

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110	722,097.90	13,250.36	735,348.26			
Fair Value Adjustment to Cash in County Treasury	9111			0.00			
In Banks	9120	267,418.68	(19,147.08)	248,271.60			
In Revolving Fund	9130			0.00			
With Fiscal Agent	9135			0.00			
Collections Awaiting Deposit	9140			0.00			
2. Investments	9150			0.00			
3. Accounts Receivable	9200	145.87		145.87			
4. Due from Grantor Government	9290	778.05	27,983.64	28,761.69			
5. Stores	9320			0.00			
6. Prepaid Expenditures (Expenses)	9330	20,668.76	284.45	20,953.21			
7. Other Current Assets	9340	438.28		438.28			
8. Capital Assets (for accrual basis only)	9400-9499	350,595.83		350,595.83			
9. TOTAL ASSETS		1,362,143.37	22,371.37	1,384,514.74			
H. LIABILITIES							
1. Accounts Payable	9500	67,708.95	1,100.99	68,809.94			
2. Due to Grantor Government	9590			0.00			
3. Current Liabilities	9641	28,045.46		28,045.46			
4. Deferred Revenue	9650		13,250.36	13,250.36			
5. Long-Term Liabilities (for accrual basis only)	9660-9669	69,469.48		69,469.48			
6. TOTAL LIABILITIES		165,223.89	14,351.35	179,575.24			
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		1,196,919.48	8,020.02	1,204,939.50			



Assumptions for the February Revised Operational Budget FY 2021-22

Audeo Charter School III (Audeo III) is an independent study program. Audeo III 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 III, 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 III 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 III is 75.87%.
- * **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 Dashboard – 2022-23 Governor's Budget proposal and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo III's February Revised Operational Budget.

Table 1:

Description	FY 2021-22
Grades 4-6 Adjusted Base Grant	\$8,214
Grades 7-8 Adjusted Base Grant	\$8,458
Grades 9-12 Adjusted Base Grant	\$10,057
Statutory Cost of Living Allowance (COLA)*	5.07%
Audeo III's Unduplicated Pupil Percentage (Rolling Average)	75.87%
District's Unduplicated Pupil Percentage (EUHSD)	73.73%

*Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2021-22 (Estimated P-2)	FY 2020-21 (Actual P-2)	FY 2019-20 (Actual P-2)
Enrollment	138	130	130
ADA:			
Grade 4-6	6.92	1.72	1.72
Grade 7-8	10.05	12.74	12.74
Grade 9-12	104.22	106.40	106.40
Total ADA	121.19	120.86	120.86

REVENUE PROJECTIONS

Table 3:

Description	FY 2021-22
LCFF Sources	\$1,515,437
Federal Revenues	\$98,517
State Revenues Other than LCFF	\$387,648
Local Revenues	\$205,650
Total Projected Revenues	\$2,207,252

- **In Lieu of Property Taxes** of \$556,782 per current year (CY) P-2 ADA is based on FY 2020-21 P-2 rate for Escondido Union High 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 Nov. 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: \$65 for Prop 20 (Lottery: Instructional Materials) and \$163 for Non-Prop 20 for (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 2021-22.

Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund:

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. Audeo III's ESSER II allocation is estimated to be \$60,302 and of that amount, it has included \$21,773 in this budget.

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. Audeo III's ESSER III allocation is estimated to be \$135,526 and \$19,205 is included in this budget.

- **Expanded Learning Opportunity Grant** is part of AB 86, signed by Governor Newsom on March 5, 2021, and is intended to provide supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups. Funds must be spent by September 30, 2024. Audeo III's revised allocation amount is \$100,382 and of this amount, \$50,282 was received in FY 20-21 and the remaining balance is planned to be spent by the end of the grant term.
- **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 III's allocation total is \$27,419 and of that amount it has included the first 80% apportionment of \$22,148 in its budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$715 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 III chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$17.21 for Grades K-8 and \$47.84 for Grades 9-12.
- **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. CTE funding was increased at the state level from \$150M to \$300M in 2021-22. Audeo III included the \$180,885 CTE grant 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. \$3,034 of dispute prevention and \$13,653 of learning recovery funds are included in this budget.
- **Other Financing Sources** Nonprofit corporations were eligible to apply to the Paycheck Protection Program (PPP), a Small Business Administration (SBA) backed loan, during the COVID-19 crisis. Audeo Charter School III applied for and received the loan in May of 2020. In July of 2021, the loan amount plus any accrued interest or fees was forgiven. This amounted to \$196,200 in forgiveness and is reflected in the budget under Other Financing Sources

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 21-22
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	8.20
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	0.95
Certificated Supervisor & Administrator	1300	0.40
Other Certificated Teacher Resource (CTR)	1900	2.00
Classified Support (Admin Support)	2200	0.25
Clerical, Technical & Office Staff	2400	2.35
TOTAL FTE POSITIONS BUDGETED		14.15

- * 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 2021-22, we estimated the Special Ed population at 32.7%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	16.92%	
PERS (Classified Retirement)	3211-12		22.91%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$2,100			
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .00114	3401-02		
State Unemployment Insurance	3501-01	0.50%	0.50%
Worker Compensation Insurance	3601-02	1.12%	1.12%

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 III 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

Audeo III has allocated \$8,900 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$173,499 representing 8% of the Operational Budget. Included in this object code are the district's oversight fees object code 5700, 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 III 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 III reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo III has deployed an integrated marketing plan to support organizational growth. To reach Audeo III'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 2021-22, Audeo III has allocated \$24,280 for marketing expenses included in the object code 5800 and represents 1.1% of its total budget.

DISTRICT OVERSIGHT FEES

Audeo III will pay its authorizing District (Escondido Union High 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

Audeo III has budgeted \$15,154 for FY 2021-22 for oversight fees, which is included in object code 5800.

RESERVES

Audeo III has allocated reserves of \$110,363 for FY 2021-22 representing 5% of total revenues of \$2,207,252.

FACILITIES

Audeo III carries contractual lease agreements with an annual cost of \$129,514 for FY 2021-22. The total cost of the current lease contracts from July 2021 thru the end of the lease term (Year 2028) is \$842,301. Audeo III has allocated reserves for this amount.



**FEBRUARY REVISED OPERATIONAL BUDGET
FY 2021-2022**

REVENUES

DESCRIPTION	ACCOUNT CODES	FEBRUARY REVISED BUDGET	REVISED PRELIM BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA - LCFF				
LCFF State Aid	8011	\$ 934,417.00	\$ 907,600.00	\$ 26,817.00
Education Protection Account	8012	\$ 24,238.00	\$ 23,338.00	900.00
In-Lieu of Property Taxes	8096	\$ 556,782.00	\$ 528,249.00	28,533.00
TOTAL, LCFF ENTITLEMENT		\$ 1,515,437.00	\$ 1,459,187.00	\$ 56,250.00
FEDERAL REVENUES				
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	\$ 13,375.00	\$ 13,375.00	\$ -
Special Ed: IDEA Mental Health Allocation Plan, Part B	8182	\$ -	\$ 59,939.00	(59,939.00)
Elementary & Secondary School Emergency Relief (ESSER)	8290	\$ 2.00	\$ -	2.00
Elementary & Secondary School Emergency Relief (ESSER) II Fund	8290	\$ 21,773.00	\$ 35,381.00	(13,608.00)
Elementary & Secondary School Emergency Relief (ESSER) III Fund	8290	\$ 19,205.00	\$ 19,205.00	-
Title I, Part A - Basic Grants Low-Income & Neglected	8290	\$ 27,006.00	\$ 28,667.00	(1,661.00)
Title II, Part A - Improving Teacher Quality Program	8290	\$ 3,997.00	\$ 3,947.00	50.00
Title III - Limited English Proficient Study Program	8290	\$ 3,159.00	\$ 2,946.00	213.00
Title IV, Part A, Student Support and Academic Enrich.	8290	\$ 10,000.00	\$ 10,000.00	-
ELO Grant: ESSER II State Reserve	8290	\$ -	\$ -	-
ELO Grant: GEER II	8290	\$ -	\$ -	-
ELO Grant: ESSER III State Reserve, Emergency Needs	8290	\$ -	\$ -	-
ELO Grant: ESSER III State Reserve, Learning Loss	8290	\$ -	\$ -	-
TOTAL, FEDERAL REVENUES		\$ 98,517.00	\$ 173,460.00	\$ (74,943.00)
STATE REVENUES OTHER THAN LCFF				
Mandate Block Grant	8550	\$ 5,339.00	\$ 5,082.00	\$ 257.00
State Lottery Revenue - Non Prop-20	8560	\$ 19,754.00	\$ 17,504.00	2,250.00
State Lottery Revenue - Prop-20	8560	\$ 7,877.00	\$ 5,718.00	2,159.00
Special Education	8792	\$ 86,651.00	\$ 83,433.00	3,218.00
Special Education - Mental Health Level 2	8590	\$ 42,623.00	\$ 30,200.00	12,423.00
Career Technical Education Incentive	8590	\$ 180,885.00	\$ 180,885.00	-
Expanded Learning Opportunity	8590	\$ 5,684.00	\$ 85,077.00	(79,393.00)
Educator Effectiveness Block Grant	8590	\$ 22,148.00	\$ -	22,148.00
Dispute Prevention	8590	\$ 3,034.00	\$ -	3,034.00
Learning Recovery	8590	\$ 13,653.00	\$ -	13,653.00
TOTAL, STATE REVENUES		\$ 387,648.00	\$ 407,899.00	\$ (20,251.00)
LOCAL REVENUES				
Interest Income	8660	\$ 5,450.00	\$ 5,450.00	\$ -
All Other Local Revenue	8699	\$ 4,000.00	\$ 75.00	3,925.00
TOTAL LOCAL REVENUES		\$ 9,450.00	\$ 5,525.00	\$ 3,925.00
OTHER FINANCING SOURCES				
All Other Financing Sources	8979	\$ 196,200.00	\$ 196,200.00	-
TOTAL OTHER FINANCING SOURCES		\$ 196,200.00	\$ 196,200.00	\$ -
TOTAL, REVENUES		\$ 2,207,252.00	\$ 2,242,271.00	\$ (35,019.00)



**FEBRUARY REVISED OPERATIONAL BUDGET
FY 2021-2022**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FEBRUARY REVISED BUDGET	REVISED PRELIMINARY BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES				
Certificated Teachers' Salaries	1100	\$ 616,761.00	\$ 632,381.00	\$ (15,620.00)
Certificated Pupil Support Salaries	1200	\$ 111,740.00	\$ 107,733.00	4,007.00
Certificated Supervisors' & Administrators' Salaries	1300	\$ 53,508.00	\$ 51,450.00	2,058.00
Other Certificated Salaries	1900	\$ 33,377.00	\$ 44,532.00	(11,155.00)
TOTAL, CERTIFICATED SALARIES		\$ 815,386.00	\$ 836,096.00	\$ (20,710.00)
CLASSIFIED SALARIES				
Non-Cert Support Salaries	2200	\$ 30,562.00	\$ 30,562.00	-
Clerical, Technical, and Office Staff	2400	\$ 123,928.00	\$ 101,622.00	22,306.00
TOTAL, CLASSIFIED SALARIES		\$ 154,490.00	\$ 132,184.00	\$ 22,306.00
EMPLOYEE BENEFITS				
STRS Retirement	3100	\$ 137,963.00	\$ 141,467.00	\$ (3,504.00)
PERS Retirement	3200	\$ 35,393.00	\$ 30,283.00	5,110.00
Social Security/Medicare	3300	\$ 24,476.00	\$ 22,235.00	2,241.00
Health and Welfare	3400	\$ 335,056.00	\$ 307,542.00	27,514.00
Unemployment Insurance	3500	\$ 4,849.00	\$ 4,841.00	8.00
Workers Compensation Insurance	3600	\$ 10,906.00	\$ 10,845.00	61.00
TOTAL EMPLOYEE BENEFITS		\$ 548,643.00	\$ 517,213.00	\$ 31,430.00
TOTAL PERSONNEL COST		\$ 1,518,519.00	\$ 1,485,493.00	\$ 33,026.00



**FEBRUARY REVISED OPERATIONAL BUDGET
FY 2021-2022**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FEBRUARY REVISED BUDGET	REVISED PRELIMINARY BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES				
Textbooks and Core Curricula Materials	4100	\$ 10,600.00	\$ 4,950.00	\$ 5,650.00
Instructional Materials and Supplies	4300	\$ 24,750.00	\$ 20,880.00	3,870.00
On-line Courses	4312	\$ 10,090.00	\$ 10,106.00	(16.00)
Research and Development	4313	\$ 2,225.00	\$ -	2,225.00
Non-Capitalized Equipment	4400	\$ 15,870.00	\$ 14,500.00	1,370.00
Food	4700	\$ 4,259.00	\$ 2,500.00	1,759.00
TOTAL, BOOKS AND SUPPLIES		\$ 67,794.00	\$ 52,936.00	\$ 14,858.00
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conference	5200	\$ 10,150.00	\$ 10,421.00	\$ (271.00)
Research and Development Travel	5202	\$ 6,675.00	\$ -	6,675.00
Dues and Memberships	5300	\$ 5,070.00	\$ 3,084.00	1,986.00
Liability Insurance	5400	\$ 10,390.00	\$ 10,165.00	225.00
Operations and Housekeeping Services	5500	\$ 37,942.00	\$ 36,110.00	1,832.00
Rental, Leases, Repairs & Non-Capitalized Improvements	5600	\$ 156,991.00	\$ 145,614.00	11,377.00
Prof/Consulting Services/Oper. Exp.	5800	\$ 173,499.00	\$ 232,598.00	(59,099.00)
Marketing	5812	\$ 24,280.00	\$ 24,665.00	(385.00)
Communication	5900	\$ 23,056.00	\$ 20,894.00	2,162.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 448,053.00	\$ 483,551.00	\$ (35,498.00)
CAPITAL OUTLAY				
Depreciation - Leasehold Improvement	6900	\$ 51,064.00	\$ 51,064.00	-
Depreciation - Equipment	6900	\$ 8,879.00	\$ 10,029.00	(1,150.00)
TOTAL, CAPITAL OUTLAY		\$ 59,943.00	\$ 61,093.00	\$ (1,150.00)
OTHER OUTGO				
Debt Service Payment - Interest	7438	\$ 2,580.00	\$ 2,239.00	\$ 341.00
TOTAL, OTHER OUTGO		\$ 2,580.00	\$ 2,239.00	\$ 341.00
RESERVES				
Operational Reserve	9730	\$ 55,182.00	\$ 78,479.50	\$ (23,297.50)
Reserve for Economic Uncertainties	9770	\$ 55,181.00	\$ 78,479.50	\$ (23,298.50)
TOTAL, RESERVES		\$ 110,363.00	\$ 156,959.00	\$ (46,596.00)
%		5%	7%	
TOTAL, EXPENDITURES		\$ 2,207,252.00	\$ 2,242,271.00	\$ (35,019.00)

Audeo Valley Charter School
Audeo Valley Charter School
2020-21 through 2023-24

DESCRIPTION	Unaudited Actuals 2020-21	Operating Budget 2021-22	Percent of Change over PY	1st Interim Projected Budget 2021-22	Percent of Change over PY	Projected Budget 2022-23	Percent of Change over PY	Projected Budget 2023-24	Percent of Change over PY
ADA Actual/Projection (Number)		266	0.00%	266	0.00%	266	0.00%	266	0.00%
REVENUES									
	<i>Object Codes</i>								
LCFF/EPA Revenue Sources	8010-8099	\$ 3,057,328	0.00%	\$ 3,106,753	0.00%	\$ 3,183,716	2.48%	\$ 3,282,622	3.11%
Federal	8100-8299	56,095	0.00%	64,848	0.00%	104,098	60.53%	104,098	0.00%
State	8300-8599	181,582	0.00%	206,670	0.00%	282,044	36.47%	283,257	0.43%
Local	8600-8799	5,700	0.00%	3,400	0.00%	5,300	55.88%	5,900	11.32%
Total Revenue		\$ -	0.00%	\$ 3,381,671	0.00%	\$ 3,575,158	5.72%	\$ 3,675,877	2.82%
EXPENSES									
Certificated Salaries	1000-1999	\$ 1,319,830	0.00%	\$ 1,312,936	0.00%	\$ 1,453,810	10.73%	\$ 1,511,650	3.98%
Classified Salaries	2000-2999	96,001	0.00%	117,954	0.00%	134,715	14.21%	141,450	5.00%
Benefits	3000-3999	725,662	0.00%	776,946	0.00%	847,366	9.06%	859,053	1.38%
Books & Supplies	4000-4999	183,850	0.00%	229,542	0.00%	233,013	1.51%	238,462	2.34%
Services & Operating	5000-5999	599,153	0.00%	690,846	0.00%	706,314	2.24%	723,628	2.45%
Depreciation	6000-6999	210,059	0.00%	81,388	0.00%	17,065	-79.03%	14,995	-12.13%
Other Outgo	7100-7299								
Other Outgo	7400-7499	1,115	0.00%	2,975	0.00%	4,117	38.37%	2,844	-30.92%
Other Outgo - Indirect Cost	7300-7399		0.00%		0.00%		0.00%		0.00%
Total Expenses		\$ -	0.00%	\$ 3,212,587	0.00%	\$ 3,396,400	5.72%	\$ 3,492,083	2.82%
OTHER SOURCES & USES									
Transfers In & Other Sources	8900-8999	\$ 1,591,468	-100.00%		-100.00%		0.00%		0.00%
Transfers Out & Other Uses	7600-7699		0.00%		0.00%		0.00%		0.00%
Total Expenditures & Uses		\$ 1,591,468	-100.00%	\$ -	-100.00%	\$ -	0.00%	\$ -	0.00%
NET INCREASE (DECREASE) IN NET POSITION		\$ 1,591,468	-89.63%	\$ 169,084	-89.38%	\$ 178,758	5.72%	\$ 183,794	2.82%
NET POSITION, RESERVES									
Beginning Balance		\$ -		\$ 1,591,468	0.00%	\$ 1,591,468	0.00%	\$ 1,760,552	10.62%
Ending Balance		\$ 1,591,468	10.37%	\$ 1,756,503	10.37%	\$ 1,760,552	10.62%	\$ 1,939,310	10.15%
Components of Ending Balance:									
Net Investment in Capital Assets		216,164		216,164		216,164		216,164	
Restricted Net Position									
Unrestricted Net Position		1,375,304		1,540,339		1,544,388		1,723,145	
Total Ending Net Position		1,591,468		1,756,503		1,760,552		1,939,310	
Available Reserve %		0.00%		49.12%		48.07%		50.73%	
						50.73%		54.61%	

OBJECT	Beginning Balance	July Actuals	% Bud	August Actuals	% Bud	September Actuals	% Bud	October Actuals	% Bud	November Actuals	% Bud	December Estimated	% Bud	January Estimated	% Bud
Beginning Cash Balance		-		1,102,280.84		1,097,511.65		839,790.36		655,850.70		430,925.04		538,684.83	
RECEIPTS															
LCFF Sources		43,773.00	1.55%	41,060.62	1.45%	421,306.90	14.91%	126,821.10	4.49%	126,821.10	4.49%	365,228.60	12.92%	126,821.10	4.49%
LCFF Principal Apportionment	8010-8019														
Education Protection Account	8010-8019														
Property Taxes	8020-8079		0.00%		0.00%	42,398.10	15.11%	18,843.60	6.72%	18,843.60	6.72%	18,843.60	6.72%	18,843.60	6.72%
Miscellaneous Funds	8080-8099		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Federal Revenue	8100-8299		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
State Revenue			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Lottery	8560		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Other State Revenue	8300-8599		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Local Revenue			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Interest	8660		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Other Local Revenue	8600-8799		0.00%		0.00%	100.00	10.00%		0.00%		0.00%		0.00%	300.00	30.00%
Interfund Transfers In	8910-8929		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
All Other Financing Sources	8930-8979		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
TOTAL REVENUES		43,773.00	1.29%	41,060.62	1.21%	463,805.00	13.72%	145,664.70	4.31%	145,664.70	4.31%	384,072.20	11.36%	145,964.70	4.32%
DISBURSEMENTS															
Certificated Salaries	1000-1999	67,635.63	5.15%	67,333.82	5.13%	73,715.02	5.61%	78,322.30	5.97%	94,809.86	7.22%	118,862.25	9.05%	116,606.25	8.88%
Classified Salaries	2000-2999	6,274.76	5.32%	7,141.86	6.05%	7,275.96	6.17%	7,167.28	6.08%	11,752.53	9.96%	10,691.64	9.06%	10,691.64	9.06%
Employee Benefits	3000-3999	40,250.75	5.18%	39,238.31	5.05%	45,048.86	5.80%	46,699.41	6.01%	51,846.17	6.67%	66,984.00	8.62%	66,532.12	8.56%
Books & Supplies	4000-4999	22,947.23	10.00%	779.75	0.34%	1,885.16	0.82%	480.85	0.21%	7,746.84	3.37%	20,219.51	8.81%	28,269.51	12.32%
Services	5000-5999	73,910.64	10.70%	44,835.37	6.49%	31,650.79	4.58%	33,682.37	4.88%	46,060.53	6.67%	61,551.05	8.91%	64,601.05	9.35%
Capital Outlay	6000-6599	17,409.87	21.39%	17,409.87	21.39%	17,409.87	21.39%	17,409.87	21.39%	1,793.79	2.20%	1,422.12	1.75%	1,422.12	1.75%
Other Outgo	7100-7299		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Debt Service	7400-7499		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Interfund Transfers Out	7600-7629		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
All Other Financing Uses	7630-7699		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
TOTAL DISBURSEMENTS		228,428.88	7.11%	176,738.98	5.50%	176,985.66	5.51%	183,762.08	5.72%	214,009.72	6.66%	279,730.57	8.71%	288,122.69	8.97%
BALANCE SHEET ITEMS															
Assets and Deferred Outflows															
Cash Not in Treasury	9200		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Accounts Receivable	9200	1,375,304.00		1,153,852.00	0.00%	136,618.38	0.00%	(463,705.00)	0.00%	(145,664.70)	0.00%	(384,072.20)	0.00%	(145,664.70)	0.00%
Prepaid Expenditures	9330	85,964.79		38,467.62	0.00%	615.07	0.00%	282.52	0.00%	(320.99)	0.00%	286.60	0.00%	286.60	0.00%
Capital Assets	94XX	216,164.07		17,409.87	0.00%	17,409.87	0.00%	17,409.87	0.00%	17,409.87	0.00%	(14,436.21)	0.00%	1,422.12	0.00%
Other Current Assets			0.00%		0.00%		0.00%	(13,185.04)	0.00%		0.00%		0.00%		0.00%
SUBTOTAL		1,677,432.86	0.00%	1,209,729.49	0.00%	154,643.32	0.00%	(446,012.61)	0.00%	(141,760.86)	0.00%	(166,783.81)	0.00%	(382,363.48)	0.00%
Liabilities and Deferred Inflows															
Accounts Payable	9500	85,964.79		(77,207.23)	0.00%	23,734.15	0.00%	98,528.02	0.00%	4,081.42	0.00%	(10,203.17)	0.00%	(385,781.64)	0.00%
Current Loans	9640		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Unearned Revenue	9650		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Other Liabilities	9650		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	(250,000.00)	0.00%
SUBTOTAL	9650	85,964.79	0.00%	(77,207.23)	0.00%	23,734.15	0.00%	98,528.02	0.00%	4,081.42	0.00%	(10,203.17)	0.00%	(385,781.64)	0.00%
TOTAL BALANCE SHEET ITEMS		1,286,936.72	0.00%	130,909.17	0.00%	(544,540.63)	0.00%	(145,842.28)	0.00%	(156,580.64)	0.00%	3,418.16	0.00%	106,044.02	0.00%
NET INCREASE/DECREASE		1,102,280.84		(4,769.19)		(257,721.29)		(183,939.66)		(224,925.66)		107,759.79		(36,113.97)	
ENDING CASH BALANCE		1,102,280.84		1,097,511.65		839,790.36		655,850.70		430,925.04		538,684.83		502,570.87	

OBJECT	February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance	502,570.87		1,590,091.16		1,512,379.66		1,637,930.84		1,756,516.23			-	-	
RECEIPTS														
LCFF Sources	399,592.00	14.14%	187,784.00	6.64%	399,592.00	14.14%	399,592.00	14.14%	187,786.58	6.64%		2,826,179.00	2,826,179.00	-
LCFF Principal Apportionment	8010-8019													
Education Protection Account	8010-8019													
Property Taxes	18,843.60	6.72%	20,154.11	7.18%	10,077.05	3.59%	10,077.05	3.59%	10,077.05	3.59%	93,572.64	280,574.00	280,574.00	-
Miscellaneous Funds	8080-8099	0.00%		0.00%		0.00%		0.00%		0.00%		-	-	-
Federal Revenue	8100-8299	0.00%		0.00%		0.00%		0.00%	64,848.00	100.00%		64,848.00	64,848.00	-
State Revenue		0.00%		0.00%		0.00%		0.00%		0.00%		-	-	-
Lottery	8560	0.00%		0.00%		0.00%		0.00%		0.00%		-	-	-
Other State Revenue	8300-8599	22.39%	38,038.00	18.41%	38,038.00	18.41%	38,038.00	18.41%	38,038.00	18.41%	8,240.00	206,670.00	206,670.00	-
Local Revenue		0.00%		0.00%		0.00%		0.00%		0.00%		-	-	-
Interest	8660	0.00%		0.00%	1,200.00	50.00%		0.00%	1,200.00	50.00%		2,400.00	2,400.00	-
Other Local Revenue	8600-8799	0.00%		0.00%	300.00	30.00%		0.00%	300.00	30.00%		1,000.00	1,000.00	-
Interfund Transfers In	8910-8929	0.00%		0.00%		0.00%		0.00%		0.00%		-	-	-
All Other Financing Sources	8930-8979	0.00%		0.00%		0.00%		0.00%		0.00%		-	-	-
TOTAL REVENUES	464,713.60	13.74%	245,976.11	7.27%	449,207.05	13.28%	447,707.05	13.24%	302,249.63	8.94%	101,812.64	3,381,671.00	3,381,671.00	-
DISBURSEMENTS														
Certificated Salaries	1000-1999	10.34%	136,874.26	10.43%	135,746.26	10.34%	140,258.26	10.68%	147,026.27	11.20%		1,312,936.44	1,312,936.44	-
Classified Salaries	2000-2999	9.06%	10,691.64	9.06%	11,691.64	9.91%	11,691.64	9.91%	12,191.64	10.34%		117,953.87	117,953.87	-
Employee Benefits	3000-3999	10.70%	83,391.80	10.73%	83,488.06	10.75%	84,391.82	10.86%	85,908.55	11.06%		776,945.71	776,945.71	-
Books & Supplies	4000-4999	12.32%	28,269.51	12.32%	28,269.51	12.32%	28,269.51	12.32%	34,135.01	14.87%		229,541.90	229,541.90	0.00
Services	5000-5999	9.35%	64,551.05	9.34%	64,551.05	9.34%	64,601.05	9.35%	76,250.05	11.04%		690,846.05	690,846.05	-
Capital Outlay	6000-6599	1.75%	1,422.12	1.75%	1,422.12	1.75%	1,422.12	1.75%	1,422.12	1.75%		81,388.11	81,388.11	(0.00)
Other Outgo	7100-7299	0.00%		0.00%		0.00%		0.00%	2,975.38	100.00%		2,975.38	2,975.38	-
Debt Service	7400-7499	0.00%		0.00%		0.00%		0.00%		0.00%		-	-	-
Interfund Transfers Out	7600-7629	0.00%		0.00%		0.00%		0.00%		0.00%		-	-	-
All Other Financing Uses	7630-7699	0.00%		0.00%		0.00%		0.00%		0.00%		-	-	-
TOTAL DISBURSEMENTS	323,896.44	10.08%	325,200.38	10.12%	325,168.64	10.12%	330,634.40	10.29%	359,909.02	11.20%	-	-	3,212,587.46	1.00
BALANCE SHEET ITEMS														
Assets and Deferred Outflows														
Cash Not in Treasury	9200	0.00%		0.00%		0.00%		0.00%		0.00%		-	-	-
Accounts Receivable	9200	0.00%		0.00%		0.00%		0.00%		0.00%		-	-	-
Prepaid Expenditures	9330	0.00%	90.65	0.00%	90.65	0.00%	90.62	0.00%	395.45	0.00%	52,272.25	-	-	-
Capital Assets	94XX	0.00%	1,422.12	0.00%	1,422.12	0.00%	1,422.12	0.00%	1,422.12	0.00%	151,005.96	-	-	-
Other Current Assets		0.00%		0.00%		0.00%		0.00%		0.00%	13,185.04	-	-	-
SUBTOTAL	1,371,117.68	0.00%	1,512.77	0.00%	1,512.77	0.00%	1,512.74	0.00%	1,817.57	0.00%	216,463.25	-	-	-
Liabilities and Deferred Inflows														
Accounts Payable	9500	0.00%	424,414.55	0.00%		0.00%		0.00%	8,398.69	0.00%		-	-	-
Current Loans	9640	0.00%		0.00%		0.00%		0.00%		0.00%		-	-	-
Unearned Revenue	9650	0.00%		0.00%		0.00%		0.00%		0.00%		-	-	-
Other Liabilities	9650	0.00%		0.00%		0.00%		0.00%		0.00%		250,000.00	(250,000.00)	
SUBTOTAL	9650	0.00%	424,414.55	0.00%	-	0.00%	-	0.00%	8,398.69	0.00%	-	250,000.00	-	(250,000.00)
TOTAL BALANCE SHEET ITEMS	946,703.13	0.00%	1,512.77	0.00%	1,512.77	0.00%	1,512.74	0.00%	(6,581.12)	0.00%	216,463.25	-	-	250,000.00
NET INCREASE/DECREASE	1,087,520.29		(77,711.50)		125,551.18		118,585.39		(64,240.51)		318,275.89		169,083.54	249,999.00
ENDING CASH BALANCE	1,590,091.16		1,512,379.66		1,637,930.84		1,756,516.23		1,692,275.72					

CDS Number:	33 10330 0140780	Charter Name:	Audeo Valley Charter School
Audeo Valley Charter	William Berry	Authorizer:	Riverside County Office of Education

FIRST INTERIM REPORT ASSUMPTIONS	2021-22	2022-23	2023-24
Projected Enrollment			
Grades K-3			
Grades 4-6	20	20	20
Grades 7-8	42	42	42
Grades 9-12	218	218	218
Total Enrollment	280	280	280
Percent Change Over Prior Year	--	0.00%	0.00%
Projected P-2 ADA			
Grades K-3			
Grades 4-6	19	19	19
Grades 7-8	40	40	40
Grades 9-12	207	207	207
Total ADA	266	266	266
Percent Change Over Prior Year	--	0.00%	0.00%
ADA to Enrollment Ratio	0.95	0.95	0.95
Staffing			
Number of Teachers (FTE)	11.58	13.25	13.25
Average Teacher Cost (Salary and Benefits)	\$95,486	\$98,602	\$102,433
Step and Column Increase			
Health and Welfare Cost per Employee	\$26,989	\$26,989	\$26,989
STRS Rates for Certificated Employees	16.92%	19.10%	19.10%
PERS Rates used for Classified Employees	22.91%	26.10%	27.10%
Classroom Staffing Ratio			
Students per FTE	24.17	21.13	21.13
Facilities			
Rent/Lease	\$203,573	\$206,829	\$211,387
Electricity	\$12,010	\$12,611	\$13,241
Heating & Gas			
Other			
Administrative Service Agreements			
Oversight Fees to Authorizer (1 or 3 percent)	\$31,068	\$31,837	\$32,826
Administrative Services Contract			
Other			
Other Major Expenditure Assumptions			
Other Major Revenue Assumptions			

Electricity and heating & gas are billed by the same vendor

Audeo Valley Charter School

Assumptions for the February Revised Operational Budget FY 2021-22

The Audeo Valley Charter School is an independent study program. Audeo Valley 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 Valley, 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 Valley 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 Valley is 71.06%.

- * **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 Governor’s Budget and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo Valley’s February Revised Operational Budget.

Table 1:

Description	FY 2021-22
Adjusted Grades 4-6 Base Grant	\$8,215
Adjusted Grades 7-8 Base Grant	\$8,458
Adjusted Grades 9-12 Base Grant	\$10,057
Statutory Cost of Living Allowance (COLA)*	5.07%
Audeo Valley’s Unduplicated Pupil Percentage (Rolling Average)	71.06%
District’s Unduplicated Pupil Percentage (MVUSD)	83.97%

*Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2021-22 (Estimated P-2)
Enrollment	261
ADA:	
Grade 4-6	17.35
Grade 7-8	37.19
Grade 9-12	193.36
Total ADA	247.90

REVENUE PROJECTIONS

Table 3:

Description	FY 2021-22
LCFF Sources	\$2,993,749
Federal Revenues	64,911
State Revenues Other than LCFF	224,758
Local Revenues	3,400
Total Projected Revenues	\$3,286,818

- **In Lieu of Property Taxes** of \$1,054.79 per current year (CY) P-2 ADA is based on FY 2020-21 P-2 rate for Moreno Valley 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 Nov. 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
- **Federal Funds**

Titles I, II, and III are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2021-22.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. State revenues are projected at \$715 per CY P-2 ADA.

- **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 Valley chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$17.21 for Grades K-8 and \$47.84 for Grades 9-12.
- **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 Valley's allocation total is \$27,419 and of that amount it has included the first 80% apportionment of \$21,935 in its budget.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 21-22
Teachers (Gen. Ed, Special Ed*)	1100	12.25
Certificated Pupil Support (Counselor/Nurse/Psychologist)	1200	1.15
Certificated Supervisor & Administrator	1300	0.85
Other Certificated Teacher Resource (CTR)	1900	4.00
Classified Supervisor & Administrator	2300	0.20
Clerical, Technical & Office Staff	2400	1.75
TOTAL FTE POSITIONS BUDGETED		20.20

- * 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 2021-22, we estimated the Special Ed population at 15.3%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	16.92%	
PERS (Classified Retirement)	3211-12		22.91%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$2,100			
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .000095	3401-02		
State Unemployment Insurance	3501-01	0.50%	0.50%
Worker Compensation Insurance	3601-02	1.16%	1.16%

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 Valley 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 Valley has allocated \$12,000 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$308,449 representing 9.4% 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 file 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), Audeo Valley 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 Valley reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo Valley has deployed an integrated marketing plan to support organizational growth. To reach Audeo Valley'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 2021-22, Audeo Valley has allocated \$26,295 for marketing expenses included in the object code 5800 and represents 0.8% of its total budget.

DISTRICT OVERSIGHT FEES

Audeo Valley will pay its authorizer (Riverside County Office of Education) 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

Audeo Valley has budgeted \$29,938 for FY 2021-22 for oversight fees.

RESERVES

Audeo Valley has allocated reserves of \$164,340 for FY 2021-22 representing 5% of total revenues of \$3,286,818.

FACILITIES

Audeo Valley carries contractual lease agreements with an annual cost of \$203,942 for fiscal year 2021-22. The total cost of the current lease contracts from July 2021 thru the end of the lease term (Year 2027) is \$1,261,208.

Audeo Valley Charter School

February Revised Operational Budget FY 2021-22

REVENUES

DESCRIPTION	ACCOUNT CODES		FEBRUARY REVISED BUDGET	REVISED PRELIM BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES					
LCFF State Aid - Current Year	8011	+	\$ 2,682,687.00	\$ 2,772,979.00	\$ (90,292.00)
Education Protection Account (EPA)	8012	+	49,580.00	53,200.00	(3,620.00)
In Lieu of Property Taxes - Current Year	8096	+	261,482.00	280,574.00	(19,092.00)
TOTAL, LCFF SOURCES		=	\$ 2,993,749.00	\$ 3,106,753.00	\$ (113,004.00)
FEDERAL REVENUES					
Title I, Part A - Improving Basic Programs	8290	+	\$ 53,953.00	\$ 39,128.00	\$ 14,825.00
Title II, Part A - Supporting Effective Instruction	8290	+	8,267.00	5,288.00	2,979.00
Title III, Part A - English Learner Student Program	8290	+	2,691.00	2,778.00	(87.00)
Title IV, Part A - Student Support and Academic Enrichment	8290	+	-	10,000.00	(10,000.00)
TOTAL, FEDERAL REVENUES		=	\$ 64,911.00	\$ 57,194.00	\$ 7,717.00
STATE REVENUES OTHER THAN LCFF					
Mandate Block Grant	8550	+	\$ 9,094.00	\$ -	\$ 9,094.00
Special Education	8792	+	177,249.00	190,190.00	(12,941.00)
Special Education: Mental Health Services - Level 2	8590	+	16,480.00	8,600.00	7,880.00
Educator Effectiveness	8590	+	21,935.00	-	21,935.00
TOTAL, OTHER STATE REVENUES		=	\$ 224,758.00	\$ 198,790.00	\$ 25,968.00
LOCAL REVENUES					
Interest Income	8660	+	\$ 2,400.00	\$ 3,600.00	\$ (1,200.00)
All Other Local Revenue	8699	+	1,000.00	2,100.00	(1,100.00)
TOTAL, LOCAL REVENUES		=	\$ 3,400.00	\$ 5,700.00	\$ (2,300.00)
TOTAL, REVENUES			\$ 3,286,818.00	\$ 3,368,437.00	\$ (81,619.00)

AudeoValley Charter School

February Revised Operational Budget FY 2021-22

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		FEBRUARY REVISED BUDGET	REVISED PRELIM BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES					
Certificated Teachers' Salaries	1100	+ \$	861,777.00	\$ 961,686.00	\$ (99,909.00)
Certificated Pupil Support Salaries	1200	+	113,894.00	109,846.00	4,048.00
Certificated Supervisors' & Administrators' Salaries	1300	+	113,704.00	113,704.00	-
Other Certificated Salaries	1900	+	97,873.00	124,179.00	(26,306.00)
TOTAL, CERTIFICATED SALARIES		= \$	1,187,248.00	\$ 1,309,415.00	\$ (122,167.00)
CLASSIFIED SALARIES					
Classified Support Salaries	2200	+ \$	-	\$ 1,723.00	\$ (1,723.00)
Classified Supervisors' & Administrators' Salaries	2300	+	22,609.00	-	22,609.00
Clerical, Technical and Office Staff Salaries	2400	+	95,335.00	95,335.00	-
TOTAL, CLASSIFIED SALARIES		= \$	117,944.00	\$ 97,058.00	\$ 20,886.00
EMPLOYEE BENEFITS					
STRS Retirement	3100	+ \$	200,882.00	\$ 221,844.00	\$ (20,962.00)
PERS Retirement	3200	+	27,021.00	21,841.00	5,180.00
Social Security/Medicare	3300	+	26,277.00	26,322.00	(45.00)
Health and Welfare	3400	+	484,475.00	429,767.00	54,708.00
Unemployment Insurance	3500	+	6,526.00	7,032.00	(506.00)
Workers Compensation	3600	+	15,184.00	16,335.00	(1,151.00)
TOTAL, EMPLOYEE BENEFITS		= \$	760,365.00	\$ 723,141.00	\$ 37,224.00
TOTAL, PERSONNEL COST		\$	2,065,557.00	\$ 2,129,614.00	\$ (64,057.00)

Audeo Valley Charter School

February Revised Operational Budget FY 2021-22

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FEBRUARY REVISED BUDGET	REVISED PRELIM BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES				
Textbooks and Core Curricula Materials	4100	+ \$ 41,500.00	\$ 41,500.00	\$ -
Books and Other Reference Materials	4200	+ 24,000.00	24,000.00	-
Materials and Supplies	4300	+ 97,120.00	82,451.00	14,669.00
On-Line Courses	4312	+ 22,229.00	22,229.00	-
Research and Development	4313	+ 3,000.00	-	3,000.00
Noncapitalized Equipment	4400	+ 60,616.00	30,750.00	29,866.00
Food	4700	+ 5,399.00	5,399.00	-
TOTAL, BOOKS AND SUPPLIES		= \$ 253,864.00	\$ 206,329.00	\$ 47,535.00
SERVICES AND OTHER OPERATING EXPENSES				
Travel and Conference	5200	+ \$ 16,174.00	\$ 16,174.00	\$ -
Research and Development Travel	5202	+ 9,000.00	-	9,000.00
Dues and Memberships	5300	+ 3,900.00	2,600.00	1,300.00
Liability Insurance	5400	+ 20,541.00	20,430.00	111.00
Operations and Housekeeping Services	5500	+ 71,291.00	71,291.00	-
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+ 256,457.00	245,671.00	10,786.00
Professional/Consulting Services/Operating Exp.	5800	+ 282,154.00	240,092.00	42,062.00
Marketing Fees	5812	+ 26,295.00	26,947.00	(652.00)
Communications	5900	+ 32,882.00	29,693.00	3,189.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= \$ 718,694.00	\$ 652,898.00	\$ 65,796.00
CAPITAL OUTLAY				
Depreciation - Equipment	6900	+ \$ 3,105.00	\$ 4,246.00	\$ (1,141.00)
Depreciation - Leasehold Improvement	6900	+ 78,283.00	205,813.00	(127,530.00)
TOTAL, CAPITAL OUTLAY		= \$ 81,388.00	\$ 210,059.00	\$ (128,671.00)
OTHER OUTGO				
Debt Service Payment - Interest (Capitalized Leases)	7438	+ \$ 2,975.00	\$ 1,115.00	\$ 1,860.00
TOTAL, OTHER OUTGO		= \$ 2,975.00	\$ 1,115.00	\$ 1,860.00
RESERVES				
Operational Reserve	9780	+ \$ 82,170.00	\$ 84,211.00	\$ (2,041.00)
Reserve for Economic Uncertainties	9789	+ 82,170.00	84,211.00	(2,041.00)
TOTAL, RESERVES		= \$ 164,340.00	\$ 168,422.00	\$ (4,082.00)
%		5%	5%	
TOTAL, EXPENDITURES		\$ 3,286,818.00	\$ 3,368,437.00	\$ (81,619.00)

Fiscal Year Ending June 30, 2022

- First Interim/October 31st
- Second Interim/January 31st

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: Grossmont Secondary School

CDS #: 37770990136077

Charter Approving Entity: State Board of Education

County: San Diego

Charter #: 1889

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Projected Budget			Actual To-Date		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. Revenue Limit Sources							
Local Control Funding Formula	8011	3,516,276.00		3,516,276.00	1,123,978.00		1,123,978.00
Education Protection Account	8012	58,952.00		58,952.00	17,012.00		17,012.00
State Aid - Prior Years	8019			0.00			0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039			0.00			0.00
County and District Taxes (for rev. limit funded schools)	8040-8079			0.00			0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089			0.00			0.00
Revenue Limit Transfers (for rev. limit funded schools):							
PERS Reduction Transfer	8092			0.00			0.00
Transfers from Sponsoring LEAs to Charter Schools							
In Lieu of Property Taxes	8096			0.00			0.00
Other Revenue Limit Transfers	8091, 8097			0.00			0.00
Total, Revenue Limit Sources		3,575,228.00	0.00	3,575,228.00	1,140,990.00	0.00	1,140,990.00
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind / ESSA	8290		283,157.00	283,157.00		38,422.07	38,422.07
Special Education - Federal	8181, 8182		39,625.00	39,625.00			0.00
Child Nutrition - Federal	8220			0.00			0.00
Other Federal Revenues	8110, 8260-8299		99,850.00	99,850.00		45,187.33	45,187.33
Total, Federal Revenues		0.00	422,632.00	422,632.00	0.00	83,609.40	83,609.40
3. Other State Revenues							
Charter Schools Categorical Block Grant	8480-8434			0.00			0.00
Special Education - State	StateRevSE		251,073.00	251,073.00		65,722.00	65,722.00
All Other State Revenues	StateRevAO	57,550.00	722,707.00	780,257.00		128,546.75	128,546.75
Total, Other State Revenues		57,550.00	973,780.00	1,031,330.00	0.00	194,268.75	194,268.75
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	24,694.00		24,694.00	5,192.77		5,192.77
Total, Local Revenues		24,694.00	0.00	24,694.00	5,192.77	0.00	5,192.77
5. TOTAL REVENUES							
		3,657,472.00	1,396,412.00	5,053,884.00	1,146,182.77	277,878.15	1,424,060.92
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	958,741.00	630,853.00	1,589,594.00	283,046.87	163,986.22	447,033.09
Certificated Pupil Support Salaries	1200	127,751.00	65,754.00	193,505.00	24,573.88	42,097.32	66,671.20
Certificated Supervisors' and Administrators' Salaries	1300	61,135.00	41,314.00	102,449.00	14,310.55	12,538.57	26,849.12
Other Certificated Salaries	1900	20,680.00	75,730.00	96,410.00		7,331.81	7,331.81
Total, Certificated Salaries		1,168,307.00	813,651.00	1,981,958.00	321,931.30	225,953.92	547,885.22
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100			0.00			0.00
Non-certificated Support Salaries	2200	25,231.00	35,892.00	61,123.00	11,451.88	9,795.44	21,247.32
Non-certificated Supervisors' and Administrators' Sal.	2300	175,926.00	16,353.00	192,279.00	46,331.07	9,258.02	55,589.09
Clerical and Office Salaries	2400	338,636.00	7,724.00	346,360.00	100,264.94	2,574.64	102,839.58
Other Non-certificated Salaries	2900			0.00			0.00
Total, Non-certificated Salaries		539,793.00	59,969.00	599,762.00	158,047.89	21,628.10	179,675.99
3. Employee Benefits							
STRS	3100-3102	181,746.00	136,113.00	317,859.00	58,145.07	33,551.93	91,697.00
PERS	3200-3202	144,501.00	16,584.00	161,085.00	31,233.71	11,291.11	42,524.82
OASDI / Medicare / Alternative	3300-3302	63,812.00	17,216.00	81,028.00	15,372.27	6,551.64	21,923.91
Health and Welfare Benefits	3400-3402	435,174.00	232,197.00	667,371.00	139,277.28	69,496.27	208,773.55
Unemployment Insurance	3500-3502	8,541.00	4,368.00	12,909.00	2,399.68	1,238.13	3,637.81
Workers' Compensation Insurance	3600-3602	19,128.00	9,787.00	28,915.00	5,407.34	2,791.61	8,198.95
Retiree Benefits	3701-3702			0.00			0.00
PERS Reduction (for revenue limit funded schools)	3801-3802			0.00			0.00
Other Employee Benefits	3901-3902			0.00			0.00
Total, Employee Benefits		852,902.00	416,265.00	1,269,167.00	251,835.35	124,920.69	376,756.04
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0.00	10,500.00	10,500.00		2,596.37	2,596.37
Books and Other Reference Materials	4200	0.00	0.00	0.00			0.00
Materials and Supplies	4300	29,805.00	36,651.00	66,456.00	29,055.58	5,405.75	34,461.33
Noncapitalized Equipment	4400	18,000.00	0.00	18,000.00			0.00
Food	4700	4,009.00	1,241.00	5,250.00	241.10	52.24	293.34
Total, Books and Supplies		51,814.00	48,392.00	100,206.00	29,296.68	8,054.36	37,351.04

Fiscal Year Ending June 30, 2022

CHARTER SCHOOL INTERIM BUDGET REPORT

- First Interim/October 31st
- Second Interim/January 31st

Charter School Name: Grossmont Secondary School

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Travel and Conferences	5200	14,814.00	5,839.00	20,653.00	5,971.85	2,579.39	8,551.24
Dues and Memberships	5300	8,650.00	0.00	8,650.00	5,206.74	0.00	5,206.74
Insurance	5400	26,752.00	120.00	26,872.00	26,453.60	100.00	26,553.60
Operations and Housekeeping Services	5500	44,693.00	48,361.00	93,054.00	10,546.43	13,841.88	24,388.31
Rentals, Leases, Repairs, and Noncap. Improvements	5600	203,084.00	6,064.00	209,148.00	79,687.23	1,966.98	81,654.21
Professional/Consulting Services and Operating Expend.	5800	396,673.00	136,913.00	533,586.00	55,208.59	48,062.52	103,271.11
Communications	5900	25,299.00	42,838.00	68,137.00	292.74	17,092.14	17,384.88
Total, Services and Other Operating Expenditures		719,965.00	240,135.00	960,100.00	183,367.18	83,642.91	267,010.09
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170			0.00			0.00
Buildings and Improvements of Buildings	6200			0.00			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00			0.00
Equipment	6400			0.00			0.00
Equipment Replacement	6500			0.00			0.00
Depreciation Expense (for accrual basis only)	6900	247,990.00		247,990.00	67,283.62		67,283.62
Total, Capital Outlay		247,990.00	0.00	247,990.00	67,283.62	0.00	67,283.62
7. Other Outgo							
Tuition to Other Schools	7110-7143			0.00			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00			0.00
All Other Transfers	7281-7299			0.00			0.00
Transfers of Indirect Costs	7300-7399	(11,198.00)	11,198.00	0.00	(1,660.98)	1,660.98	0.00
Debt Service:							
Interest	7438	1,409.00		1,409.00	1,419.42		1,419.42
Principal (for modified accrual basis only)	7439			0.00			0.00
Total, Other Outgo		(9,789.00)	11,198.00	1,409.00	(241.56)	1,660.98	1,419.42
8. TOTAL EXPENDITURES		3,570,982.00	1,589,610.00	5,160,592.00	1,011,520.46	465,860.96	1,477,381.42
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		86,490.00	(193,198.00)	(106,708.00)	134,662.31	(187,982.81)	(53,320.50)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	436,108.00		436,108.00	436,108.42		436,108.42
2. Less: Other Uses	7630-7699			0.00			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(188,780.00)	188,780.00	0.00			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		247,328.00	188,780.00	436,108.00	436,108.42	0.00	436,108.42
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		333,818.00	(4,418.00)	329,400.00	570,770.73	(187,982.81)	382,787.92
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	3,087,777.11	133,041.86	3,220,818.97	3,087,777.11	133,041.86	3,220,818.97
b. Adjustments/Restatements to Beginning Balance	9793, 9795			0.00			0.00
c. Adjusted Beginning Balance		3,087,777.11	133,041.86	3,220,818.97	3,087,777.11	133,041.86	3,220,818.97
2. Ending Fund Balance, June 30 (E + F1c)		3,421,595.11	128,623.86	3,550,218.97	3,658,547.84	(54,940.95)	3,603,606.89
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0.00	0.00	0.00	0.00
Reserve for Stores (equals object 9320)	9712			0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713			0.00	58,120.03	825.99	58,946.02
Reserve for All Others	9719			0.00			0.00
General Reserve	9730			0.00			0.00
Legally Restricted Balance	9740			0.00			0.00
Designated for Economic Uncertainties	9770 *			0.00			0.00
Other Designations	9775, 9780			0.00			0.00
Undesignated / Unappropriated Amount	9790 *	3,421,595.11	128,623.86	3,550,218.97	3,600,427.81	(55,766.94)	3,544,660.87
* Percent of Total Expenditures and Other Uses		66.30%	2.49%	68.79%	243.70%	-3.77%	239.93%

Fiscal Year Ending June 30, 2022

- First Interim/October 31st
 Second Interim/January 31st

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: Grossmont Secondary School

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110				2,839,685.74	226,120.30	3,065,806.04
Fair Value Adjustment to Cash in County Treasury	9111						0.00
In Banks	9120				580,402.39	(273,719.35)	306,683.04
In Revolving Fund	9130						0.00
With Fiscal Agent	9135						0.00
Collections Awaiting Deposit	9140						0.00
2. Investments	9150						0.00
3. Accounts Receivable	9200				353.25		353.25
4. Due from Grantor Government	9290				2,310.00	105,289.95	107,599.95
5. Stores	9320						0.00
6. Prepaid Expenditures (Expenses)	9330				58,120.03	825.99	58,946.02
7. Other Current Assets	9340				8,541.98		8,541.98
8. Capital Assets (for accrual basis only)	9400-9499				293,517.23		293,517.23
9. TOTAL ASSETS					3,782,930.62	58,516.89	3,841,447.51
H. LIABILITIES							
1. Accounts Payable	9500				72,465.05	20,379.40	92,844.45
2. Due to Grantor Government	9590						0.00
3. Current Liabilities	9641				9,268.72		9,268.72
4. Deferred Revenue	9650					93,078.44	93,078.44
5. Long-Term Liabilities (for accrual basis only)	9660-9669				42,649.01		42,649.01
6. TOTAL LIABILITIES					124,382.78	113,457.84	237,840.62
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)					3,658,547.84	(54,940.95)	3,603,606.89



Assumptions for the February Revised Operational Budget FY 2021-22

Grossmont Secondary School (GSS) is an independent study program. GSS 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 GSS, 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. GSS 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 GSS is 66.02%.
- * **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 Dashboard – 2022-23 Governor's Budget proposal and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build GSS's February Revised Operational Budget.

Table 1:

Description	FY 2021-22
Grades 4-6 Adjusted Base Grant	\$8,214
Grades 7-8 Adjusted Base Grant	\$8,458
Grades 9-12 Adjusted Base Grant	\$10,057
Statutory Cost of Living Allowance (COLA)*	5.07%
GSS's Unduplicated Pupil Percentage (Rolling Average)	66.02%
District's Unduplicated Pupil Percentage (GUHSD)	71.24%

*Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2021-22 (Estimated P-2)	FY 2020-21 (Actual P-2)	FY 2019-20 (Actual P-2)
Enrollment	324	333	333
ADA:			
Grade 7-8	26.98	36.26	36.26
Grade 9-12	291.13	303.97	303.97
Total ADA	318.11	340.23	340.23

REVENUE PROJECTIONS

Table 3:

Description	FY 2021-22
LCFF Sources	\$3,798,892
Federal Revenues	521,048
State Revenues Other than LCFF	722,681
Local Revenues	24,694
Other Financing Sources	436,108
Total Projected Revenues	\$5,503,423

- **In Lieu of Property Taxes (ILPT)** are no longer a source of revenue, but total LCFF revenues will remain unchanged. With the passage of Senate Bill 75, SBE authorized charter schools will no longer receive ILPT unless the district of residence (for the student of which ADA was claimed) was a basic aid district in the prior year. This means that the LCFF entitlement for most SBE authorized charter schools will be fully funded through state aid (LCFF State Aid and EPA).
- **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 Nov. 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: \$65 for Prop 20 (Lottery: Instructional Materials) and \$163 for Non-Prop 20 for (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 2021-22.

ESSA: School Improvement (CSI) Funding for LEAs:

GSS was granted 2019-20 ESSA CSI funds in the amount of \$174,545. The project period for this grant began on March 25, 2020 and ends on September 30, 2022. Total expenditures from prior years amounted to \$159,684. The remaining balance of \$14,861 was spent in the first quarter of 2021-22.

GSS's preliminary allocation amount for 2020-21 CSI funds is \$170,283. The project period for this grant begins on February 15, 2021 and ends on September 30, 2022. GSS included the CSI funds of \$170,283 for this fiscal year.

Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund:

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. GSS's revised ESSER II allocation is \$227,808. In 2020-21, GSS spent \$51,707 of its ESSER II allocation and it has included \$65,000 in this budget. The remaining allocation of \$111,101 will be spent through September 2023.

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. GSS's ESSER III revised allocation is \$511,992 and of that amount it has included \$11,702 in this budget. The remaining allocation of \$500,290 will be spent through September 2024.

- **Expanded Learning Opportunity Grant** is part of AB 86, signed by Governor Newsom on March 5, 2021, and is intended to provide supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups. Funds must be spent by September 30, 2024. GSS's apportionment is \$275,681 and \$136,496 is included in the 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. GSS's allocation total is \$60,830 and of that amount it has included the first 80% apportionment of \$48,664 in its budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$715 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. GSS chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$17.21 for Grades K-8 and \$47.84 for Grades 9-12.
- **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. CTE funding was increased at the state level from \$150M to \$300M in 2021-22. GSS included the \$239,479 CTE grant 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. \$6,594 of dispute prevention funds and \$5,460 of learning recovery funds are included in this budget.
- **Other Financing Sources** Nonprofit corporations were eligible to apply to the Paycheck Protection Program (PPP), a Small Business Administration (SBA) backed loan, during the COVID-19 crisis. Grossmont Secondary School applied for and received the loan in May of 2020. In July of 2021, the loan amount plus any accrued interest or fees was forgiven. This amounted to \$436,108 in forgiveness and is reflected in the budget under Other Financing Sources.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**Table 4:**

POSITIONS	OBJECT CODE	FY 21-22
Teachers (Gen. Ed, Special Ed*)	1100	17.50
Certificated Pupil Support (Counselors/Nurse/Psychologist)	1200	1.95
Certificated Supervisor & Administrator	1300	0.70
Other Certificated Teacher Resource (CTR)	1900	6.00
Classified Support (Admin Support)	2200	0.50
Classified Supervisor & Administrator	2300	0.75
Clerical, Technical & Office Staff	2400	4.00
TOTAL FTE POSITIONS BUDGETED		31.40

- * 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 2021-22, we estimated the Special Ed population at 18.8%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	16.92%	
PERS (Classified Retirement)	3211-12		22.91%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$ 2,100			
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .00114	3401-02		
State Unemployment Insurance	3501-01	0.50%	0.50%
Worker Compensation Insurance	3601-02	1.12%	1.12%

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. GSS 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.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$596,984 representing 10.9% 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), GSS 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 GSS reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. GSS has deployed an integrated marketing plan to support organizational growth. To reach GSS'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 2021-22, GSS has allocated \$82,551 for marketing expenses included in the object code 5800 and represents 1.5 % of its total budget.

DISTRICT OVERSIGHT FEES

GSS will pay its authorizing agency (State Board of Education) 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

GSS has budgeted \$37,989 for FY 2021-22 for oversight fees.

**RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES
4300 AND 5200**

GSS has allocated \$21,994 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

RESERVES

GSS has allocated reserves of \$440,274 for FY 2021-22 representing 8% of total revenues of \$5,503,423.

FACILITIES

GSS carries contractual lease agreements with an annual cost of \$173,358 for FY 2021-22. The total cost of the current lease contracts from July 2021 thru the end of the lease term (Year 2027) is \$503,485. GSS has allocated reserves for this amount.

GROSSMONT

Secondary School

FEBRUARY REVISED OPERATIONAL BUDGET FY 2021-2022

REVENUES

DESCRIPTION	ACCOUNT CODES	FEBRUARY REVISED BUDGET	REVISED PRELIMINARY BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA - LCFF				
LCFF State Aid	8011	\$ 3,735,270.00	\$ 3,516,276.00	\$ 218,994.00
Education Protection Account	8012	\$ 63,622.00	58,952.00	4,670.00
TOTAL, LCFF ENTITLEMENT		\$ 3,798,892.00	\$ 3,575,228.00	\$ 223,664.00
FEDERAL REVENUES				
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	\$ 41,375.00	\$ 39,625.00	\$ 1,750.00
Elementary & Secondary School Emergency Relief (ESSER) Fund	8290	\$ 4.00	-	4.00
Elementary & Secondary School Emergency Relief (ESSER) II Fund	8290	\$ 65,000.00	53,510.00	11,490.00
Elementary & Secondary School Emergency Relief (ESSER) III Fund	8290	\$ 11,702.00	46,340.00	(34,638.00)
ESSA: School Improvement Funding for LEAs	8290	\$ 185,144.00	185,144.00	-
Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserv	8290	\$ 40,591.00	-	40,591.00
ELO Grant: GEER II	8290	\$ 9,316.00	-	9,316.00
ELO Grant: ESSER III State Reserve, Emergency Needs	8290	\$ 26,461.00	-	26,461.00
ELO Grant: ESSER III State Reserve, Learning Loss	8290	\$ 45,614.00	-	45,614.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290	\$ 70,426.00	73,642.00	(3,216.00)
Title II, Part A - Improving Teacher Quality Program	8290	\$ 10,969.00	10,600.00	369.00
Title III - Limited English Proficient Study Program	8290	\$ 4,446.00	3,771.00	675.00
Title IV - Student Support and Academic Enrichment	8290	\$ 10,000.00	10,000.00	-
TOTAL, FEDERAL REVENUES		\$ 521,048.00	\$ 422,632.00	\$ 98,416.00
STATE REVENUES OTHER THAN LCFF				
Mandate Block Grant	8550	\$ 14,392.00	\$ 13,336.00	\$ 1,056.00
State Lottery Revenue - Unrestricted	8560	\$ 51,852.00	44,214.00	\$ 7,638.00
State Lottery Revenue - Restricted	8560	\$ 20,677.00	14,443.00	6,234.00
Special Education	8792	\$ 227,449.00	210,753.00	16,696.00
Special Education - Mental Health Level 2	8590	\$ 93,600.00	40,320.00	53,280.00
Career Technical Education Incentive	8590	\$ 239,479.00	445,428.00	(205,949.00)
Dispute Prevention and Dispute Resolution	8590	\$ 6,594.00	-	6,594.00
Learning Recovery Support	8590	\$ 5,460.00	-	5,460.00
Educator Effectiveness Block Grant	8590	\$ 48,664.00	-	48,664.00
Expanded Learning Opportunity (ELO) Grant	8590	\$ 12,005.00	262,836.00	(250,831.00)
ELO Grant: Paraprofessional Staff	8590	\$ 2,509.00	-	2,509.00
TOTAL, STATE REVENUES		\$ 722,681.00	\$ 1,031,330.00	\$ (308,649.00)
LOCAL REVENUES				
Interest Income	8660	\$ 21,694.00	21,694.00	-
All Other Local Revenue	8699	\$ 3,000.00	3,000.00	-
TOTAL LOCAL REVENUES		\$ 24,694.00	\$ 24,694.00	\$ -
OTHER FINANCING SOURCES				
All Other Financing Sources	8979	\$ 436,108.00	436,108.00	-
TOTAL OTHER FINANCING SOURCES		\$ 436,108.00	\$ 436,108.00	\$ -
TOTAL, REVENUES		\$ 5,503,423.00	\$ 5,489,992.00	\$ 13,431.00

GROSSMONT
Secondary School
FEBRUARY REVISED OPERATIONAL BUDGET
FY 2021-2022

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FEBRUARY REVISED BUDGET	REVISED PRELIMINARY BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES				
Teachers' Salaries	1100	\$ 1,529,076.00	\$ 1,589,594.00	\$ (60,518.00)
Certificated Pupil Support Salaries	1200	\$ 216,203.00	193,505.00	22,698.00
Certificated Supervisor & Adm. Salaries	1300	\$ 96,222.00	102,449.00	(6,227.00)
Other Certificated Salaries	1900	\$ 115,354.00	96,410.00	18,944.00
TOTAL, CERTIFICATED SALARIES		\$ 1,956,855.00	\$ 1,981,958.00	\$ (25,103.00)
CLASSIFIED SALARIES				
Instructional Aides' Salaries	2100	\$ -	\$ -	\$ -
Classified Support Salaries	2200	\$ 62,780.00	61,123.00	1,657.00
Classified Supervisors' and Administrators' Salaries	2300	\$ 135,756.00	192,279.00	(56,523.00)
Clerical, Technical, and Office Staff	2400	\$ 307,209.00	346,360.00	(39,151.00)
TOTAL, CLASSIFIED SALARIES		\$ 505,745.00	\$ 599,762.00	\$ (94,017.00)
EMPLOYEE BENEFITS				
STRS Retirement	3100	\$ 327,167.00	\$ 317,859.00	\$ 9,308.00
PERS Retirement	3200	\$ 119,419.00	161,085.00	(41,666.00)
Social Security/Medicare	3300	\$ 74,576.00	81,028.00	(6,452.00)
Health and Welfare	3400	\$ 698,401.00	667,371.00	31,030.00
Unemployment Insurance	3500	\$ 12,313.00	12,909.00	(596.00)
Workers Compensation Insurance	3600	\$ 27,669.00	28,915.00	(1,246.00)
TOTAL EMPLOYEE BENEFITS		\$ 1,259,545.00	\$ 1,269,167.00	\$ (9,622.00)
TOTAL PERSONNEL COST		\$ 3,722,145.00	\$ 3,850,887.00	\$ (128,742.00)

GROSSMONT
Secondary School
FEBRUARY REVISED OPERATIONAL BUDGET
FY 2021-2022

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	FEBRUARY REVISED BUDGET	REVISED PRELIMINARY BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES				
Textbooks	4100	\$ 10,500.00	\$ 10,500.00	\$ -
Instructional Materials and Supplies	4300	\$ 38,250.00	\$ 37,975.00	275.00
On-line Courses	4312	\$ 28,435.00	\$ 28,481.00	(46.00)
Research and Development	4313	\$ 5,499.00	-	5,499.00
Non-Capitalized Equipment	4400	\$ 24,577.00	\$ 18,000.00	6,577.00
Food	4700	\$ 5,250.00	\$ 5,250.00	-
TOTAL, BOOKS AND SUPPLIES		\$ 112,511.00	\$ 100,206.00	\$ 12,305.00
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conference	5200	\$ 22,085.00	\$ 20,653.00	\$ 1,432.00
Research and Development Travel	5202	\$ 16,495.00	-	16,495.00
Dues and Memberships	5300	\$ 17,330.00	8,650.00	8,680.00
Liability Insurance	5400	\$ 27,004.00	26,872.00	132.00
Operations and Housekeeping Services	5500	\$ 94,527.00	93,054.00	1,473.00
Rental, Leases & Repairs	5600	\$ 208,844.00	209,148.00	(304.00)
Prof/Consulting Services/Oper. Exp.	5800	\$ 514,433.00	448,986.00	65,447.00
Marketing	5812	\$ 82,551.00	84,600.00	(2,049.00)
Communication	5900	\$ 69,344.00	68,137.00	1,207.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 1,052,613.00	\$ 960,100.00	\$ 92,513.00
CAPITAL OUTLAY				
Depreciation - Leasehold Improvement	6900	\$ 156,068.00	\$ 230,393.00	\$ (74,325.00)
Depreciation - Equipment	6900	\$ 16,984.00	\$ 17,597.00	\$ (613.00)
TOTAL, CAPITAL OUTLAY		\$ 173,052.00	\$ 247,990.00	\$ (74,938.00)
OTHER OUTGO				
Debt Service Payment - Interest (Capitalized Lease	7438	\$ 2,828.00	\$ 1,409.00	\$ 1,419.00
TOTAL, OTHER OUTGO		\$ 2,828.00	\$ 1,409.00	\$ 1,419.00
RESERVES				
Operational Reserve	9730	\$ 220,137.00	\$ 164,700.00	\$ 55,437.00
Reserve for Economic Uncertainties	9770	\$ 220,137.00	\$ 164,700.00	\$ 55,437.00
TOTAL, RESERVES		\$ 440,274.00	\$ 329,400.00	\$ 110,874.00
%		8%	6%	
TOTAL, EXPENDITURES		\$ 5,503,423.00	\$ 5,489,992.00	\$ 13,431.00

Fiscal Year Ending June 30, 2022

- First Interim/October 31st
- Second Interim/January 31st

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: Sweetwater Secondary School

CDS #: 37 77107 0136473

Charter Approving Entity: State Board of Education

County: San Diego

Charter #: 1903

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Projected Budget			Actual To-Date		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. Revenue Limit Sources							
Local Control Funding Formula	8011	3,629,068.00		3,629,068.00	995,310.00		995,310.00
Education Protection Account	8012	63,592.00		63,592.00	15,503.00		15,503.00
State Aid - Prior Years	8019			0.00			0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039			0.00			0.00
County and District Taxes (for rev. limit funded schools)	8040-8079			0.00			0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089			0.00			0.00
Revenue Limit Transfers (for rev. limit funded schools):							
PERS Reduction Transfer	8092			0.00			0.00
Transfers from Sponsoring LEAs to Charter Schools							
In Lieu of Property Taxes	8096			0.00			0.00
Other Revenue Limit Transfers	8091, 8097			0.00			0.00
Total, Revenue Limit Sources		3,692,660.00	0.00	3,692,660.00	1,010,813.00	0.00	1,010,813.00
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind (Title I, II, III, etc.) / Every Student Succeeds Act	8290		107,819.00	107,819.00		25,250.00	25,250.00
Special Education - Federal	8181, 8182		44,750.00	44,750.00			0.00
Child Nutrition - Federal	8220			0.00			0.00
Other Federal Revenues	8110, 8260-8299		163,328.00	163,328.00		2,524.45	2,524.45
Total, Federal Revenues		0.00	315,897.00	315,897.00	0.00	27,774.45	27,774.45
3. Other State Revenues							
Charter Schools Categorical Block Grant	8480-8434	13,329.00		13,329.00			0.00
Special Education - State	StateRevSE		317,005.00	317,005.00		59,834.00	59,834.00
All Other State Revenues	StateRevAO	48,575.00	338,198.00	386,773.00	(1,115.71)	61,092.76	59,977.05
Total, Other State Revenues		61,904.00	655,203.00	717,107.00	(1,115.71)	120,926.76	119,811.05
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	10,500.00		10,500.00	2,884.51		2,884.51
Total, Local Revenues		10,500.00	0.00	10,500.00	2,884.51	0.00	2,884.51
5. TOTAL REVENUES		3,765,064.00	971,100.00	4,736,164.00	1,012,581.80	148,701.21	1,161,283.01
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	884,619.00	492,530.00	1,377,149.00	297,676.70	117,504.90	415,181.60
Certificated Pupil Support Salaries	1200	155,181.00	38,614.00	193,795.00	48,050.00	9,888.28	57,938.28
Certificated Supervisors' and Administrators' Salaries	1300	167,063.00	31,811.00	198,874.00	45,586.01	10,116.20	55,702.21
Other Certificated Salaries	1900	77,735.00	41,826.00	119,561.00	0.00	14,235.03	14,235.03
Total, Certificated Salaries		1,284,598.00	604,781.00	1,889,379.00	391,312.71	151,744.41	543,057.12
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100			0.00	0.00	0.00	0.00
Non-certificated Support Salaries	2200	33,947.00		33,947.00	11,523.84	1,656.48	13,180.32
Non-certificated Supervisors' and Administrators' Sal.	2300	125,928.00	15,581.00	141,509.00	26,271.63	4,243.14	30,514.77
Clerical and Office Salaries	2400	292,970.00	7,930.00	300,900.00	86,532.84	2,574.64	89,107.48
Other Non-certificated Salaries	2900			0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		452,845.00	23,511.00	476,356.00	124,328.31	8,474.26	132,802.57
3. Employee Benefits							
STRS	3100-3102	217,635.00	102,328.00	319,963.00	66,210.09	25,955.47	92,165.56
PERS	3200-3202	103,368.00	5,386.00	108,754.00	28,483.69	1,561.95	30,045.64
OASDI / Medicare / Alternative	3300-3302	53,135.00	10,623.00	63,758.00	15,216.78	2,747.22	17,964.00
Health and Welfare Benefits	3400-3402	436,160.00	145,508.00	581,668.00	150,150.14	40,157.44	190,307.58
Unemployment Insurance	3500-3502	8,687.00	3,142.00	11,829.00	2,578.08	801.13	3,379.21
Workers' Compensation Insurance	3600-3602	19,794.00	7,209.00	27,003.00	5,913.59	1,837.83	7,751.42
Retiree Benefits	3701-3702			0.00			0.00
PERS Reduction (for revenue limit funded schools)	3801-3802			0.00			0.00
Other Employee Benefits	3901-3902			0.00			0.00
Total, Employee Benefits		838,779.00	274,196.00	1,112,975.00	268,552.37	73,061.04	341,613.41
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	3,132.00	16,868.00	20,000.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	1,500.00	373.00	1,873.00	0.00	373.16	373.16
Materials and Supplies	4300	135,337.00	12,332.00	147,669.00	38,015.37	2,491.81	40,507.18
Noncapitalized Equipment	4400	71,598.00	4,107.00	75,705.00	64,462.59	2,714.85	67,177.44
Food	4700	305.00	5,378.00	5,683.00	75.63	1,297.18	1,372.81
Total, Books and Supplies		211,872.00	39,058.00	250,930.00	102,553.59	6,877.00	109,430.59

Fiscal Year Ending June 30, 2022

CHARTER SCHOOL INTERIM BUDGET REPORT

- First Interim/October 31st
- Second Interim/January 31st

Charter School Name: Sweetwater Secondary School

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Travel and Conferences	5200	12,445.00	11,321.00	23,766.00	3,195.53	1,845.34	5,040.87
Dues and Memberships	5300	7,149.00	0.00	7,149.00	3,963.44	0.00	3,963.44
Insurance	5400	25,992.00	150.00	26,142.00	24,102.40	90.00	24,192.40
Operations and Housekeeping Services	5500	76,147.00	48,412.00	124,559.00	8,867.82	18,257.34	27,125.16
Rentals, Leases, Repairs, and Noncap. Improvements	5600	323,444.00	10,782.00	334,226.00	108,728.50	6,174.41	114,902.91
Professional/Consulting Services and Operating Expend.	5800	229,263.00	240,466.00	469,729.00	50,962.44	47,136.47	98,098.91
Communications	5900	12,505.00	42,146.00	54,651.00	521.08	10,218.52	10,739.60
Total, Services and Other Operating Expenditures		686,945.00	353,277.00	1,040,222.00	200,341.21	83,722.08	284,063.29
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170			0.00			0.00
Buildings and Improvements of Buildings	6200			0.00			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00			0.00
Equipment	6400			0.00			0.00
Equipment Replacement	6500			0.00			0.00
Depreciation Expense (for accrual basis only)	6900	139,596.00		139,596.00	56,153.12		56,153.12
Total, Capital Outlay		139,596.00	0.00	139,596.00	56,153.12	0.00	56,153.12
7. Other Outgo							
Tuition to Other Schools	7110-7143			0.00			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00			0.00
All Other Transfers	7281-7299			0.00			0.00
Transfers of Indirect Costs	7300-7399	(9,982.00)	9,982.00	0.00			0.00
Debt Service:							
Interest	7438	2,680.00		2,680.00	1,509.49		1,509.49
Principal (for modified accrual basis only)	7439			0.00			0.00
Total, Other Outgo		(7,302.00)	9,982.00	2,680.00	1,509.49	0.00	1,509.49
8. TOTAL EXPENDITURES		3,607,333.00	1,304,805.00	4,912,138.00	1,144,750.80	323,878.79	1,468,629.59
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		157,731.00	(333,705.00)	(175,974.00)	(132,169.00)	(175,177.58)	(307,346.58)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	434,507.00		434,507.00	434,507.00		434,507.00
2. Less: Other Uses	7630-7699			0.00			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(211,925.65)	211,925.65	0.00			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		222,581.35	211,925.65	434,507.00	434,507.00	0.00	434,507.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		380,312.35	(121,779.35)	258,533.00	302,338.00	(175,177.58)	127,160.42
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	2,637,979.72	121,779.35	2,759,759.07	2,637,979.72	121,779.35	2,759,759.07
b. Adjustments/Restatements to Beginning Balance	9793, 9795			0.00			0.00
c. Adjusted Beginning Balance		2,637,979.72	121,779.35	2,759,759.07	2,637,979.72	121,779.35	2,759,759.07
2. Ending Fund Balance, June 30 (E + F1c)		3,018,292.07	0.00	3,018,292.07	2,940,317.72	(53,398.23)	2,886,919.49
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0.00	0.00	0.00	0.00
Reserve for Stores (equals object 9320)	9712			0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713			0.00	65,131.83	0.00	65,131.83
Reserve for All Others	9719			0.00			0.00
General Reserve	9730			0.00			0.00
Legally Restricted Balance	9740			0.00			0.00
Designated for Economic Uncertainties	9770 *			0.00			0.00
Other Designations	9775, 9780			0.00			0.00
Undesignated / Unappropriated Amount	9790 *	3,018,292.07	0.00	3,018,292.07	2,875,185.89	(53,398.23)	2,821,787.66
* Percent of Total Expenditures and Other Uses		61.45%	0.00%	61.45%	195.77%	-3.64%	192.14%

Fiscal Year Ending June 30, 2022

CHARTER SCHOOL INTERIM BUDGET REPORT

- First Interim/October 31st
- Second Interim/January 31st

Charter School Name: Sweetwater Secondary School

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110				1,664,935.43	249,757.67	1,914,693.10
Fair Value Adjustment to Cash in County Treasury	9111						0.00
In Banks	9120				470,422.94	(206,905.53)	263,517.41
In Revolving Fund	9130						0.00
With Fiscal Agent	9135						0.00
Collections Awaiting Deposit	9140						0.00
2. Investments	9150						0.00
3. Accounts Receivable	9200				334.44	6.34	340.78
4. Due from Grantor Government	9290					58,215.24	58,215.24
5. Stores	9320						0.00
6. Prepaid Expenditures (Expenses)	9330				65,131.83		65,131.83
7. Other Current Assets	9340				19,258.65		19,258.65
8. Capital Assets (for accrual basis only)	9400-9499				861,391.28		861,391.28
9. TOTAL ASSETS					3,081,474.57	101,073.72	3,182,548.29
H. LIABILITIES							
1. Accounts Payable	9500				95,255.11	8,298.37	103,553.48
2. Due to Grantor Government	9590						0.00
3. Current Liabilities	9641				9,308.57		9,308.57
4. Deferred Revenue	9650					146,173.58	146,173.58
5. Long-Term Liabilities (for accrual basis only)	9660-9669				36,593.17		36,593.17
6. TOTAL LIABILITIES					141,156.85	154,471.95	295,628.80
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)					2,940,317.72	(53,398.23)	2,886,919.49



Assumptions for the February Revised Operational Budget FY 2021-22

Sweetwater Secondary School is an independent study program. SSS 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 SSS, 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. SSS 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 SSS is 70.82%.
- * **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 Dashboard – 2022-23 Governor's Budget Proposal and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build SSS's February Revised Operational Budget.

Table 1:

Description	FY 2021-22
Adjusted Grades 7-8 Base Grant	\$8,458
Adjusted Grades 9-12 Base Grant	\$10,057
Statutory Cost of Living Allowance (COLA)*	5.07%
SSS's Unduplicated Pupil Percentage (Rolling Average)	70.82%
District's Unduplicated Pupil Percentage (SUHSD)	62.21%

*Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2021-22 (Estimated P-2)	FY 2020-21 (Actual P-2)	FY 2019-20 (Actual P-2)
Enrollment	366	364	338
ADA:			
Grade 7-8	57.92	49.09	49.09
Grade 9-12	292.46	260.96	260.96
Total ADA	350.38	310.05	310.05

REVENUE PROJECTIONS

Table 3:

Description	FY 2021-22
LCFF Sources	\$4,077,949
Federal Revenues	\$345,596
State Revenues Other than LCFF	\$695,751
Local Revenues	\$11,000
Other Financing Sources	\$434,507
Total Projected Revenues	\$5,564,803

- **In Lieu of Property Taxes (ILPT)** are no longer a source of revenue, but total LCFF revenues will remain unchanged. With the passage of Senate Bill 75, SBE authorized charter schools will no longer receive ILPT unless the district of residence (for the student of which ADA was claimed) was a basic aid district in the prior year. This means that the LCFF entitlement for most SBE authorized charter schools will be fully funded through state aid (LCFF State Aid and EPA).
- **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 Nov. 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: \$65 for Prop 20 (Lottery: Instructional Materials) and \$163 for Non-Prop 20 for (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 2021-22.

Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund:

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. SSS's ESSER II revised allocation is \$221,628. As of FY 2021-22, SSS has spent \$147,158 and it has included the remaining \$74,470 in this budget.

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. SSS's ESSER III revised allocation is \$498,102 and of that amount it has included \$10,000 in this budget.

- **Expanded Learning Opportunity Grant** is part of AB 86, signed by Governor Newsom on March 5, 2021, and is intended to provide supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups. Funds must be spent by September 30, 2024. SSS's apportionment is \$251,809 and \$123,915 is included in the 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. SSS's allocation total is \$60,419 and of that amount it has included the first 80% apportionment of \$48,335 in its budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$715 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. SSS chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$17.21 for Grades K-8 and \$47.84 for Grades 9-12.
- **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. CTE funding was increased at the state level from \$150M to \$300M in 2021-22. SSS included the \$194,437 CTE grant 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. \$6,873 of dispute prevention funds and \$5,670 of learning recovery funds are included in this budget.
- Nonprofit corporations were eligible to apply to the Paycheck Protection Program (PPP), a Small Business Administration (SBA) backed loan, during the COVID-19 crisis. SSS applied for and received the loan in May of 2020. In July of 2021, the loan amount plus any accrued interest or fees was forgiven. This amounted to \$434,507 in forgiveness and is reflected in the budget under Other Financing Sources.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 21-22
Teachers (Gen. Ed, Special Ed*)	1100	17.50
Certificated Pupil Support (Counselor/Nurse/Psychologist/Tech Lead)	1200	1.65
Certificated Supervisor & Administrator	1300	1.20
Other Certificated Teacher Resource (CTR)	1900	5.00
Classified Support (Admin Support)	2200	0.25
Classified Supervisor & Administrator	2300	0.25
Clerical, Technical & Office Staff	2400	4.75
TOTAL FTE POSITIONS BUDGETED		30.60

- * 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 2021-22, we estimated the Special Ed population at 20%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	16.92%	
PERS (Classified Retirement)	3211-12		22.91%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$ 2,100			
- Dental \$ 120			
- Vision \$ 27	3401-02		
- Life Ins. .00114			
State Unemployment Insurance	3501-01	0.50%	0.50%
Worker Compensation Insurance	3601-02	1.14%	1.14%

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. SSS 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.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$574,829 representing 10.3% 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), SSS 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 SSS reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. SSS has deployed an integrated marketing plan to support organizational growth. To reach SSS'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 2021-22, SSS has allocated \$61,213 for marketing expenses included in the object code 5800 and represents 1.1% of its total budget.

DISTRICT OVERSIGHT FEES

SSS will pay its authorizer (State Board of Education) 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

SSS has budgeted \$40,779 for FY 2021-22 for oversight fees.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

SSS has allocated \$22,140 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

RESERVES

SSS has allocated reserves of \$445,186 for FY 2021-22 representing 8% of total revenues of \$5,564,803.

FACILITIES

SSS carries contractual lease agreements with an annual cost of \$291,685 for FY 2021-22. The total cost of the current lease contracts from July 2021 thru the end of the lease term (Year 2026) is \$1,424,252.



**February Revised Operational Budget
FY 2021-22**

REVENUES

DESCRIPTION	ACCOUNT CODES		FEBRUARY REVISED BUDGET	REVISED PRELIM BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES					
LCFF State Aid - Current Year	8011	+	\$ 4,007,873.00	\$ 3,629,068.00	\$ 378,805.00
Education Protection Account (EPA)	8012	+	70,076.00	63,592.00	6,484.00
In Lieu of Property Taxes - Current Year	8096	+	-	-	-
TOTAL, LCFF SOURCES		=	\$ 4,077,949.00	\$ 3,692,660.00	\$ 385,289.00
FEDERAL REVENUES					
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+	\$ 44,750.00	\$ 44,750.00	\$ -
Title I, Part A - Improving Basic Programs	8290	+	76,714.00	79,340.00	(2,626.00)
Title II, Part A - Supporting Effective Instruction	8290	+	11,921.00	11,661.00	260.00
Title III, Part A - English Learner Student Program	8290	+	6,318.00	6,818.00	(500.00)
Title IV, Part A - Student Support and Academic Enrichment	8290	+	10,000.00	10,000.00	-
CARES Act - Elementary and Secondary School Relief (ESSER)	8290	+	5.00	-	5.00
CARES Act - Elementary and Secondary School Relief (ESSER) II	8290	+	74,470.00	74,678.00	(208.00)
CARES Act - Elementary and Secondary School Relief (ESSER) III	8290	+	10,000.00	88,650.00	(78,650.00)
Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve	8290	+	37,076.00	-	37,076.00
ELO Grant: GEER II	8290	+	8,509.00	-	8,509.00
ELO Grant: ESSER III State Reserve, Emergency Needs	8290	+	24,169.00	-	24,169.00
ELO Grant: ESSER III State Reserve, Learning Loss	8290	+	41,664.00	-	41,664.00
TOTAL, FEDERAL REVENUES		=	\$ 345,596.00	\$ 315,897.00	\$ 29,699.00
STATE REVENUES OTHER THAN LCFF					
Mandate Block Grant	8550	+	\$ 13,329.00	\$ 13,329.00	\$ -
Lottery: Unrestricted	8560	+	52,785.00	48,575.00	4,210.00
Lottery: Instructional Materials	8560	+	21,049.00	15,868.00	5,181.00
Career Technical Education Incentive Grant	8590	+	194,437.00	194,437.00	-
Educator Effectiveness Block Grant	8590	+	48,335.00	-	48,335.00
Special Education	8792	+	235,176.00	227,342.00	7,834.00
Special Education: Mental Health Services - Level 2	8590	+	105,600.00	82,790.00	22,810.00
Expanded Learning Opportunities (ELO) Grant	8590	+	10,389.00	115,104.00	(104,715.00)
Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	8590	+	2,108.00	12,789.00	(10,681.00)
Special Education Dispute Prevention	8590	+	6,873.00	6,873.00	-
Special Education Learning Recovery	8590	+	5,670.00	-	5,670.00
TOTAL, OTHER STATE REVENUES		=	\$ 695,751.00	\$ 717,107.00	\$ (21,356.00)
LOCAL REVENUES					
Interest Income	8660	+	\$ 10,000.00	\$ 10,000.00	\$ -
All Other Local Revenue	8699	+	1,000.00	500.00	500.00
TOTAL, LOCAL REVENUES		=	\$ 11,000.00	\$ 10,500.00	\$ 500.00
OTHER FINANCING SOURCES					
All Other Financing Sources	8979	+	\$ 434,507.00	\$ 434,507.00	\$ -
TOTAL, OTHER FINANCING SOURCES			\$ 434,507.00	\$ 434,507.00	\$ -
TOTAL, REVENUES			\$ 5,564,803.00	\$ 5,170,671.00	\$ 394,132.00



**February Revised Operational Budget
FY 2021-22**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		FEBRUARY REVISED BUDGET		REVISED PRELIM BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES						
Certificated Teachers' Salaries	1100	+	\$ 1,458,429.00	\$	\$ 1,377,149.00	\$ 81,280.00
Certificated Pupil Support Salaries	1200	+	192,715.00		193,795.00	(1,080.00)
Certificated Supervisors' & Administrators' Salaries	1300	+	193,659.00		198,874.00	(5,215.00)
Other Certificated Salaries	1900	+	103,506.00		119,561.00	(16,055.00)
TOTAL, CERTIFICATED SALARIES			= \$ 1,948,309.00	\$	\$ 1,889,379.00	\$ 58,930.00
CLASSIFIED SALARIES						
Classified Support Salaries	2200	+	\$ 32,607.00	\$	\$ 33,947.00	\$ (1,340.00)
Classified Supervisors' & Administrators' Salaries	2300	+	62,525.00		141,509.00	(78,984.00)
Clerical, Technical and Office Staff Salaries	2400	+	308,785.00		300,900.00	7,885.00
TOTAL, CLASSIFIED SALARIES			= \$ 403,917.00	\$	\$ 476,356.00	\$ (72,439.00)
EMPLOYEE BENEFITS						
STRS Retirement	3100	+	\$ 329,654.00	\$	\$ 319,963.00	\$ 9,691.00
PERS Retirement	3200	+	91,060.00		108,754.00	(17,694.00)
Social Security/Medicare	3300	+	61,132.00		63,758.00	(2,626.00)
Health and Welfare	3400	+	649,120.00		581,668.00	67,452.00
Unemployment Insurance	3500	+	11,761.00		11,829.00	(68.00)
Workers Compensation	3600	+	26,900.00		27,003.00	(103.00)
TOTAL, EMPLOYEE BENEFITS			= \$ 1,169,627.00	\$	\$ 1,112,975.00	\$ 56,652.00
TOTAL, PERSONNEL COST			\$ 3,521,853.00	\$	\$ 3,478,710.00	\$ 43,143.00



**February Revised Operational Budget
FY 2021-22**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		FEBRUARY REVISED BUDGET		REVISED PRELIM BUDGET		INCREASE (DECREASE)
BOOKS AND SUPPLIES							
Textbooks and Core Curricula Materials	4100	+	\$ 20,000.00	\$	20,000.00	\$	-
Books and Other Reference Materials	4200	+	1,000.00		1,873.00		(873.00)
Materials and Supplies	4300	+	62,665.00		121,680.00		(59,015.00)
On-Line Courses	4312	+	25,989.00		25,989.00		-
Research and Development	4313	+	5,535.00		-		5,535.00
Noncapitalized Equipment	4400	+	154,820.00		75,705.00		79,115.00
Food	4700	+	5,550.00		5,683.00		(133.00)
TOTAL, BOOKS AND SUPPLIES		=	\$ 275,559.00	\$	250,930.00	\$	24,629.00
SERVICES AND OTHER OPERATING EXPENSES							
Travel and Conference	5200	+	\$ 23,782.00	\$	23,766.00	\$	16.00
Research and Development Travel	5202	+	16,605.00		-		16,605.00
Dues and Memberships	5300	+	10,879.00		7,149.00		3,730.00
Liability Insurance	5400	+	26,507.00		26,142.00		365.00
Operations and Housekeeping Services	5500	+	124,221.00		124,559.00		(338.00)
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+	334,783.00		334,226.00		557.00
Professional/Consulting Services/Operating Exp.	5800	+	513,616.00		418,022.00		95,594.00
Marketing Fees	5812	+	61,213.00		51,707.00		9,506.00
Communications	5900	+	53,385.00		54,651.00		(1,266.00)
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		=	\$ 1,164,991.00	\$	1,040,222.00	\$	124,769.00
CAPITAL OUTLAY							
Depreciation - Equipment	6900	+	\$ 134,529.00	\$	19,648.00	\$	114,881.00
Depreciation - Leasehold Improvement	6900	+	19,933.00		119,948.00		(100,015.00)
TOTAL, CAPITAL OUTLAY		=	\$ 154,462.00	\$	139,596.00	\$	14,866.00
OTHER OUTGO							
Debt Service Payment - Interest (Capitalized Leases)	7438	+	\$ 2,752.00	\$	2,680.00	\$	72.00
TOTAL, OTHER OUTGO		=	\$ 2,752.00	\$	2,680.00	\$	72.00
RESERVES							
Operational Reserve	9780	+	\$ 222,593.00	\$	129,266.00	\$	93,327.00
Reserve for Economic Uncertainties	9789	+	222,593.00		129,267.00		93,326.00
TOTAL, RESERVES		=	\$ 445,186.00	\$	258,533.00	\$	186,653.00
%			8%		5%		
TOTAL, EXPENDITURES			\$ 5,564,803.00	\$	5,170,671.00		394,132.00