ALTUS SCHOOLS SAN DIEGO

DBA – ALTUS SCHOOLS AUDEO · ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGO

(A California Non-Profit Public Benefit Corporation)

Tim Morton – Chairman, Len Hering RADM, USN (ret) – Vice Chair and Member,
Scott Barton – Member, Chris Megison – Member, Eric Schweinfurter - Member

REGULAR BOARD OF DIRECTORS MEETING

Thursday, February 26, 2026, 8:30 a.m.

Via Teleconference at

6965 El Camino Real, Suite D202, Carlsbad, CA 92009, 1063 Cactus Cut Rd, Middleburg, FL, 32068, 722 W California Avenue, Vista, CA 92083, 25104 Creek Hollow Drive, Ramona, CA 92065

and at

Clairemont RC 4340 Genesee Avenue, Suite 109, SD 92117, College Avenue RC 4585 College Drive, Suite C, SD, 92115, Downtown RC 1095 K Street Suite A, SD 92101, Euclid RC 220 Euclid Avenue, Suite 80, SD 92114, Lake Murray RC 8776 Lake Murray Blvd., SD, 92119, Mira Mesa RC 8290 B, Mira Mesa Blvd., SD 92126, North Park RC 2940 North Park Way, SD 92104, Northgate RC 4125 Alpha Street, Suite C, SD, 92113, Old Town RC , 2245 San Diego Avenue, Suite 115, SD 92110, Petco RC 1091 K Street, Suite A101, SD 92101, Point Loma RC 3145 Rosecrans Street, Suite D, SD 92110, Scripps Ranch RC 9910 Mira Mesa Blvd, Suite A2, SD 92131, Sorrento Mesa RC 10170 Huennekens Street, SD, 92121, Tierrasanta RC 10425 Tierrasanta Blvd, Suite 101, SD 92124, Woodman RC 2939 Alta View Drive, Suite B/C, SD 92139, and Kearny Mesa RC 7520 Mesa College Drive, SD 92111, La Jolla RC 7458 Girard Avenue, SD 92037, Pacific Beach RC 959 Hornblend Street, SD 92109, Tierrasanta TK5 Home School RC 10725 Tierrasanta Boulevard, CA 92124

Access to the live video conference will be accessible prior to the start of the meeting at
Audeo: https://www.altusaudeo.com/about/board-of-directors
CSSD: https://www.altuscssd.com/about/board-of-directors

This agenda contains a brief, general description of each item to be considered. Except as otherwise provided by law, no action shall be taken on any item not appearing in the following agenda.

DISCUSSION AND/OR MODIFICATION(S) OF THE AGENDA. The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, that an agenda item has been withdrawn, postponed, rescheduled, or removed from the agenda.

1.0 OPEN SESSION

- 1.1 Call to Order
- 1.2 Roll Call
- 1.3 Establishment of Quorum
- 1.4 Pledge of Allegiance
- 1.5 Approval of Agenda **P.1-3**

2.0 PUBLIC COMMENT

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

- 2.1 Non-Agenda Public Comment
- 2.2 Agenda Public Comment

3.0 CLOSED SESSION

3.1 Board Chairman Announcement Regarding Closed Session Items

3.2 Public Comment on Closed Session Items

MOVE TO CLOSED SESSION

3.2.1 Conference with Legal Counsel--Anticipated Litigation Significant Exposure to Litigation Pursuant to Paragraph (2) Or (3) Of Subdivision (d) Of Section 54956.9: (one case*)*

4.0 RETURN TO OPEN SESSION

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

5.0 ADMINISTRATIVE ITEMS

5.1 Governance Parental Representative Posting 2026-2027 on Respective School Webpages and Resource Centers on February 4, 2026. Deadline to Submit Application: May 5, 2026.

5.1.1 Altus Schools Audeo **P.4**

5.1.2 Altus Schools Charter School of San Diego **P.5**

5.2 California Fair Political Practices Commission Statement of Economic Interest – Form 700 Annual Filing **P.6-29**

5.3 Consideration and Approval of the Annual Audit of K-12 Schools Multi-year Agreement SY 2025-2026 through 2029-2030 between Altus Schools San Diego and Wilkinson Hadley King & Co., LLP **P.30-33**

5.4 Consideration and Approval of Referral Protocols for Addressing Student Health Concerns Policy 3346 **P.34-36**

5.5 Superintendent School Services and Founder's Report

5.5.1 Altus Charter Schools Western Association of Schools and Colleges (WASC) System Wide Accreditation Self-Study Report **P.37-87**

5.5.2 Mid-Year Update to the Local Control and Accountability Plan (LCAP) Presentation by Tim Tuter

5.5.2.1 Altus Schools Audeo

5.5.2.2 Altus Schools Charter School of San Diego

5.6 Strategic Plan Update

5.6.1.1 Audeo Charter School **P.88-90**

5.6.1.1.1 School Participation Report for the Period of 2025-2026 Months 4-6: 9/22/2025 – 12/12/2025

5.6.1.2 The Charter School of San Diego **P.91-99**

5.6.1.2.1 School Participation Report for the Period of 2025-2026 Months 4-6: 9/22/2025 – 12/12/2025

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 Superintendent School Services and Founder recommends approval of all consent agenda items.

6.1 Consent Action Items for Altus Schools Audeo and Altus Schools Charter School of San Diego for Each School

6.1.1 Consideration and Approval of Board Meeting Minutes for December 4, 2025, and January 28, 2026 **P.100-104**

6.1.2 Consideration and Approval of Ratification of Lease Amendments

6.1.2.1 APN: 350-612-16-00

6.1.3 Consideration and Approval of Student Wellness Policy 1930 Amendments **P.105-110**

6.1.4 Consideration and Approval of Education for Homeless Children and Youth Policy 1952 Amendments **P.111-119**

6.1.5 Consideration and Approval of Education for Foster and Mobile Youth Policy 1954 Amendments **P.120-130**

6.1.6 Consideration and Approval of Immigration Enforcement Activity Policy 1956 Amendments **P.131-139**

6.1.7 Consideration and Approval of Suicide Prevention Policy 3345 Amendments **P.140-150**

6.1.8 Consideration and Approval of Administration of Medication Policy 5090 Amendments **P.151-158**

6.1.9 Consideration and Approval of Comprehensive School Safety Plan Amendments **P.159-422**

6.1.9.1 Altus Schools Audeo

6.1.9.2 Altus Schools Charter School of San Diego

7.0 BOARD ANNOUNCEMENTS AND COMMENTS

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

8.0 ADJOURNMENT

Next Special Board Meeting: March 5, 2026, 8:30 a.m.

Meeting Agenda available at:

www.altusaudeo.com, www.altusccssd.com

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

Certification of Posting

I, Angela Neri, hereby certify that this agenda is posted at the Altus Schools Resource Centers noted on this agenda and has been posted on the Altus Schools Audeo and Altus Schools Charter School of San Diego respective webpages on February 20, 2026.

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.
- Commit to attending all Board meetings.
- 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 is preferred.

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

Deadline to submit application is May 4, 2026

Altus SCHOOLS SAN DIEGO

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- Capable of representing the diversity of the community.
- Commit to attending all Board meetings.
- 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 is preferred.

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

Deadline to submit application is May 4, 2026

2025-2026 Statement of Economic Interests

Form 700

A Public Document

Table of Contents

Quick Start Guide p.2
What to Know p.3
Types of Statements p.5
Cover Page and Schedules
- Cover Page p.6
- Schedule A-1 *(Investments)* p.8
- Schedule A-2 *(Business Entities/Trusts)* p.10
- Schedule B *(Real Property)* p.12
- Schedule C *(Income)* p.14
- Schedule D *(Gifts)* p.16
- Schedule E *(Travel Payments)* p.18

Restrictions and Prohibitions p.20
Q & A p.21

Helpful Resources

- 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 3050 • 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

December 2025

Quick Start Guide

Detailed instructions begin on page 3.

WHEN IS THE ANNUAL STATEMENT DUE?

- March 2 – Elected State Officers, Judges (Supreme, Appellate, Superior Court), Retired Judges, Pro Tem Judges, 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. Certain filers are required to file electronically with the FPPC. (See next page). 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, cryptocurrency, 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 **$630** for calendar years **2025** and **2026**. The gift limit in calendar year 2024 was $590.

Required Electronic Filing for FPPC (Section 87500) Filers
Certain candidates and officials specified in Section 87500 are now required to file their Form 700 electronically using the FPPC's e-filing system. Filers for the offices listed under Section 87500 should contact the FPPC at form700@fppc.ca.gov to obtain their login and password information.

Reporting Prospective Employment
Effective January 1, 2026, Section 87200 Filers must report any arrangement for prospective employment on attachment Form 700-P. Attachment Form 700-P is filed electronically via the FPPC's e-filing portal. (See Reference Pamphlet, page 16, for more information.)

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:

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.)

Multi-County Agencies, Boards, Commissions: File with your agency, board, or commission unless otherwise specified in your agency's code. Please review your agency's conflict of interest code as some multi-county offices are required to file electronically with the FPPC. In most cases, the agency, board, or commission will retain the statements.

87200 State Filers, for offices not specified in Section 87500, file as follows: File with your agency, board, or commission unless otherwise specified in your agency's code. Please review your agency's conflict of interest code as some 87200 state offices are required to file electronically with the FPPC. In most cases, the agency, board, or commission will retain the statements.

87200.5 Filers — Groundwater Sustainability Agency:
Members of the Board of Directors and Executives (e.g., Executive Director, General Manager, or other equivalent position) file electronically with the FPPC.

Officials and Candidates Specified in Section 87500, FPPC Filers: The Act requires that the following officeholders and candidates for the positions listed below file electronically using the FPPC's e-filing system.

- Statewide elected officers and candidates for statewide elective office. (For a complete list of statewide elected officers please see Reference Pamphlet, Page 6.)
- Members and candidates for the Legislature and State Board of Equalization
- Designated employees of the Legislature directed to file with the FPPC by the house of the Legislature by which they are employed
- Members of the Public Utilities Commission, State Energy Resources Conservation and Development Commission, or California Coastal Commission
- Members of a state licensing or regulatory board, bureau, or commission
- Members of the Fair Political Practices Commission
- Appointed members to a state board, commission, or similar multimember body of the state if the FPPC has been designated as the filing officer in the conflict of interest code of the respective board, commission, or body. (Please contact your agency for a copy of your agency's conflict of interest code.)
- Designated employees of more than one joint powers insurance agency who elect to file a multiagency statement pursuant to Section 87350
- Judges (Supreme, Appellate, Superior Court), Retired Judges, Pro Tem Judges, court commissioners, or candidates for judge
- Officeholder or candidate for the office of district attorney, county counsel, county treasurer, or county board of supervisors
- Officeholder or candidate for the office of city council member, city treasurer, city attorney, or mayor
- County chief administrative officer, city manager, or if there is no city manager, the chief administrative officer
- County or city planning commissioner
- Head of a local government agency or member of a local government board or commission, if the FPPC has been designated as the filing officer in the conflict of interest code of the respective agency, board, or commission. (Please contact your agency for a copy of your agency's conflict of interest code.)
- A public official who manages public investments

Candidates, for offices not listed in Section 87500 above, file as follows:

- County offices (e.g., candidates running for local elective office that are designated in a conflict of interest code): File with your county elections official.
- City offices (e.g., candidates running for local elective office that are designated in a conflict of interest code): File with your City Clerk.
- Multi-county offices: File with your county elections official with whom you file your declaration of candidacy.

What to Know
Continued

How to file:

The Form 700 is available at *www.fppc.ca.gov*. Additional PDF schedules of Form 700 are available on the FPPC's website. Form 700 schedules are also available in Excel format. Filers should always check with their filing officer to see if their agency requires a particular filing method. All statements are signed under penalty of perjury and must be verified by the filer. See Regulation 18723.1(c) for filing instructions for copies of expanded statements. Depending on your agency's requirements, statements can be required to be filed in the following formats:

Wet Signature ➲ Each Statement must have a handwritten "wet" signature. Wet signature statements can be filed either by hand delivery or mail.

Digital Signature ➲ Each statement must be signed with a verified digital signature via the filer's agency email address *if permitted by the filing officer.* The statement must be sent by email as a PDF with the digital signature affixed to the document. (See Regulations 18104 and 18757, as well as FPPC's Filing with a Digital Signature Fact Sheet for additional guidance).

Electronic Signature ➲ Each statement must be signed with a secure electronic signature submitted using an approved electronic filing system. Filers must be duly authorized by their filing officer to file electronically under Government Code Section 87500.2.

When to file:

Annual Statements

➲ **March 2, 2026**

- Elected State Officers
- Judges (Supreme, Appellate, Superior Court), Retired Judges, Pro Tem Judges, and Court Commissioners
- State Board and State Commission Members listed in Government Code Section 87200

➲ **April 1, 2026**

- 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, 2025, and December 31, 2025, and filed an assuming office statement, you are not required to file an annual statement until March 1, 2027, or April 1, 2027, whichever is applicable. The annual statement will cover the day after you assumed office through December 31, 2026. (See Reference Pamphlet, page 7, 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.

Certain candidates listed in Government Code Section 87500, FPPC Filers, are required to file their candidate statement electronically via the FPPC's e-filing system. Please refer to Page 3, Where to File section, for the list of offices required to file electronically with FPPC. Filers for the offices listed under Section 87500 should contact the FPPC at form700@fppc.ca.gov to obtain their login and password information.

Late Statements

There is no provision for filing deadline extensions unless the filer is serving in active military duty. (See page 20 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. The amended schedule(s) is attached to your original filed statement. Obtain amendment schedules at *www.fppc.ca.gov.* Filers authorized to file electronically amend their statements using their agency's electronic filing system. *Note:* If you are a candidate or officeholder listed under Government Code Section 87500, FPPC Filers, then you must amend your statements electronically using the FPPC's e-filing system.

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 Maria 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, 2025, through December 31, 2025. If the period covered by the statement is different than January 1, 2025, through December 31, 2025, (for example, you assumed office between October 1, 2024, and December 31, 2024 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 2025.
- 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, 2025, through the date you stopped performing the duties of your position. If the period covered differs from January 1, 2025, through the date you stopped performing the duties of your position (for example, you assumed office between October 1, 2024, and December 31, 2024, 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 2025.

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 on the Form 700 or on an attachment for which it is filed. The rules and processes governing the filing of an expanded statement are set forth in Regulation 18723.1.

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

STATEMENT OF ECONOMIC INTERESTS
COVER PAGE
A PUBLIC DOCUMENT

Date Initial Filing Received
Filing Official Use Only

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 (Supreme, Appellate, Superior Court), 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, 2025, through December 31, 2025.

-or-

The period covered is _____/_____/_____, through December 31, 2025.

☐ **Assuming Office:** Date assumed _____/_____/_____

☐ **Leaving Office:** Date Left _____/_____/_____
(Check one circle below.)

☐ The period covered is January 1, 2025, through the date of leaving office.

-or-

☐ The period covered is _____/_____/_____, through the date of leaving office.

☐ **Candidate:** Date of Election and office sought, if different than Part 1:

4. Schedule Summary (required)

► ***Total number of pages including this cover page:*** _____

Schedules attached

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

☐ **Attachment 700-P -** *Prospective Employment (87200 Filers Only)* – 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:

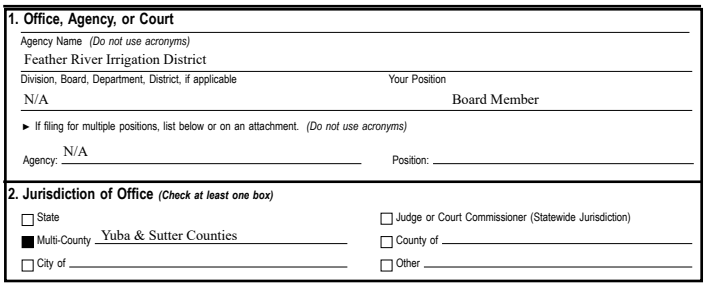
Brian Bourne is a city council member for the City of Lincoln and a board member for the Camp Far West Irrigation District – a multi-county agency that covers the Counties of Placer and Yuba. The City is located within Placer County. Brian may complete one expanded statement to disclose all reportable 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 14, 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)
☐ State
■ Multi-County Yuba & Sutter Counties
☐ City of
☐ Judge or Court Commissioner (Statewide Jurisdiction)
☐ County of
☐ 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 2025 annual statement, **do not** change the pre-printed dates to reflect 2026. Your annual statement is used for reporting the **previous year's** economic interests. Economic interests for your annual filing covering January 1, 2026, through December 31, 2026, will be disclosed on your statement filed in 2027. 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 4 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.

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

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:
____/____/25 ACQUIRED ____/____/25 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:
____/____/25 ACQUIRED ____/____/25 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:
____/____/25 ACQUIRED ____/____/25 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:
____/____/25 ACQUIRED ____/____/25 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:
____/____/25 ACQUIRED ____/____/25 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:
____/____/25 ACQUIRED ____/____/25 DISPOSED

Comments: _____

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 14.)

Reportable investments include:

- Stocks, bonds, warrants, and options, including those held in margin or brokerage accounts and managed investment funds (See Reference Pamphlet, page 14.)
- Sole proprietorships
- Your own business or your spouse's or registered domestic partner's business (See Reference Pamphlet, page 9, 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 16.)
- 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 17, 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 14.) (Regulation 18237)
- Bank accounts, savings accounts, money market accounts and certificates of deposits
- Cryptocurrency
- 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 16.)
- Government defined-benefit pension plans (such as CalPERS and CalSTRS plans)
- Certain interests held in a blind trust (See Reference Pamphlet, page 17.)

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. Do not use acronyms for the name of the business entity, unless it is one that is commonly understood by the public.
- 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 21 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. Frank's conflict of interest code requires full disclosure of investments. Frank must disclose 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 Franks's spouse or registered domestic partner and dependent children.

Alice Lance is a city council member. Alice 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.

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

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name

▶ 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
- ☐ $0 - $1,999
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:

___/___/25 ACQUIRED ___/___/25 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
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

▶ 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

▶ 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
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:

___/___/25 ACQUIRED ___/___/25 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

---

▶ 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
- ☐ $0 - $1,999
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:

___/___/25 ACQUIRED ___/___/25 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
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

▶ 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

▶ 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
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:

___/___/25 ACQUIRED ___/___/25 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: _____

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 14.) 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 12, 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 9.)

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 15, 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.

CALIFORNIA FORM **700**
FAIR POLITICAL PRACTICES COMMISSION

Name

SCHEDULE B
Interests in Real Property
(Including Rental Income)

► ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS

CITY

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/25 ACQUIRED __/__/25 DISPOSED

NATURE OF INTEREST
- ☐ Ownership/Deed of Trust
- ☐ Easement
- ☐ Leasehold _____ Yrs. remaining
- ☐ _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED
- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ 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.
- ☐ None

► ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS

CITY

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/25 ACQUIRED __/__/25 DISPOSED

NATURE OF INTEREST
- ☐ Ownership/Deed of Trust
- ☐ Easement
- ☐ Leasehold _____ Yrs. remaining
- ☐ _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED
- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ 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.
- ☐ None

* You are not required to report loans from a commercial lending institution made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE _____% ☐ None

TERM (Months/Years)

HIGHEST BALANCE DURING REPORTING PERIOD
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

☐ Guarantor, if applicable

NAME OF LENDER*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE _____% ☐ None

TERM (Months/Years)

HIGHEST BALANCE DURING REPORTING PERIOD
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

☐ Guarantor, if applicable

Comments: _____

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 14.)

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 15.)
- A mining lease
- An interest in real property held in a retirement account (See Reference Pamphlet, page 16.)
- 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 <u>not</u> 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 17.)
    - **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, disclose the number of years remaining on the lease.

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?

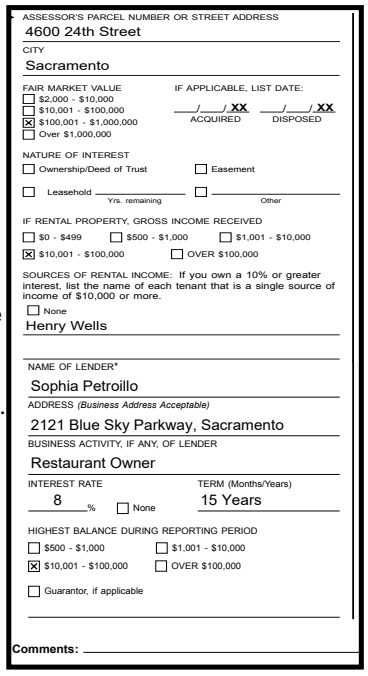
- If you received rental income, check the box indicating the gross amount you received.
- If you had a 10% or greater interest in real property and received rental income, list the name of the source(s) if your pro rata share of the gross income from any single tenant was $10,000 or more during the 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 first and last 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, Allison received rental income of $12,000, from a single tenant who rented property 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
☐ $2,000 - $10,000
☐ $10,001 - $100,000
☒ $100,001 - $1,000,000
☐ Over $1,000,000
IF APPLICABLE, LIST DATE:
___/___/XX ACQUIRED ___/___/XX DISPOSED
NATURE OF INTEREST
☐ Ownership/Deed of Trust ☐ Easement
☐ Leasehold ____ Yrs. remaining ☐ ____ Other
IF RENTAL PROPERTY, GROSS INCOME RECEIVED
☐ $0 - $499 ☐ $500 - $1,000 ☐ $1,001 - $10,000
☒ $10,001 - $100,000 ☐ 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.
☐ 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 %
☐ None
TERM (Months/Years)
15 Years
HIGHEST BALANCE DURING REPORTING PERIOD
☐ $500 - $1,000 ☐ $1,001 - $10,000
☒ $10,001 - $100,000 ☐ OVER $100,000
☐ Guarantor, if applicable
Comments:

SCHEDULE C
Income, Loans, & Business Positions
(Other than Gifts and Travel Payments)

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name

► 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED
- ☐ No Income - Business Position Only
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
- ☐ Salary
- ☐ Spouse's or registered domestic partner's income (For self-employed use Schedule A-2.)
- ☐ Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)
- ☐ Sale of _____ *(Real property, car, boat, etc.)*
- ☐ Loan repayment
- ☐ Commission or ☐ Rental Income, *list each source of $10,000 or more*

_____ *(Describe)*

- ☐ Other _____ *(Describe)*

► 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED
- ☐ No Income - Business Position Only
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
- ☐ Salary
- ☐ Spouse's or registered domestic partner's income (For self-employed use Schedule A-2.)
- ☐ Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)
- ☐ Sale of _____ *(Real property, car, boat, etc.)*
- ☐ Loan repayment
- ☐ Commission or ☐ Rental Income, *list each source of $10,000 or more*

_____ *(Describe)*

- ☐ Other _____ *(Describe)*

► 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from a commercial lending institution, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF LENDER

HIGHEST BALANCE DURING REPORTING PERIOD
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

INTEREST RATE _____% ☐ None

TERM (Months/Years) _____

SECURITY FOR LOAN
- ☐ None
- ☐ Personal residence
- ☐ Real Property _____ *Street address*

_____ *City*

- ☐ Guarantor _____
- ☐ Other _____ *(Describe)*

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 12.) 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 14.) 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 9.)
- 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 11.)
- Incentive compensation (See Reference Pamphlet, page 13.)

Reminders
- Code filers – your disclosure categories may not require disclosure of all sources of income.
- 87200 Filers – if reporting prospective employment, use attachment Form 700-P available on the FPPC's e-filing portal. Do not use Schedule C to report prospective employment.
- 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 <u>not</u> 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 13.)

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 9.) **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: _____

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 17)
- 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 11.)
- Transportation and lodging (See Schedule E.)
- Forgiveness of a loan received by you

Reminders

- Gifts from a single source are subject to a $630 limit for calendar years 2025 and 2026. The gift limit in calendar year 2024 was $590. (See Reference Pamphlet, page 11.)
- Code filers – you only need to report gifts from reportable sources.

You are <u>not</u> 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: _____

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 <u>not</u> 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.

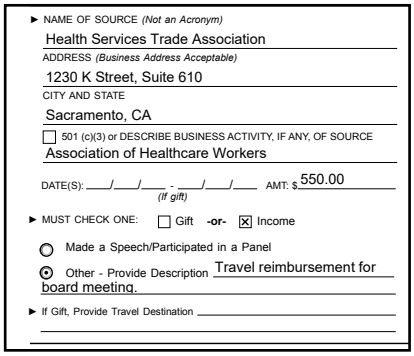
To Complete Schedule E:

- 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 $50 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.

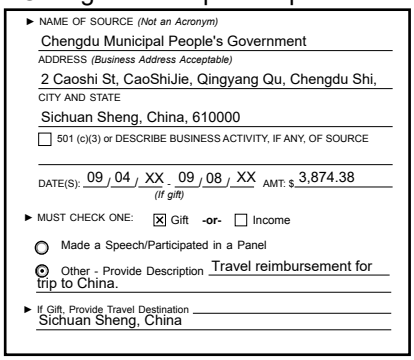
Example:

City council member MaryClaire Chandler is the chair of a 501(c)(6) trade association, and the association pays for MaryClaire's 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 they are not providing services are likely considered gifts. Note that the same payment from a 501(c)(3) would NOT be reportable.


► NAME OF SOURCE *(Not an Acronym)*
Health Services Trade Association
ADDRESS *(Business Address Acceptable)*
1230 K Street, Suite 610
CITY AND STATE
Sacramento, CA
☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE
Association of Healthcare Workers
DATE(S): ___/___/___ - ___/___/___ *(If gift)* AMT: $ 550.00
► MUST CHECK ONE: ☐ Gift -or- ☒ Income
○ Made a Speech/Participated in a Panel
◉ Other - Provide Description Travel reimbursement for board meeting.
► If Gift, Provide Travel Destination

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 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.)


► NAME OF SOURCE *(Not an Acronym)*
Chengdu Municipal People's Government
ADDRESS *(Business Address Acceptable)*
2 Caoshi St, CaoShiJie, Qingyang Qu, Chengdu Shi,
CITY AND STATE
Sichuan Sheng, China, 610000
☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE
DATE(S): 09 / 04 / XX - 09 / 08 / XX *(If gift)* AMT: $ 3,874.38
► MUST CHECK ONE: ☒ Gift -or- ☐ Income
○ Made a Speech/Participated in a Panel
◉ Other - Provide Description Travel reimbursement for trip to China.
► If Gift, Provide Travel Destination Sichuan Sheng, China

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 2025-2026, the gift limit increased to $630 from a single source during a calendar year. The gift limit in calendar year 2024 was $590.

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 11.

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 11.)

Loan Restrictions

Certain state and local officials are subject to restrictions on loans. (See Reference Pamphlet, page 15.)

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 4 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 14.)

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 15.)

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 9.)

Q. My spouse is a partner in a four-person firm where all of their business is based on their 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 spouse's investment in the firm is 10% or greater, disclose 100% of your spouse's share of the business on Schedule A-2, Part 1 and 50% of your spouse's income on Schedule A-2, Parts 2 and 3. For example, a client of your spouse'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 15.)

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 2025 the gift limit was $630, so the Bensons may have given the supervisor artwork valued at no more than $1,260. 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.

CONTRACT FOR ANNUAL AUDIT OF
K-12 SCHOOL DISTRICTS
(Five Year Contract)

ALTUS SCHOOLS SAN DIEGO

This contract entered into this_____day of February, 2026, between Altus Schools San Diego of San Diego County, California, hereinafter called the Organization and Wilkinson Hadley King & Co. LLP hereinafter called the Accountant, witnesses that the parties hereto do mutually agree as follows:

Article 1. EMPLOYMENT OF ACCOUNTANT: The Organization, pursuant to Chapter 3 (commencing with Section 14500), Part 9, Division 1, Title 1, and Article 2 (commencingwith Section 41020), Chapter 1, Part 24, Division 3, Title 2 of the Education Code of the State of California, hereby employs the Accountant to perform the necessary professionalservices, including but not limited to, those hereinafter set forth in connection with an auditof all funds and of the books and accounts of the Organization.

Article 2. SCOPE OF AUDIT: The audit shall include all funds of the Organization including any funds underthe control or jurisdiction of the Organization.

Article 3. AUDIT PERIOD: The audit shall cover the period of the 2025-26 through 2029-30 school years, to wit, the period commencing July 1, 2025, and ending June 30, 2030.

Article 4. VERIFICATION OF PRIOR YEAR'S FUNDS BALANCES: The audit shall include a verification of fund balances at the beginning of the audit period, provided there has been a responsible audit for the year prior to commencement of the audit period, from which such verification can be made; otherwise such verification may be excluded at the discretion of the Organization.

Article 5. AUDIT PROCEDURES: The audit shall be performed in accordance with general accounting office standards for financial and compliance audits, and shall include, to the extent applicable, the audit procedures recommended by the Education Audit Appeals Panel, as detailed in the most recent publication entitled *Guide for Audits of California K-12 Local Education Agencies and State Reporting* (Audit Guide). The Accountant shall provide the State Controller access to audit working papers to permit the Controller to complete a review upon request pursuant to Education Code Section 14504.

Article 6. FORM AND CONTENTS OF REPORT: The form and contents of the audit report shall be in conformity, to the extent practicable, with such form and content as may be prescribed by the State Controller under Section 41020 of the Education Code.

Article 7. EXTRA WORK AND SERVICES: In the event that circumstances disclosed by the audit indicate that more detailed verification is required in addition to that which would be sufficient under ordinary circumstances, the Accountant shall at once notify the Organization in writing of the fact, together with a written estimate of the additional work and services required and the estimated cost thereof. In the event the Organization authorizes and approves the performance of such extra work and services, it shall so notify the Accountant in writing. No claims of the Accountant for extra work or services shall be allowed or paid without such written consent and approval of the Organization first having been so obtained before such extra work and services are entered upon or undertaken.

Article 8. COMMENCEMENT OF WORK: Work by the Accountant under this contract shall commence upon signing of the agreement, or as soon thereafter as the Organization may deem practicable and feasible.

Article 9. COMPLETION AND DELIVERY OF REPORT: The audit report shall be completed and delivered to the Organization not later than December 15 annually, unless an extension is obtained as to which it will be delivered in accordance with the extension. The Accountant will furnish the school district copies of the audit in sufficient number for distribution to each member of the governing board and for the Organization's chief administrative officer and shall provide one copy to each of the following: County Superintendent of Schools, State Department of Education, State Controller's office.

Article 10. THE ACCOUNTANT FEES: The Organization agrees to pay and the Accountant agrees to accept for performance of all services rendered herein, exclusive of extra work and services, a fee in the sum of, not to exceed amounts notated below. It is understood and agreed that said fee is a maximum fee and is subject to corresponding reduction in the event that the actual cost of making the audit proves to be less than is now estimated at the time of entering into this contract. The cost estimates, which include a reasonable profit and constitute the basis upon which the maximum fee has been determined.

	2025-26	2026-27	2027-28	2028-29	2029-30
1. Financial Statement Audit					
Altus Schools Charter School of San Diego	$ 3,860	$ 4,050	$ 4,255	$ 4,500	$ 4,725
Altus Schools Audeo	3,860				
Total Financial Statement Audit	7,720	4,050	4,255	4,500	4,725
2. Single Audit	4,860	5,050	5,255	5,525	5,800
3. State Compliance Audit					
Altus Schools Charter School of San Diego	2,860	3,050	6,510	6,850	7,200
Altus Schools Audeo	2,860				
Total State Compliance Audit	5,720	3,050	6,510	6,850	7,200
Total Annual Audit Fee	$ 18,300	$ 12,150	$ 16,020	$ 16,875	$ 17,725
4. Independent Study File Testing	$195 Per Teacher	$205 Per Teacher	$275 Per Teacher	$290 Per Teacher	$305 Per Teacher
5. Tax Return Preparation	$ 1,450	$ 1,500	$ 1,550	$ 1,650	$ 1,825

Additional fees will apply if there are significant changes to the scope of the audit. Examples of items that would result in additional fees are:

- Addition of significant programs
- Significant delays in receipt of audit requested documentation
- Receipt of Grant Funds from OPSC, requiring performance audit (separate engagement)
- New charter schools requiring additional testing.

Extra work and services duly ordered and approved as herein above provided and duly performed shall be computed and paid for at the rates below.

Classification	Rate
Senior Partner	$ 285
Partner	$ 245
Manager	$ 185
Senior Accountant	$ 145
Staff Accountant	$ 105
Clerical	$ 75

Article 11. PAYMENT: Payment of ninety percent of the fee, including extra work and services, shall be made in progress payments as work is completed. The Accountant shall furnish the Organization on demand an itemized statement of the audit costs, if requested.The final ten percent of the value of work done under this contract shall be made after certification by the State Controller that the audit report conforms to the reportingprovisions of the Audit Guide. Provision is hereby made to withhold fifty percent of the audit fee for any subsequent year of a multi-year contract if the prior year's audit report by the same firm or individual failed to be certified as conforming to reporting requirementsof the State Controller's Audit Guide.

Article 12. TERMINATION: The Organization hereby reserves the right to terminate thiscontract at any time. In the event of such termination, the Accountant shall be paid the reasonable value of all services rendered up to the date of such termination as may be determined by the Organization, and the Accountant hereby expressly waives any and all claims for damages or compensation arising under this contract, except as set forth herein, in the event of such termination. Additionally, this contract shall become null andvoid if the audit firm or individual is declared ineligible to perform LEA audits pursuant to Education Code Section 41020.5.

Article 13. ASSOCIATES: The Accountant shall have the option, with the written consent of the Organization, to associate with them and at their expense accountants or otherqualified persons to render services in connection with the work, and to delegate to themsuch duties as they may delegate without relieving themselves from administrative or other responsibility under this contract. Some audit work may be performed by non certified partners of the firm.

Article 14. SUCCESSORS AND ASSIGNS: All terms, conditions, and provisions hereof shall inure to and shall bind the parties hereto, their, and each of their respective heirs, executors, administrators, successors, and assigns.

Except as provided above, the Accountant shall not sublet, assign, or transfer their interest in this contract without the written consent of the Organization.Article 15. Workers' Compensation: We are aware of the provisions of Section 3700 of the Labor Code that requires every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisionsof that Code, and we will comply with such provisions before commencing the performance of the work of the contract.

Article 16. INSTRUCTIONS TO PROCEED: The Accountant is not to proceed with performance of any services under this contract without first securing written authorization from the Organization to do so.

IN WITNESS WHEREOF, we have hereunto set our hands the day and year first above written.

Wilkinson Hadley King & Co. LLP

Accountant

By Aubrey W. Mann, CPA

Aubrey W. Mann, Partner

Dated: February 3, 2026

Altus Schools San Diego
of San Diego, California

By_____

On_____

Referral Protocols for Addressing Student Behavioral Health Concerns Policy 3346
Approved: February 26, 2026

The Board of Directors of Altus Schools San Diego, a California nonprofit public benefit corporation operating Altus Schools Audeo and Altus Schools Charter School of San Diego, hereafter collectively referred to as "Charter School" or "School", hereby adopts this policy referral protocols addressing student behavioral health concerns in grades 7-12. This policy has been developed in consultation with School and community stakeholders and School-linked behavioral health professionals and establishes the adopted procedures relating to behavioral health professionals and support services.

Charter School will comply with all state and federal student data and privacy requirements, including but not limited to the Family Educational Rights and Privacy Act ("FERPA") in the administration of this Policy.

Whenever possible and practicable, the protocols and procedures below will be used in lieu of disciplinary actions, and students who may be subject to disciplinary action will be able to access them and will not be prohibited from doing so.

All protocols will reflect evidence-based and culturally appropriate approaches to student behavioral health referrals.

Addressing the Needs of High-Risk Groups

Charter School recognizes the importance of ensuring equitable access to behavioral health supports for all students. This includes addressing the needs of high-risk student groups, including, but limited to the following:

- Students bereaved by death or loss of a close family member or friend.
- Students for whom there is concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Students with disabilities, mental illness, or substance use disorders.
- Students experiencing homelessness or placed in out-of-home settings, such as foster care.
- Lesbian, gay, bisexual, transgender, or questioning students.

Charter School staff who oversee the mental and behavioral health needs of students are responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Administrator of Special Education, Student Access and Support Services Administrator, Foster Youth Support, Homeless Support, and School administrators. School leadership may also identify additional student groups, in its discretion, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

Referral Protocols and Procedures

This policy is intended to align with and support implementation of the Charter School's Comprehensive Mental Health Program Plan ("Plan") and shall be interpreted and implemented in a manner consistent with that Plan. The Plan is available for review here: https://altusgo.com/hub/

I. **Needs Assessment**

The Deputy Superintendent School Services and Founding Director, hereafter referred to as "Deputy Superintendent", or designee, shall regularly identify student behavioral health trends and identify potential gaps in student services/supports. In doing so, the Deputy Superintendent or designee may examine data including, but not limited to, attendance, academic performance, disciplinary data, referral trends, and input from educational partners, consistent with the data-informed practices outlined in the Comprehensive Mental Health Program Plan.

II. **Student Identification**

Charter School shall identify students with behavioral health concerns using various methods, including but not necessarily limited to the following:

- Screening tools, surveys, and/or questionnaires used only for identification and referral purposes.
- Teacher/staff observations
- Parent/guardian and family input
- Data tracking (e.g., discipline or attendance patterns)

III. **Implementation**

Charter School shall implement referral procedures consistent with its Comprehensive Mental Health Program Plan. Referrals may be initiated by staff through established referral forms and processes and are reviewed by designated school-based mental health personnel, including Healthy Youth School Therapists or other trained staff. Referral pathways distinguish between school-based mental health services and community-based mental health supports, with follow-up and documentation conducted in accordance with the Plan.

IV. **Evaluation and Continuous Improvement**

The School shall conduct an annual evaluation of referral protocols that includes data collection and analysis, input from staff, families and community stakeholders, and targeted improvements based on results. Evaluation monitors outcomes such as median time to first contact, percentage of follow-ups completed within ten school days, referral closure rates and results for the high-risk student groups identified in this Policy.

V. **Training**

Charter School shall ensure that teacher and support staff who have direct contact with students in grades 7–12 receive training at least once on student behavioral health. Training shall include the following:

- Instruction around the unique risk factors and warning signs of behavioral health. problems in adolescents,
- Understanding the importance of early intervention,
- How to help an adolescent in crisis or experiencing a behavioral health challenge, including guidance on when to make referrals consistent with this Policy
- Instruction on recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Instruction on how to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws.
- Instruction on the safe deescalation of crisis situations involving students with a youth behavioral health disorder.

- Training materials approved by the Charter School shall include:
- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both the school and within the larger community; and
- When and how to refer students and their families to those services.
- Recognizing the signs and symptoms of youth behavioral health disorders.

Charter School shall provide certification of compliance with staff training requirements to the California Department of Education ("CDE") on or before July 1, 2029

Authorization and Scope of Practice

In order to ensure that all school employees act only within the authorization or scope of their credential or license, Charter School shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.
- Direct employees to refer students to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

No school staff will diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

Altus SCHOOLS
TRANSFORMING LIVES SINCE 1994

SYSTEM WIDE SELF-STUDY REPORT

Report limited to 50 pages per WASC System Visit Guidelines, with additional linked evidence throughout the report

2025-2026 EDITION

10170 HUENNEKENS ST.
SAN DIEGO, CA 92121

Table of Contents

List of Schools within System **2**

Chapter 1: System Executive Summary **3**

Chapter 2: Progress on System Improvement Initiatives **5**

Chapter 3: WASC Accreditation Standards **9**

Chapter 4: System Improvement Initiatives and Improvement Plan **50**

All information in this report is proprietary in nature.

ACS WASC Focus on Learning Continuous Improvement Guide
2025 Edition

List name and address of each school included in the System self-study

- Altus Schools Charter School of San Diego (ASCSSD)
  - 10170 Huennekens Street, San Diego, CA 92121
- Altus Schools Audeo (ASA)
  - 10170 Huennekens Street, San Diego, CA 92121
- Altus Schools Mirus (ASM)
  - 14135 Main Street, Ste. 201, Hesperia, CA 92345-4675
- Audeo Charter School II (A2)
  - 3821 Plaza Drive, Ste. 402, Oceanside, CA 92056-4605
- Altus Schools East County (ASEC)
  - 111 Fletcher Pkwy, El Cajon, CA 92020-2510
- Altus Schools South Bay (ASSB)
  - 3252 Bonita Road, Chula Vista, CA 91910-3200
- Altus Schools North County (ASNC)
  - 200 East Via Rancho Pkwy, Escondido, CA 92025-8006
- Audeo Valley (AV)
  - 27130 Eucalyptus Ave., Ste. A, Moreno Valley, CA 92555-4544
- Altus Schools Coachella Valley (ASCV)
  - 72840 Highway 111, Palm Desert, CA 92260-3324

All information in this report is proprietary in nature.

Chapter 1: System Executive Summary

Altus Schools collaborate with a group of charter schools known as Altus Schools, sharing expertise to develop curriculum and provide training opportunities for all schools. These schools are replications of the first school chartered in San Diego County, Altus Schools Charter School of San Diego (CSSD), and share a common philosophy centered on creating sustainable organizations that secure the freedom to learn and to teach in a values based, highly professional, autonomous environment that boldly challenges widely accepted, contemporary paradigms.

Altus Schools Organizational Chart shows the team that work together to ensure that all 9 schools work within the Altus Model consistently. Leadership team members that work across all 9 schools are individually contracted for each school, sharing a FTE across the schools.
Initially Altus Schools Charter School of San Diego, Altus Schools Audeo, and Altus Schools Mirus, Altus Schools now encompasses the affiliation of 9 charter schools due to AB 1507. The full history of Altus Schools is linked here.

Altus Schools is an affiliation of 9 charter schools that share a common mission, vision and values. Altus Schools fulfills their mission, "to implement personalized educational programs to facilitate student achievement and demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future" through the innovative implementation of a research based blended learning model - always keeping the School's basic values in mind. The basic values are:

- Kids come first.
- Education at Altus Schools is personalized, individualized, and high quality.
- Altus Schools 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.
- Altus Schools is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and how students learn.
- Altus Schools 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, performances and commitment to the vision of Altus Schools.
- Altus Schools is committed to improving the quality of life for students, their families, and the community at large.
- Altus Schools uses business principles in managing each School.

The Altus Schools' vision is to educate students in new ways and to serve as a prototype for reform in public education. It is designed to avoid many of the problems students face in traditional schools. It retains the storefront one-room schoolhouse model, now known as resource centers, that allows teachers to personalize each student's education and to develop a collaborative relationship with students and their families through the Pathways Personalized Education Plan.

All information in this report is proprietary in nature.

Altus Schools operates 37 resource centers and currently serves 3500 students.
The Altus School Resource Center locations are listed here.

Each Altus School applied for and was approved by the California Department of Education (CDE) as a state Dashboard Alternative Status School (DASS) school (ASCV will apply in 2026). DASS schools are recognized for serving a unique population and are eligible to participate in DASS if at least 70% of student enrollment is comprised of high-risk groups. This DASS Status provides for modified methods of measurement for accountability indicators. Qualifying DAAS schools serve a population of students who comprise at least 70% from the following categories:

- Expelled students
- Students suspended more than 10 days in one school year
- Wards of the Court or dependents of the court
- Pregnant and/or parenting students
- Recovered drop-outs
- Habitual truants
- Students who are credit deficient (one or more semesters behind in credits required to graduate)
- Students with a gap in enrollment
- Students with high transiency levels
- Foster Youth
- Homeless youth
- Students retained more than once during grades K-8

Demographic Data:

The linked Excel workbook above is a comprehensive data workbook that shows demographic data, enrollment by grade level, CAASPP and ELPI results, DASS grad rate, chronic absenteeism rate, and discipline disaggregated by school.

Demographically, Altus Schools is consistent across all nine schools. Hispanic or Latino is the largest student group, ranging from 49% to 78%. The other highest student group is the socioeconomically disadvantaged group, ranging from 62% to 78% across the schools. Another student group worth highlighting is the student with disabilities group. The California statewide average of students with disabilities is 14%. Altus Schools has higher than average enrollment with this group of students compared to surrounding school districts and the statewide average, Altus ranging from 14% to 26%. We attribute this high level of students with disabilities to the individualized and personalized support provided to students through the PPEP.

Academically, Altus Schools excels in providing a rigorous program as evidenced by the comparative CAASPP results with other DASS programs. As evidenced in the Excel workbook, Altus Schools is within the top 10% of statewide DASS schools and consistently rank in the top 10 DASS schools throughout the County.

All information in this report is proprietary in nature.

Chapter 2: Progress on System Improvement Initiatives

Self-Study Process

Beginning in March 2025, WASC orientation sessions were held during general staff meetings, Board meetings, and at Open House events to acquaint all stakeholders with an explanation of the systems wide WASC accreditation process along with its benefits to the school community, an overview of the Focus on Learning (FOL) self-study process, the understanding of the WASC criteria, the importance of using data and the self-study findings to continue our commitment to a vision of high academic achievement for all students and to investigate further the causes, barriers, impediments, challenges, remedies, and solutions to maximize student achievement and learning. We also discussed the importance of the ongoing improvement process for successful student learning, the nature and purpose of the visiting committee and accreditation status determination.

The Dean of Academic Affairs and Altus Studies collaborated with the Altus Leadership Team to identify roles, assigned responsibilities, and established the following FOL groups:

WASC Leadership Team: Deputy Superintendent, Administrator of Instructional Services, and Dean of Academic Affairs and Altus Studies.

Category Writing/Focus Groups: Instructional Staff were assigned to Chapter 3 Category Writing/Focus Groups depending upon their curricular areas of expertise and based on personal preference as indicated by a survey released in March 2025; however, staff members acted as a 'committee of the whole' in discussions around student achievement, based upon Resource Center Professional Learning Communities (RC PLCs).

The Leadership Team developed a self-study timeline by aligning the tasks outlined in the Self Study into the school's existing communication and collaboration system. FOL tasks were incorporated into regularly scheduled staff meetings as well as additional WASC specific meetings, and parents and students were introduced to the FOL process at a Family Learning Series Session, School Site Councils, and open houses.

Through ongoing data collection and analysis, findings were summarized for review. The evaluation of the Student/Community Profile was completed through regularly scheduled Instructional and All Staff meetings. The Altus Schools community shared its observations and identified the school's major student learning needs: academic achievement in math, academic achievement in ELA, and moving to Canvas for a consistent Altus created rigorous curriculum that is consistent regardless of delivery platform. Progress since the previous full self-study was reviewed by the groups in the Spring 2025. The groups examined the action plan and recommendations made from the last self-study and addressed areas of growth and necessary changes for improvement. The Leadership Team members were assigned to oversee the development of the five criteria categories for Chapter 3. Each category was overseen by a Leadership Team member, who collaborated with other members of the instructional staff based on the survey results from March 2025. The teams gathered evidence and analyzed the quality of the school program with respect to the WASC criteria**.** The comprehensive Schoolwide

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Improvement Plan for student achievement was developed after reviewing the summaries, recommendations, and feedback from educational partners during the FOL activities. The Leadership Team reviewed the growth areas and created action plan items. During meetings, the groups reviewed the action plan for additional input. Action items were then modified, growth targets were identified, and a follow-up process was established. This action plan is part of the School's Strategic Plan, incorporating goals into Strategic Initiatives that also align with the School's LCAP.

During the annual Symposium in September 2025, all instructional staff members were asked to rate Altus Schools based on the rubric criteria in each Chapter 3 category. The disaggregated results are here by Resource Center within each school. The data department then assigned the following numerical attribute for each ranking: Highly Effective = 4, Effective = 3, Somewhat Effective = 2, Not Effective = 1. As you can see from the results, the instructional staff across all schools rate Altus Schools as effective and highly effective ratings in each of the categories and subcategories. In the chart, the scores lower than 3.5 were highlighted looking for trends. There were a few Resource Centers (RC) that consistently scored lower than the average which included: Downtown (ASCSSD), and Chula Vista (ASSB). The Downtown results were because that RC only has 2 people assigned and one teacher was out the day of the Symposium, so that result is the result of one teacher. Both Tierrasanta and Chula Vista scored lower due to new staff at each of the RCs. This shows us that we need to continue improving our new teacher onboarding so that they are able to understand how the system works together. We also looked at the results in terms of different job roles to see if there were any trends. We noticed that the Substitute teachers had overall lower scores for Category A and B. This is consistent to what we would expect due to the nature of the job. While they are invited to attend Board meetings, they do not always participate, and they are not part of any curriculum Altus Pathways Advisory Council (APAC) departments. This also holds true for the CTR/RCA (Certificated Teacher Resource/Resource Center Associate). Those positions are teacher support positions and are not part of the APAC or making instructional decisions. Overall, these stellar results by RC and role are a testament to the coherence of the Altus Schools system and consistency of the of the program across schools.

Significant Developments

Altus Schools is constantly in a cycle of continuous improvement and uses various listening methods from staff, along with a robust strategic planning process, to bring on new developments to improve the lives of our students. Here is a summary of the highest leverage developments and their impact on students as identified by the instructional staff during the March 2025 Instructional Meeting and by All Staff as identified in the WASC activity at the May 2025 All Staff Meeting:

- Expansion of **EdLadder coaches** (targeted tutoring): greater individualized instruction; improved credit completion; high retention, improved test scores; improved student engagement; higher lesson completion; decreased distance from standard on CAASPP
- Added Technology-**Virtual Reality (CTE and Math**): increased student engagement and attendance; more student-centered; students are excited about math lessons; improved 21st century skills; hands on learning; more focus on conceptual understanding math
- Added Technology-**AI adoption**: improving use of AI through MagicSchool AI and Copilot to personalize learning and problem solve student situations; increased engagement

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of students in curriculum and instruction; teaching students to use AI ethically and responsibly

- Added Technology-**Ameca Robot**: researching the impact of the world's most advanced semiautonomous humanoid robot as a teacher's assistant on student achievement and engagement
- Curriculum Support for Designated ELD: **Summit K12** brought on to support our English Learners through a personalized daily curriculum
- Mental Health Support: **Healthy Youth Therapists** to support with school based mental health needs, a referral process to track and provide resources for students, and a mental health hub for families to get mental health support needed
- New Instructional Staff Position: **Learning Associates** as credentialed part time tutors to support students in Math and ELA

Progress on Current Improvement Plans

Each school had a slightly different improvement plan that depended on when the last self study developed: Summary of goals by school. At the March 2025 Instructional Meeting, during our scheduled WASC activity, instructional staff added progress towards goals collected in an Excel document.

All schools had a goal around increasing academic achievement in Math and ELA and increasing College and Career Readiness. The instructional staff report that there have been significant improvements in both math and ELA, specifically with supplemental programs and one-on-one support from the expansion of EdLadder; both Math and ELA achievement continue to be an area of need. The instructional staff recognizes that the improvement plan for College and Career Readiness has led to significant gains in the CCI and students completing Early College Credits through dual enrollment and articulated classes. Additionally, because of the improvement plan, there are MOUs in place with community colleges that provide Altus students with additional support.

Altus Schools Charter School of San Diego, Altus Schools Audeo and Altus Schools Mirus each had a goal for a Mental Health and Wellness Program. This was important for our students as the students returned to in person instruction after the COVID-19 pandemic. Altus Schools now has a robust comprehensive mental health program, including Healthy Youth Therapists for school based mental health needs. There is also a referral process for all students to gain access to services and an on-demand mental health hub for students and families to access and calming carts at each Resource Center.

Altus Schools South Bay, Altus Schools East County, Altus Schools North County and Audeo 2 had each had a goal to support the creation of the Teacher Induction Program. We are proud to say that the CSSD Teacher Induction Program (CSSD TIP) was approved unanimously by the CTC and is in its second year! CSSD TIP supports induction candidates from all Altus Schools, free of charge, and embedded in the teacher's workday.

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Audeo Valley had a unique goal, as a new school, to build local partnerships. Instructional staff report that there has been momentum in the partnerships created in the Moreno Valley area. The focus has been for educational partnerships. The Riverside County of Education has been a great support in providing partnerships and support for the school, as well as Moreno College has been a valuable partner for Early College Credit.

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Chapter 3: WASC Accreditation Standards

Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, School Continuous Improvement Process, Staff, and Resources

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Standard A1: Vision and Purpose: The organization has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion, and a belief that all students can learn and achieve. The purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and school goals.

A1.1 ***Vision and Schoolwide Learner Goals/Graduate Profile:*** *There is a clear, coherent vision, purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and practices and aligned with school goals for students.*

Altus Schools provides a highly effective, student-driven educational program built on the belief that personalized instruction and strong partnerships between students, parents, and staff lead to positive outcomes for every learner. Our mission is to serve as a prototype for educational reform, changing the way teachers teach, and students learn.

The program's design is innovative, accountable, and centered on student needs. We blend online and in-person instruction to create a personalized pathway for each student, preparing them for college, the military, or the workforce. This is implemented through the Pathways Personalized Education Plan (PPEP), a collaborative tool that ensures rigor, quality, and accountability for all.

Our "Steps to Success" are the measurable student outcomes that guide our program. Aligned with state standards and the LCAP, these goals are designed to develop students who are:

- Self-Sustaining
- Academically Competent
- Socially Competent and Workplace Ready
- Productive and Advancing
- Motivated and Self-Disciplined

By developing these attributes, Altus Schools equips students to succeed in a rapidly changing global economy and fulfills its mission to be on the leading edge of educational innovation.

A1.2 Equity and Inclusion: *The vision and purpose reflect a belief that all students can learn and achieve, with a focus on equity, diversity and inclusion and a belief that all students can learn and achieve.*

Altus Schools is highly effective in demonstrating its commitment to equity and inclusion. The school grounds its vision in the belief that all students can succeed, and this is achieved through the Pathways Personalized Education Plan (PPEP). This plan customizes education for each student, ensuring they are on a direct path to college, the military, or a career. The schools'

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inclusive approach is further reinforced by the Strategic Planning Process (SPP), which engages all stakeholders—students, parents, and staff—in shaping the schools' direction and using data to address achievement gaps. This collaborative and data-driven model ensures that the schools' purpose is to provide the necessary support for every student to achieve their full potential.

A1.3 Development/Refinement of Vision and Purpose: *Effective processes in place to ensure involvement of all system community representatives in development, review and refinement of the vision, mission and schoolwide learner goals.*

Altus Schools utilizes a highly effective and systematic Strategic Planning Process (SPP) to ensure the collaborative development, review, and refinement of its vision, mission, and schoolwide learner goals.

This process is intentionally designed to involve all educational partners. We actively solicit and integrate input from students, parents, staff, and governing board members through multiple channels, including stakeholder surveys, dedicated meetings, working sessions, and planning committees.

The SPP is a data-informed cycle. Feedback gathered from these groups, combined with student performance data and LCAP progress, is used to directly assess the effectiveness and relevance of our vision and mission. This inclusive and reflective process ensures our guiding principles are collectively owned by the entire community and consistently refined to meet the needs of all learners.

A1.4: Communication and Alignment of Vision and Mission: *Vision and mission aligned and reflected across system and schools' communities with effective processes in place to communicate them and ensure broad understanding and commitment.*

Altus Schools ensure its vision and mission are clearly communicated, understood, and reflected across all school communities through a systematic and inclusive approach that fosters a shared commitment among stakeholders. This alignment is achieved through core frameworks like the Strategic Planning Process and the development of the LCAP, which actively incorporate feedback from the School Site Council and the English Learner Advisory Committee. We maintain a continuous, two-way dialogue using digital platforms like ParentSquare and school events such as Open House, College & Career Week, Senior Nights, and Family Learning Series. The vision is further reinforced by transparently sharing data; staff receive detailed progress reports in the monthly "Storybooks," while families get regular updates that connect their students' achievements on personalized pathways back to our overarching goals. This comprehensive system ensures all stakeholders understand our vision and are empowered partners in bringing it to life.

Directions
Review the findings and evidence from your analysis of Standard A1 and the Standard A1 Rubric

Preliminary Rating: **Highly Effective** *Average Instructional Staff Self Rating: 3.96/4*

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Altus Schools earns a Highly Effective rating for Standard A1 because its vision is clearly defined, student-centered, and based on research, with a strong focus on equity and inclusion. The school uses systematic processes, like the Strategic Planning Process (SPP), to involve all stakeholders in the development and periodic review of its mission and goals. Furthermore, effective communication channels, including digital platforms, dedicated meeting time and community events, ensure that this vision is widely understood and embraced, making all members of the community active partners in student success.

Standard A2: Governance: The system's purpose aligns with governing board goals and policies and focuses on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness, and executed equitable decision-making for all system schools.

A2.1 Relationship between the Governing Board and the School: *System community and schools clearly understand the governing board's role in guiding the work of the system and schools through equitable decision-making expectations and initiatives to improve academic achievement and well-being for all students.*

At Altus Schools, the school community understands the governing authority's role, including how educational partners can be involved to support high achievement for all students. These schools are directly funded independent charter schools operated by California non-profit public benefit corporations. The Board of Directors' (BODs) core responsibilities are to ensure that each school's policies and bylaws are aligned with its vision and mission and to support and monitor the achievement of all students, including short- and long-term instructional, operational, and fiscal objectives.

The Altus Schools network is composed of schools governed by two distinct non-profit corporations:

- **Altus Schools San Diego, Non-profit public benefit corporation**
  - Altus Schools Audeo
  - Altus Schools Charter School of San Diego
- **Altus Schools Southern California, Non-profit public benefit corporation**
  - Audeo Charter School II
  - Audeo Valley Charter School
  - Altus Schools Coachella Valley
  - Altus Schools East County
  - Altus Schools Mirus
  - Altus Schools North County
  - Altus Schools South Bay

Altus Schools' stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school and support the high achievement for all students. The BODs meet quarterly to review instructional and operational data, including student performance and engagement results, staffing operational updates, and financial reports. The Superintendent School Services & Founder, who reports to the BODs, is responsible for the

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short- and long-term objectives, growth, and strategic plans for the school. Through the Strategic Planning Process, Altus Schools develops annual Strategic Initiatives with educational partners' involvement and input, which are ultimately reviewed by the BODs. These initiatives are focused on meeting the educational needs of the school community while also increasing student achievement and academic outcomes.

Directions
Review the findings and evidence from your analysis of Standard A2, and the Standard A2 Rubric

Preliminary Rating: **Highly Effective** *Average Instructional Staff Self Rating: 3.83/4*

Altus Schools earned a Highly Effective rating for A2 because its governing board's decisions are fully aligned with the system's mission to support student achievement. This is accomplished through quarterly data-informed reviews and a Strategic Planning Process that involves educational partners, ensuring the community understands and actively contributes to the board's work. The Board of Directors explicitly reviews instructional and operational data, including student performance and engagement, to monitor the achievement of all students. These collaboratively developed initiatives are focused on meeting the educational needs of the school community while also increasing academic outcomes.

Standard A3: Leadership for Learning

Leadership, faculty, staff, and parent/community collaborate, make decisions, and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, aligned with the school goals.

A3.1 Broad-based and Collaborative: *Leadership, faculty, and staff a) assess data to determine student needs, b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.*

Altus Schools' approach to continuous improvement is broad-based and collaborative, centered on its highly effective and systemic 11-step Strategic Planning Process (SPP). The SPP cycle actively engages leadership, faculty, and staff in assessing data, implementing strategies, and monitoring results to support student learning. This process begins with the Leadership Team gathering and analyzing a wide array of comprehensive data—including student achievement outcomes, MTSS trends, curriculum effectiveness, and educational partner survey results—to ensure all decisions are data-driven. Based on this analysis, the Leadership Team collaborates with all staff members to create individual scorecards that directly align their work with specific strategic initiatives of the plan, which are also connected to the LCAP and the School Dashboard. This intentional process ensures a direct link between every staff member's actions and the school's overarching goals for improving student outcomes.

The school's commitment to continuous improvement is further demonstrated through its rigorous monitoring of results and impact. The Leadership Team conducts a monthly data analysis, which allows the organization to be agile and proactive in responding to performance trends. This regular

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review helps identify any off-track performance early, prompting the creation of collaborative plans to adjust course and positively affect summative results. The continuous improvement cycle culminates with a review of key learnings and performance evaluations that are directly aligned with strategic initiatives and student outcomes, ensuring the ongoing refinement of the entire process.

A3.2 Leadership Role in Accountability*: Leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.*

At Altus Schools, leadership and faculty demonstrate a shared commitment to accountability for student learning, with decision-making, responsibility, and self-reflection embedded in our core processes. Our Strategic Planning Process ensures all staff are actively involved in developing the Strategic Initiatives that guide our practices and programs. This shared responsibility is measured through Storybook Data, where each staff member's student support metrics are reported monthly and distributed to the entire school community. This transparent, data-driven approach fosters a culture of self-reflection and continuous improvement.

If performance does not meet expected targets, we will implement a proactive, collaborative plan to address the issue. Ultimately, our Performance Evaluations and Scorecards are directly based on the outcomes defined in our Strategic Initiatives. This system ensures every member of the Altus Schools community is aligned in their efforts and held accountable for implementing the programs and services that are essential to supporting our students.

A3.3 School Action Plan Correlated to Student Learning*: The system and school improvement plans directly correlate to and are driven by analysis of student achievement and other data and aligned with system and school goals.*

At Altus Schools, our improvement plans are directly correlated to and driven by a comprehensive analysis of student achievement and other data, ensuring they are fully aligned with our system and school goals. We use the Local Control and Accountability Plan (LCAP) and its Federal Addendum as our guiding document, which functions as our Single Plan for Student Achievement (SPSA) and meets all federal ESSA requirements. This strategic framework ensures that our actions are not arbitrary; rather, they are the direct result of a meticulous data analysis process, which includes student achievement data, student group needs, college and career readiness inputs, and California School Dashboard outcomes.

The insights gained from this analysis form the basis of our Strategic Initiatives, which serve as our roadmap for continuous improvement. To ensure these initiatives remain effective, we rely on the monthly Storybook, our tool for reporting both aggregated and disaggregated data. This real-time data allows us to continually monitor the effectiveness of our actions and make immediate, data-informed adjustments to our plans, ensuring we remain responsive to the evolving needs of our students.

Directions
Review the findings and evidence from your analysis of Standard A3, and the Standard A3 Rubric

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Preliminary Rating: Highly Effective *Average Instructional Staff Self Rating: 3.87/4*
Altus Schools is rated Highly Effective for Standard A3 because its leadership, faculty, and staff have developed a systemic, data-driven, and collaborative approach to continuous improvement through their comprehensive 11-step Strategic Planning Process. This process uses a monthly Storybook Data report to ensure all staff actions are directly aligned with school-wide goals and student learning outcomes. The transparent and accountable system demonstrates that every member of the Altus community is actively involved in implementing programs and services essential to supporting student achievement. Ultimately, this unified effort results in a clear and direct correlation between the school's improvement plans and student success.

Standard A4: Qualified Staff and Professional Development

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications, Preparation, and Supervision of Staff*: The system and schools understand procedures to ensure that leadership and staff are qualified based on staff background and preparation. There exists effective supervision and evaluation processes to promote professional growth and effectiveness of staff.*

Altus Schools ensures that all leadership and staff are highly qualified to facilitate achievement of student academic standards and schoolwide learner outcomes through a comprehensive system of preparation, induction, supervision, and ongoing professional development. Human Resources (HR) procedures – behavior surveys, skills-based assessments, multi-level interviews, reference checks, DOJ clearances, and TB verification – ensure staff are prepared for their roles. New staff complete structured onboarding, and teachers receive a 10-day induction with mentor support to build proficiency in instructional platforms. Administrators conduct observations, coaching, and evaluations that promote professional growth and monitor how professional growth influences instructional practices and student learning. Professional development, known as Altus University (AU), is systematic, coordinated across the organization, and regularly evaluated for impact. It is data-driven, aligned to student needs and research, and includes training in instructional strategies, trauma informed care, and equity practices. Leadership development opportunities, such as Executive Studies and Fellows Projects, build capacity and reinforce continuous improvement cycles.

A4.2 Professional Learning and Impact on Student Learning: System and schools effectively support professional development/learning and evaluate its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness.

Altus Schools provides systematic, research based, and data driven professional development aligned to student needs, academic standards, and college and career readiness goals within its in-

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house professional learning system, Altus University. Altus University is aligned to the California Quality Professional Learning Standards, California Standards for the Teaching Profession, Adult Learning Theory, and LCFF State Priorities for Student Learning. The plan is based on six key pillars of professional growth: Teacher Induction, Curriculum Content Training, Student Engagement, Ethical and Societal Responsibilities, Efficiency and Effectiveness, and Strategic Planning. Professional learning opportunities focus on instructional strategies, trauma-informed care, and equity practices, with time, personnel, and resources intentionally allocated to support implementation. Effectiveness is monitored through supervision, coaching, evaluations, and analysis of student performance data to ensure that professional learning directly improves teaching practices and advances student learning outcomes. Leadership programs, including Fellows Projects, build organizational capacity and sustain a culture of continuous improvement.

A4.3 Communication and Understanding of School Policies and Procedures: There exists clear systems to communicate policies, procedures, and handbooks that define administration, faculty and staff responsibilities and operational practices, decision-making and relationships.

Altus Schools maintains clear and consistent systems for communicating policies, procedures, and handbooks that define roles, responsibilities, operational practices, and decision-making processes. These resources are used by administrators, faculty, and staff to guide daily practice and ensure alignment across the system. The Employee Manual serves as a central communication tool, outlining expectations, responsibilities, and policies. By keeping the manual accessible and reviewing it annually, Altus Schools ensures that all workforce members remain well informed and accountable to organizational standards.

Transparency is further reinforced through the annual Leadership Planning Form, which captures staff preferences, leadership interests, and feedback that directly inform the Strategic Planning Process. In addition, communication structures such as systemwide All Staff Meetings, Altus University sessions, and direct leadership updates provide multiple avenues for clarification and engagement. Collectively, these tools foster shared ownership, clarity, and collaboration, ensuring that policies and expectations are consistently understood by staff, students, and families, and that all members of the school community contribute effectively to organizational success.

Directions
Review the findings and evidence from your analysis of Standard A4, and the Standard A4 Rubric

Preliminary Rating: **Highly Effective** *Average Instructional Staff Self Rating: 3.96/4*

Altus Schools is rated Highly Effective for Standard A4 because it maintains a highly qualified workforce through comprehensive recruitment, induction, supervision, and professional development systems. Rigorous HR procedures ensure all staff are fully vetted and prepared, while new teachers benefit from a structured 10-day induction with mentor support to build proficiency in instructional platforms. Administrators use observations, coaching, and evaluations to monitor how professional learning- focused on instructional strategies, trauma-informed care, and equity practices- directly improves teaching and student outcomes. Professional development is data-driven, research-based, and aligned with LCAP goals. Leadership growth is reinforced through Executive Studies and Fellows Projects. Clear communication systems, including Employee

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Handbooks, Student/Parent Handbooks, board policies, and the annual Leadership Planning Form, ensure transparency, defined responsibilities, and shared ownership. Together these integrated structures demonstrate a research-based, systematic approach to continuous improvement that advances student learning and organizational success.

Standard A5: School Continuous Improvement Process

Organization and school leadership facilitates continuous and innovative school improvement to guide the work of the school through: a) implementation of a schoolwide action plan focused on quality learning for all students; b) involvement of the school community; and c) collective accountability for implementing and monitoring the schoolwide action plan.

A5.1 Schoolwide Action Plan Correlated to Student Learning*: The System and school improvement plans directly correlate to the analysis of student achievement data about the major student learner needs, the schoolwide learner goals and academic standards.*

Altus Schools ensures that system and school improvement plans are directly linked to student achievement data, identified learner needs, and academic standards. The Strategic Planning Process begins with analysis of disaggregated data from the California School Dashboard, local assessments, and student subgroup performance, along with feedback from educational partners. This analysis identifies priority learner needs and informs the development of Strategic Initiatives that are aligned with LCAP goals and college and career readiness indicators.

Each Strategic Initiative is embedded into school action plans and cascades into staff scorecards, creating a clear connection between individual responsibilities and organizational goals. This alignment ensures that every staff member's work is tied to improving student achievement and addressing equity gaps. The Storybook provides monthly updates with aggregated and disaggregated data, allowing leadership and staff to evaluate whether action plans are producing the desired outcomes and make timely adjustments as needed.

A5.2 Broad-Based and Collaborative*: System and school planning processes are broad-based, collaborative, and have commitment/involvement of system and school communities including staff, students and parents.*

Altus Schools ensures its improvement planning is broad-based and inclusive by actively engaging staff, students, families, and community partners in the Strategic Planning Process. Educational partner surveys for students and parents, School Site Councils, ELAC meetings, and public Board sessions provide multiple opportunities for input, while Leadership Team discussions and staff meetings ensure feedback is gathered from all workforce members. This collaborative approach ensures that diverse perspectives are reflected in the development of Strategic Initiatives and directly inform the LCAP, creating alignment between community priorities and systemwide goals.

Once priorities are established, the Strategic Plan cascades into measurable Strategic Initiatives that are embedded into staff scorecards. This structure connects every workforce member to the organization's improvement goals and reinforces collective accountability. By aligning

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professional goals, evaluations, and improvement strategies to the LCAP and Strategic Plan, Altus Schools builds transparency, shared ownership, and coherence across all schools, ensuring that continuous improvement efforts are community-driven and systemwide.

***A5.3 Systems Alignment**: There is evidence of system alignment across schools in areas such as professional goals, teacher evaluation, and strategic planning to support ongoing school improvement.*

Altus Schools ensures systemwide coherence by aligning professional goals, teacher evaluation, and strategic planning across all schools. The Strategic Planning Process defines systemwide Strategic Initiatives, which cascade into staff scorecards and evaluation measures at every level, ensuring that individual goals are directly connected to LCAP priorities, California Dashboard indicators, and organizational outcomes. This structure guarantees that improvement efforts are not isolated by school or department but unified across the system.

Alignment is reinforced through shared tools and processes. The Storybook provides consistent, disaggregated data for every school, teacher, and student group, enabling all sites to monitor outcomes using the same benchmarks. Coaching cycles, professional growth trainings, and mentorships are tied to the same Strategic Initiatives, ensuring professional learning aligns with system priorities. Together, these structures create a vertically aligned system in which schools move in step with one another, reinforcing coherence, accountability, and continuous improvement across Altus Schools.

***A5.4 Correlation between All Resources, Schoolwide Learner Goals, and Plan**: There exists correlation between allocation of resources and the implementation, monitoring and accomplishment of system and school improvement goals.*

Altus Schools directly connects resource allocation to systemwide improvement goals and learner outcomes. Budgets and resource planning are developed through the Strategic Planning Process and LCAP, ensuring that time, personnel, fiscal, and material resources support identified student needs and strategic priorities. Examples include investments in ELLevation for English Learners, Altus Connect for equitable technology access, tutoring in ELA and Math, and curriculum enhancements in literacy and ELD. These allocations demonstrate that funding decisions are intentionally tied to improving student achievement and equity.

Resource use is continually monitored to confirm alignment with action plans and outcomes. Purchase orders processed through NetSuite link directly to LCAP actions, while Traceability Made Easy (TME) ensures equitable distribution of instructional materials and technology. Monthly financial and instructional reviews by the Leadership Team and Board of Directors verify that resources are used effectively, transparently, and in direct support of schoolwide learner goals.

Directions
Review the findings and evidence from your analysis of Standard A5, and the Standard A5 Rubric

Preliminary Rating: **Highly Effective** *Average Instructional Staff Self Rating: 3.96/4*

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Altus Schools is rated Highly Effective because its continuous improvement system directly connects schoolwide action plans to disaggregated student data, identified learner needs, and academic standards. Broad-based input from staff, students, parents, and community partners informs Strategic Initiatives that are aligned with LCAP goals and college and career readiness expectations. These initiatives cascade into staff scorecards and evaluations, ensuring systemwide alignment of professional goals and accountability. Resources, including technology, curriculum, and targeted supports, are strategically allocated to priority areas and monitored through transparent systems such as NetSuite, TME, and monthly financial reviews. Progress is tracked through the *Storybook*, which provides real-time, disaggregated reporting to guide timely adjustments. Collectively, these structures demonstrate that Altus Schools' planning and resource systems are data-driven, inclusive, aligned, and sustainable, fostering a culture of accountability and continuous growth.

Standard A6: Resources

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

A6.1 Resource Allocation Decisions*: System and school leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the action plan goals.*

Altus Schools collaboratively plans and allocates resources through the Strategic Planning Process and annual LCAP development, ensuring alignment with student needs, personnel supports, and action plan goals. The Senior Management and Leadership Teams, comprising leaders in curriculum, equity, HR, operations, student services, and special programs, guide strategic objectives and sustain organizational capacity through financial solvency, staff recruitment and retention, and updated instructional resources.

Educational partner engagement in the LCAP process directly informs budget priorities, resulting in investments such as ELLevation for English Learner progress monitoring, Summit K-12 for designated ELD instruction, Altus Connect for technology equity, Illuminate for assessment, and IXL for intervention. Additional supports include tutoring in ELA/Math, Meal Program access, and waived dual enrollment fees. Multi-year budgets, reviewed regularly by the Executive Leadership Team and Board of Directors, provide fiscal stability while adapting to emerging needs. This process ensures that resources are transparent, sustainable, and directly tied to student achievement and continuous improvement goals.

A6.2 Practices and Procedures*: Transparent procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices*

Altus Schools uses a systematic approach to ensure resources support Strategic Initiatives and LCAP priorities while maintaining fiscal solvency. The Board of Directors and Senior Leaders

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review revenues and expenditures against the adopted budget multiple times per year, with cash flow analyses guiding decisions. Leaders remain proactive about funding impacts by engaging in legislative meetings, participating in state and national advocacy organizations, and monitoring policy updates through services like Politico Pro, a nonpartisan policy expert organization.

The Chief Business Officer (formerly an auditor for SDUSD) has four decades of experience in charter school finance. Under the CBO's leadership, the finance team is subject to regular independent audits with reports submitted to Senior Leadership, the Board of Directors, the State Controller, and the California Department of Education. Annual audits conducted under Generally Accepted Accounting Principles (GAAP) consistently produce unqualified findings, confirming strong fiscal health and compliance. Internal controls, including segregation of duties, staff cross-training, documented authorizations, and regular reconciliations, safeguard assets and prevent misuse. These practices ensure resources are allocated responsibly and transparently to support student learning and organizational sustainability.

A6.3 Instructional Materials*: Policies and procedures for acquiring and maintaining adequate instructional materials and equipment including materials, technology, manipulatives and laboratory materials are effective.*

Altus Schools maintains a systemwide process for acquiring, monitoring, and maintaining instructional materials and equipment to ensure all students have equitable access to resources that support achievement. Department Chairs conduct annual inventories and request replacements for consumables, such as science lab materials, while academic leaders oversee annual textbook and curriculum orders based on projected enrollment. The Director of Operations and Technology manages procurement of technology tools, equipment, and software aligned with program needs, LCAP goals, and Strategic Initiatives.

All purchasing is processed through NetSuite, which links orders to specific LCAP initiatives and student group supports, with Finance Department review to ensure compliance. Materials and technology are tracked in Traceability Made Easy (TME), providing real-time accountability for distribution and use. Regular reports confirm that resources are accurately inventoried, equitably distributed, and consistently aligned with instructional goals across the system.

A6.4 Facilities Conducive to Learning: Schools' facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s), including the use of technology and digital learning.

Altus Schools maintains safe, functional, and innovative resource centers that support the mission of providing personalized learning opportunities for all students. Facilities have been modernized into "classrooms of the future" with upgraded technology, sustainable features such as energy-efficient lighting and water stations, and flexible furniture that mirrors professional work environments.

Systemwide safety is ensured through annual School Safety Plans, quarterly drills, and the presence of trained Safety Ambassadors at every site. Staff receive comprehensive training in CPR/First Aid, AED and EpiPen use, ALICE (active shooter response), bloodborne pathogens,

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mandated reporting, professional boundaries, and sexual harassment prevention. Nurses also provide targeted training for staff supporting students with specific medical needs. Policies such as the Technology Use Contract and Suspension/Expulsion Policy establish expectations for safe and appropriate student behavior, reinforcing secure learning environments. Facilities also include secure entry systems, riot film on windows, and clearly posted evacuation routes. Custodial services provide daily cleaning and sanitization to maintain orderly and healthy spaces.

Directions
Review the findings and evidence from your analysis of Standard A6, and the Standard A6 Rubric

Preliminary Rating: **Highly Effective** *Average Instructional Staff Self Rating: 3.93/4*

Altus Schools is rated Highly Effective because resource planning and allocation are transparent, collaborative, and directly aligned with student needs and action plan goals. Fiscal practices are supported by experienced leadership, regular audits, and rigorous internal controls that consistently confirm financial solvency and compliance. Instructional materials and technology are systematically procured, inventoried, and equitably distributed, while facilities are modernized, safe, and well maintained. Ongoing staff training, clear policies, and proactive safety practices ensure environments conducive to learning. Collectively, these structures demonstrate that Altus Schools effectively and responsibly manages human, material, physical, and financial resources to sustain student achievement and organizational success.

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, Resources Summary

Average Instructional Staff Self Rating: 3.93/4

Areas of Strength

1. **Systemwide Strategic Planning and Data Culture**

   The 11-step *Strategic Planning Process (SPP)* ensures coherence, accountability, and continuous improvement. Through the *Storybook* data system and staff scorecards, all schools use timely data to monitor progress, inform decisions, and make rapid adjustments that improve student outcomes.

2. **Personalized and Equitable Learning Frameworks**

   The *Pathways Personalized Education Plan (PPEP)* continues to serve as a cornerstone of Altus Schools' mission to transform learning. This equity-centered framework personalizes each student's educational pathway toward college, career, or military readiness

3. **Unified Governance, Workforce, and Shared Vision**

   Altus Schools has a mission-driven workforce guided by a unified governance structure that aligns decisions with its Vision, Mission, and Values. The Board, Superintendent, and leadership teams ensure consistent direction and accountability across all schools. Staff connect personal goals and actions to strategic initiatives and the PPEP, supporting ongoing improvement and student achievement.

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Areas of Growth

1. **Expand Instructional Capacity and Specialized Supports**

   Continue to recruit, retain, and develop instructional staff—including CTRs, RCAs, and Education Specialists—to sustain small student-to-teacher ratios and enhance individualized instruction, particularly in high-demand regions and specialized programs.

2. **Improves systems that support math and ELA supports**

   Online curriculum delivery system to provide immediate student feedback, comprehensive digital learning ecosystem and online curriculum delivery system

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Category B: Curriculum

Standard B1. Rigorous and Relevant Standards-Based Curriculum
All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking*: The System and schools provide an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.*

Altus Schools applies contemporary educational research across curricular areas to sustain a relevant and effective instructional program for every student, as demonstrated by the analysis of CAASPP data over the past five years. Altus Schools teachers facilitate learning for their students across the curriculum by providing rigorous, relevant, and individualized standards-based curriculum that meets each student's personal and academic goals. Altus Pathways Advisory Council (APAC) creates curriculum aligned with the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), Visual and Performing Arts Standards (VAPA) and the International Society for Technology in Education Standards (ISTE). APAC meets regularly throughout the year to discuss updates and changes to the curriculum. Coursework is updated as needed to reflect current educational trends and promote student engagement. Professional development is provided whenever a new course or technology is implemented. APAC makes the decisions to write or revise the curriculum based on new textbook adoptions, new learning platforms, review of test scores that show a gap in proficiency (SBA and Illuminate), and improvement in technology and resources. Teachers assigned to a curriculum department work together to review new textbooks and update lesson guides based on their expertise and the latest educational research. Career Technical Education courses are created based on CTE Frameworks and Standards, as well as the review of college courses. The APAC department compares college course outlines to Altus course outlines to determine articulation agreements. Regularly scheduled Professional Learning Community sessions throughout the year provide ongoing updates in local educational trends in both academic and affective domains that inform Altus wide student goals. Teachers have received training and integrated concepts from Culturally and Linguistically Responsive teaching practices to ensure that curriculum and instruction are accessible to all students.

B1.2 Congruence with Schoolwide Student Goals*: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.*

Altus Schools provide personalized instruction using a variety of strategies, standards-based curriculum, and resources designed to prepare students academically, socially, and professionally. Courses are aligned with CCSS, NGSS, ELD, ISTE, and CTE standards, focusing on rigorous content while integrating real-world connections, hands-on learning, and social-emotional development. Through the PPEP process, teachers use data from NWEA assessments, Naviance surveys, and other tools to tailor instruction to each student's strengths, needs, and goals, ensuring alignment with schoolwide learner outcomes and college- and career-readiness indicators.

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Students at Altus Schools benefit from high-quality instruction, technology integration, and multiple pathways to success. Course Catalog options include accelerated, honors, AP, and dual enrollment courses, as well as CTE Pathways that lead to certifications and college credit. Tools such as virtual reality (Math Lesson Preview, Activity List, Transfr VR - Career Explorations), augmented reality, 3D printers, IXL Math, Amplify Desmos, Achieve 3000, and Moby Max enhance learning and skill development. At Altus Kids, mastery of grade-level skills is tracked through assessments and teacher-family collaboration, while middle and high school students regularly review progress toward graduation and post-secondary goals. These supports, combined with real-world applications and data-driven instruction, ensure students graduate college- and career-ready.

B1.3 Academic Standards and College and Career Readiness Indicators*: The system and schools have college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.*

UC A-G approved courses are accessible to all students. All core subject courses, world language, and CTE Career Pathway courses offered through Altus Schools are UC A-G approved. Students have a large variety of college-prep courses available to them. The resources used to support course curriculum meet all state-adopted standards and frameworks and include formative and summative assessments administered through the Illuminate learning platform. Questions on every assessment are aligned to one or more state standards. Altus Schools offer both Advanced Placement and Honors courses. Students taking AP classes are encouraged to take the AP exams to earn college credit while in high school. Altus Schools partner with local community colleges to support students as they plan for post-secondary education. Students can take and complete approved courses to earn early college credit through the articulation process with neighboring community colleges. Students are also encouraged to participate in dual enrollment courses as an avenue to earning early college credit (Early College Credit Completion Data). Before each student graduates from Altus Schools, they must complete a Pathways Exhibition ePortfolio and panel presentation that is aligned to the CTE Anchor Standards for Career Ready Practice and leads to a Workplace Readiness Certificate.

B1.4 Curricular Integration*: There is integration between/among areas of study, academic standards, and college and career readiness indicators.*

Career Technical Education (CTE) courses are a core part of Altus School's mission, integrating academic subjects like math, science, English, and social science with career-focused pathways such as Business Management, Patient Care, Child Development, Teacher Education, Public Services, Animal Science, Environmental Resources, Hospitality Management, Software and Systems, Retail, Sales and Marketing, and Arts, Media, Entertainment. This alignment helps students build real-world skills while meeting academic standards, ensuring they are better prepared for future careers. We have the tools needed to provide integration across the academic disciplines to support college and career readiness. Career Pathways are continually being developed based on regional need and student interest. A new career pathway includes courses within the Aviation Program.

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At Altus Kids, the school emphasizes early exposure to CTE concepts by fostering age-appropriate work-readiness skills to support students on their long-term educational and career journeys.

B1.5 Community Resources and Articulation and Follow-up Studies*: The system and schools engage with community partners and resources, articulate regularly with feeder schools, local colleges and universities, and technical schools.*

Altus Schools partner with local community organizations, businesses, and post-secondary institutions to support students' academic growth and post-secondary planning. Collaborations with organizations such as Nice Guys provide scholarships (NICE GUYS Scholarship Nomination Guidelines (25-26)), while teachers organize field trips (Field Trip plans) and guest speakers aligned with students' college and career interests (College and Career Week). The CTE Advisory Committee (CTE Advisory Committee Agendas) connects students with industry sectors and post-secondary schools, and partnerships with local colleges allow students to earn college credit through articulated CTE pathways. Altus Schools also offer dual enrollment opportunities, including online courses, helping students explore college and career options, earn credits, save on tuition, and build self-confidence. To strengthen and expand these opportunities, all counselors, leads, and school coordinators participate in the Dual Enrollment Leadership Academy (DELA), partnering with community colleges to enhance the dual enrollment program and better support student success. Additionally, Altus Schools maintain memoranda of understanding (MOUs) with local community colleges for data sharing to track the post-secondary progress of dual enrollment students. The Altus Kids program uses Xello to help students explore careers and educational pathways, supporting informed decisions and career readiness. Graduates' outcomes are tracked through the Naviance Graduate Interview, the Alumni Community, and the National Student Clearinghouse, with alumni encouraged to stay connected and return as guest speakers. These efforts demonstrate Altus Schools' strong community engagement and commitment to supporting students' post-secondary achievement.

Directions
Review the findings and evidence from your analysis of Standard B1, and the Standard B1 Rubric

Preliminary Rating: **Highly Effective** *Average Instructional Staff Self Rating: 3.80/4*

Altus Schools earns a Highly Effective rating for Standard B1 because there is a rigorous, relevant and coherent curriculum for all students. There is a system-wide commitment to college and career readiness from an early age, beginning at Altus Kids and extending through the 6-12 grades. The use of tools and resources to support this integration further validates the system's effectiveness. Altus Schools maintain strong vertical and horizontal alignment through APAC and department collaboration. Teachers work in curriculum departments to review and revise materials, ensuring consistency across classrooms. The use of common assessments and platforms like Illuminate, supports system-wide coherence. The curriculum is clearly aligned with schoolwide learner outcomes and college/career readiness indicators. The PPEP process and Pathways Exhibition ePortfolio directly connect student learning to graduation requirements and career readiness. UC A-G approval and dual enrollment opportunities reinforce alignment with post-secondary expectations. Altus Schools demonstrate a strong commitment to educational research through APAC's curriculum development and revision processes. The curriculum is standards-based

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(CCSS, NGSS, ISTE, VAPA), regularly updated, and individualized to meet student goals. The use of data (CAASPP, NWEA, SBA, Illuminate) and integration of technology (VR, AR, 3D printing) further supports rigor and relevance. Professional development ensures coherence and fidelity in implementation of these technologies.

Standard B2. Equity and Access to Curriculum

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs and Full Range of Choices*: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The schools provide for career exploration, preparation for postsecondary education, and career technical options for all students.*

Altus Schools facilitates student preparation for diverse post-secondary options through a comprehensive PPEP. This plan encompasses personalized enrollment, progress monitoring, and transition support, with teachers tailoring course assignments to individual student needs and post-secondary aspirations. Career exploration is embedded via middle school elective courses, tools like Naviance for new students, career training virtual reality experiences, an annual College and Career Week featuring industry professionals and college representatives, and guest speakers from various career fields. To bridge high school and college, Altus Schools offers dual enrollment and course articulation with surrounding community colleges, enabling students to earn college credit. The school provides pre-technical training across 11 CTE pathways, including Animal Science, Business Management, Child Development, Design/Visual/Media Arts, Environmental Resources, Hospitality/Tourism/Recreation, Patient Care, Public Safety, Retail Sales and Marketing, Software and Systems Development, Teacher Education, with an increased focus on industry certifications and articulated college credit. A mandatory Pathways Exhibition course, involving activities like campus visits and career interviews, further prepares students for their chosen post-secondary paths. The Special Education department utilizes the "NextUp" curriculum to support its students' post-secondary exploration. Additionally, the AVID program provides another layer of support, helping students develop the academic and social skills necessary for college readiness.

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the schools' students.

Altus students have access to a wide range of curriculum formats, including text-based and online resources. Courses are rigorous, relevant, and designed to connect with real-world applications. Each student receives a personalized course plan, utilizing Credit Audits, through our PPEP process, ensuring access to UC A-G, NCAA approved, and College Board-certified curriculum

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that meets individual learning needs and goals. Altus curriculum includes interactive labs, projects, essays, and current event assignments, and is updated annually based on student data. It's built with accessibility tools and scaffolding to support EL, IEP, 504, and GATE students. Students can choose from blended learning options and receive Chromebooks through Altus Connect to access curriculum at school and home. Supplemental programs include CTE Virtual Reality and Math Prisms of Reality Virtual Reality, Character and Leadership Development through Cadet Corps, College and Career Week, AVID, IXL Math, Altus Arts, and Field Trips. Altus also offers four ethnic studies courses that reflect the diversity of our student population. Finally, our Altus Connect program ensures every student has access to a Chromebook to utilize our online curriculum choices both at school and at home. All Altus school students have access to multiple modalities of curriculum including text-based and online resources. Curriculums are embedded with interactive labs, projects, essays, and assignments that connect to previous learning and real-world experiences.

B2.3 Student-Parent-Staff Collaboration*: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.*

At Altus Schools, parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals. This collaboration starts with the enrollment meeting. During the first meeting, teachers work with families to decide which opportunities would benefit their student such as AVID, Character and Leadership Development through Cadet Corps, dual enrollment or articulation. The parent, teacher and student then create a flexible course plan (PPEP). The parents, student, and teacher collaborate on a personalized student schedule to attend in –person each week to obtain 1-1 tutoring, assistance, and work collaboratively with others as needed as recorded in daily engagement logs. The collaboration continues with Naviance Surveys to give students more insight into career recommendations. The student's academic counselor creates credit audit based on long-term pathways goals. Student monitoring is done via credit completion, NWEA assessments, Illuminate Assessments, and teacher observation of student work and progress, which is communicated to parents via report cards, progress reports, and phone calls, emails, and or texts. The Instructional Leader and Counselor PPEP meetings add a layer of monitoring and feedback to ensure students stay on track. These communication tools—the Daily Participation Letters (DPL) and Tiered Re-engagement Letters (TRL)—provide necessary support for students struggling to meet engagement and academic expectations, while also creating opportunities to review and re-assess their initial PPEP.

Altus School creates a sense of belonging for all students by offering a variety of engaging opportunities shared through a monthly Resource Center calendar (Monthly Calendar). Each resource center plans a variety of Field Trips based on student-interests, content areas, and college awareness. Each school hosts an annual College & Career Week based on student interest as indicated by Naviance, to inform students on career pathways with guest speakers. Wellness Week is held annually to provide age-appropriate sexual and reproductive health education and human trafficking prevention instruction from school nurses, credentialed teachers, and Healthy Youth School Therapists. Students collaborate with teachers and other students to learn content-specific lessons in small group and one-on-one tutoring sessions in math, ELA, the arts, and English

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Language Development. Additional small group collaborative sessions are offered through cadet corps and AVID. Teachers and staff further collaborate with parents and families in annual and semi events. School Site Council meets throughout the year and includes parents and students to gather input and feedback. All parents are invited to provide feedback each year in Open House through the LCAP Parent & Student Surveys.

Directions
Review the findings and evidence from your analysis of Standard B2, and the Standard B2 Rubric

Preliminary Rating: **Highly Effective** *Average Instructional Staff Self Rating: 3.89/4*

Altus Schools earns a Highly Effective rating for Standard B2 because students are able to make appropriate curricular choices based on their PPEP. The PPEP process involves collaboration between students, families, and staff. The availability of personalized support, field trips, and programs like Career Week, AVID and Cadet Corps fosters a sense of belonging. The Altus Connect program ensures digital equity, allowing all students to access curriculum both at school and home. The inclusion of five ethnic studies courses designed to reflect the diversity of the student population, along with broad access to supplemental programs (AVID, VAPA, Cadet Corps, CTE), suggests that course offerings are intentionally inclusive and responsive to student demographics. The structure supports equitable participation. Courses are described as rigorous, relevant, and connected to real-world applications, with formats that include interactive labs, projects, essays, and current event assignments. The curriculum is updated annually based on student data, accessibility tools and scaffolding support diverse learners (EL, IEP, 504, GATE). Students also benefit from blended learning options and access to Chromebooks through Altus Connect. The curriculum includes interactive labs, projects, essays, and real-world assignments across multiple modalities (text-based, online, blended). Supplemental programs like CTE, Math VR, Cadet Corps, and AVID enhance relevance and engagement. Accessibility is ensured through scaffolding and tools for EL, IEP, 504, and GATE students. The inclusion of ethnic studies courses reflects cultural responsiveness and relevance to the student population.

ACS WASC Category B. Curriculum Summary

Average Instructional Staff Self Rating: 3.88/4

Areas of Strength

1. Our personalized approach to supporting students from intake to graduation is a strength of our program, for example, assigning students to am or pm teachers to fit their schedule, virtual or in-person options, etc.
2. Providing a PPEP that allows students to pursue a wide range of post-secondary goals.
3. Dual enrollment and articulation opportunities allow students to experience college-level coursework, earn early college credit, and build confidence in navigating future academic pathways.

Areas of Growth

All information in this report is proprietary in nature.

1. Enhance data interoperability by developing systems that consistently capture and integrate student feedback on transitional strategies and support programs, ensuring that insights are actionable and aligned with student outcomes.
2. Adopt new math curriculum that aligns with the new CA Math Frameworks to provide students with scaffolded learning supports to meet grade level standards while taking into account unfinished learning from previous grade levels.
3. Create a new Altus curriculum that is delivered on Canvas to align online and textbook based curriculum and cohesive learning ecosystem to improve academic achievement.

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Category C: Learning and Teaching

Standard C1: Student Engagement in Challenging and Relevant Learning Experiences
All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work*: All students are involved in challenging and relevant work in an equity-centered learning environment.*

Altus Schools engages all students in relevant learning tailored to their goals and demographics. Enrollment begins with the PPEP process, where students outline post-high school goals and prior academic experiences. Educational Partners—including the student, caregivers, teachers (general and special education), Healthy Youth Therapists (as needed), academic counselor, and Instructional Leaders—collaborate on PPEP. Continuous progress monitoring enables early intervention through the MTSS and ensures access to curriculum and resources aligned with each student's interests. Altus Kids cultivates early academic exploration by engaging elementary students in dynamic, interest-driven learning experiences, supported by a team of educators and caregivers who regularly assess growth through hands-on activities, student work samples, and developmental benchmarks.

C1.2 Student Understanding of Learning Expectations: *All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.*

Course plans are developed collaboratively and adjusted throughout the year using data from end-of-course exams, SBA and ELPAC testing, NWEA scores, career interests, and Naviance surveys. Altus Schools emphasize personalized instruction, clear communication of academic criteria, and regular teacher-student interaction to ensure students understand standards and performance expectations. Students receive personalized education plans detailing graduation requirements and grade-level standards, with frequent one-on-one meetings to review progress and align coursework with post-secondary pathways. Teachers consistently reference state standards, course objectives, and rubrics, reinforcing proficiency through small group and individual tutoring, as well as asynchronous lessons.

Students demonstrate college and career readiness through dual enrollment, articulated coursework, completion of CTE pathways, or a Pathway Exhibition Portfolio and Professional Presentation.

Directions
Review the findings and evidence from your analysis of Standard C1, and the Standard C1 Rubric

Preliminary Rating: **Highly Effective** *Average Instructional Staff Self Rating: 3.78/4*

All information in this report is proprietary in nature.

Justification: Altus Schools earns a Highly Effective rating for Standard C1 because there is a clear demonstration of a system-wide commitment to equity-centered learning environments through personalized, goal-aligned instruction and collaborative planning via the PPEP process. All students engage in relevant, standards-based learning experiences that reflect schoolwide goals and college/career readiness indicators. Instruction is differentiated and continuously monitored to ensure access and engagement. Students clearly understand academic expectations through individualized education plans, regular progress reviews, and consistent reference to standards, objectives, and rubrics.

Standard C2: Student-Centered Instruction through a Variety of Strategies and Resources

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving, and application of learning.

C2.1 Teachers Facilitate Learning*: Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.*

Altus teachers prioritize effective, current teaching methodologies and serve as learning facilitators. Monthly professional development sessions, called Altus University (AU), cover a range of topics—English Learner instruction, Science Labs, Math, ELA, AVID, New Teacher Training, Special Education, Technology, Curriculum, Classroom Management, Safety, and Wellness. Insights from AU and ongoing professional development directly inform curriculum and instructional strategies, supporting student learning in tutoring and small groups. Faculty collaborate through individual and group sessions to share and implement instructional best practices. Teachers continually participate in professional development on differentiated instruction to maintain expertise in best practices and content. Teachers also participate in Cultural and Linguistically Responsive Instruction, addressing the inequities and disproportionalities in school, building connections to the cultures of student. Staff continue to receive training and development in affirming, validating, and building connections between the home culture/language and the school culture/language through instruction.

C2.2 Student Voice and Agency*: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.*

Courses and tutoring sessions provide multiple opportunities for students to develop creative and critical thinking. Students engage in projects, group work, and activities requiring analysis, evaluation, and application of learning. The Visual and Performing Arts (VAPA) program includes Art, Drawing, Music Appreciation, and Photography, promoting self-expression, technical skill, and confidence. Creativity is fostered in cross-curricular projects and shared via virtual galleries, enhancing problem-solving, innovation, and communication skills. Academic debates and Document Based Questions (DBQs) require students to analyze diverse sources, evaluate evidence, anticipate counterarguments, and synthesize information, building strong analytical and argumentation skills.

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Technology is integrated throughout instruction. Students use digital resources for simulations, multimedia presentations, research, and creative projects such as infographics and digital portfolios. 3D printers and Virtual Reality headsets are available at every Resource Center to provide hands-on learning opportunities. Technology ensures equitable access to personalized learning experiences and supports development of higher-order thinking.

C2.3 Digital Learning and Problem Solving*: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.*

Instruction at Altus emphasizes real-world application. Students apply concepts to authentic contexts, such as creating wellness plans in Health Science or conducting primary-source research in History. Assessments include performance tasks, simulations, and cross-disciplinary projects.
At Altus, instruction begins with practical application and authentic engagement. Curriculum is personalized to individual learning styles and PPEP profiles, enabling meaningful engagement. Students organize, apply, and extend knowledge via project-based learning, inquiry labs, collaborative presentations, extension activities, field trips, and reflective tasks. End-of-course projects require synthesis and mastery aligned with Bloom's Taxonomy and Webb's DOK frameworks. Altus curriculum allows students choice in demonstrating mastery through essays, multimedia projects, oral reports, or video essays. At Altus Kids, young learners explore real-world concepts through hands-on projects and playful inquiry, bridging academic skills with everyday experiences.

Online coursework is enhanced by Altus-designed projects and writing assignments, ensuring student voice and choice. The Altus Connect Program provides technology access for extended learning. Gifted students benefit from the GATE program, featuring differentiation, acceleration, enrichment, and higher-order inquiry. Extension Menus challenge advanced learners. Tools like 3D printing support hands-on, collaborative learning environments are available to all students. Academic integrity is also prioritized, especially with generative AI. At Altus Schools, students are taught how to use AI ethically and responsibly through AI mini lessons. For students not adhering to academic integrity, there is an Academic Integrity Framework in place that redirects students to learn from mistakes in a supportive manner.

The Pathways Exhibition course, a graduation requirement, requires students to reflect, synthesize skills, and present future goals through essays, ePortfolios, research, interviews, and community presentations. These experiences often lead to internships, job shadows, and Work Experience Education.

C2.4 Career Preparedness and Applied Learning*: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.*

Altus Schools prepare students for college and career success through tools like Naviance and Achieve3000, individualized guidance, Honors and AP support, and career pathways in high-demand sectors. Each pathway integrates work-based learning—job shadowing, internships, service learning—bridging classroom and real-world application. Advisory committees of industry professionals, faculty, parents, and students ensure program relevance. Experiential learning

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includes academic and career field trips, College and Career Week, and alumni mentoring. These opportunities connect students to postsecondary options and professional networks. Annually, students attend career week sessions with professionals from various industries to learn about career skills, ask questions, and gain insight into success requirements. Graduation requirements include completing a Pathways or Career Exploration course, where students develop resumes, cover letters, research careers, and present portfolios. Alternatively, students can participate in similar college level courses through dual enrollment (Perg-130).

Service Learning and Work Experience courses allow students to volunteer or earn credit for employment, with teacher on-site work visits and reflection on workforce experiences. College and career-based field trips include visits to local colleges and universities. Community partnerships, such as with the ESP-Museum of Contemporary Arts, let students explore art careers and showcase their work.

Throughout the year, staff collaborate in PPEP meetings to ensure every student's educational plan includes career and postsecondary goals. Coursework for different pathways is identified during these meetings. Students can take college courses through partnerships with institutions like City College, Miramar College, Coastline, and Mira Costa, via articulated or dual enrollment options. Transition month features guest speakers from various careers sharing their paths and answering student questions, providing valuable insights into diverse career options.

Directions Review the findings and evidence from your analysis of Standard C2, and the Standard C2 Rubric Preliminary Rating: **Highly Effective** *Average Instructional Staff Self Rating: 3.86/4*
Justification: Altus Schools earns a Highly Effective rating for Standard C2 because it demonstrates consistent use of evidence-based instructional strategies across the system to foster an equity-centered learning environment. Teachers engage in ongoing professional development through Altus University, ensuring instructional practices remain current and responsive to student needs. Students actively participate in creative, critical, and real-world learning experiences through project-based learning, technology integration, and career-aligned coursework. Instruction emphasizes student voice, choice, and agency, with opportunities for personalized learning and authentic application. These practices reflect a system-wide commitment to preparing students for college and career success.

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ACS WASC Category C. Learning and Teaching Summary

Average Instructional Staff Self Rating: 3.96/4

Areas of Strength

1. Personalized Academic Planning: Each student receives a comprehensive credit audit that is continuously monitored throughout the PPEP (Personalized Plan for Educational Progress) process. This ensures collaboration among academic counselors, school leads, teachers, and education specialists (when applicable).
2. Data-Driven Instruction: Teachers and staff consistently use assessment data to inform instructional decisions and tailor curriculum to meet the needs of diverse learners. Key data sources include NWEA MAP Growth, CAASPP, ELPAC, SummitK12, and IXL.
3. Commitment to Professional Growth: Teachers model lifelong learning by actively participating in professional development opportunities such as Altus University (synchronous and asynchronous), Department and Resource Center PLCs, and sessions facilitated by the San Diego and Riverside County Offices of Education. Additional training includes AVID, Cadet Corps, and culturally responsive teaching.
4. College and Career Readiness: Administrators and teachers foster partnerships with local community colleges to provide students with access to dual enrollment and articulated courses. Career and Technical Education (CTE) electives offer early certification opportunities in various professional fields, supporting students' post-secondary success.

Areas of Growth

1. Utilizing Canvas to create an aligned curriculum between online and textbook based options.
2. Expand AI development for students: teach students to use AI ethically and responsibly through integration into the curriculum
3. Full implementation of IXL for students who needed tiered math intervention supports and Amplify Desmos Classroom as an instructional tool for middle school students.

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Category D: Assessment and Accountability

Standard D1: Reporting and Accountability Process
System and school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the schools' programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the school goals.

D1.1 Professionally Acceptable Assessment Process*: System and school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.*

Altus Schools is highly effective in implementing a range of equitable assessment processes to continually collect, disaggregate, analyze, and then report performance data of students to all stakeholders and educational partners. Altus Schools administers NWEA MAPS Survey assessments to new students upon enrollment, NWEA MAPS benchmark assessments for enrolled students in the Fall and Spring, CAASPP Interim Assessments and CAASPP summative assessments. Together, these measure both academic growth and achievement. The Initial MAPS Survey assessments help determine incoming performance levels and guide each students' Personalized Pathway Education Plan (PPEP). Students also complete IXL Diagnostic (K-12); Multitudes Dyslexia Screener (K-2); Achieve3000 Level-Set (K-12); Summit K-12 (English learners); and Naviance surveys such as PPEP, Game Plan, AchieveWorks Learning & Productivity, and AchieveWorks Personality to collect college, career, learning style, and social-emotional data (6-12). Altus Schools also utilizes Ellevation to monitor the progress of English learners, review their assessment results (ELPAC, NWEA, SBA, Achieve3000), manage reclassification data, and support instructional planning through targeted language development strategies. These tools help to identify learning gaps, measure growth, and adjust instruction. Renaissance DnA (Illuminate) consolidates assessment data NWEA and End-of-Course Exams data into visual reports accessible to staff and families. Altus Schools utilizes the California Educator Reporting System (CERs) to analyze students' California state testing results, including Interim and Summative Smarter Balanced Assessments, CAST and ELPAC, enabling teachers to access detailed performance data and use it to inform and drive instructional decisions. Teachers meet with families at least twice a year to review academic growth, progress toward meeting state standards and student PPEP goals. Education specialists independently update families at least twice a year on progress toward IEP goals and testing performance, and meet with the student, family, general education teacher, and related service providers at least once a year.

The Altus Schools Data Department compiles and releases targeted student performance data through the monthly Storybook, which includes credit completion rates, participation rates, and NWEA assessment scores, and absenteeism data. Instructional Leads and/or School Coordinators and Administrators communicate directly with teachers, ensuring that data collected is accurate and up to date on a monthly, semesterly, and yearly basis. Student performance is compiled and

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disaggregated by student groups such as English learners, students with disabilities, socioeconomically disadvantaged, and major ethnic groups, as well as by region and assigned instructional staff, which allows for targeted analysis and strategic planning during regular resource center, region-wide, and Altus-wide instructional meetings, and amongst leadership to inform the development of and targets in each year's annual strategic initiatives. Data is also submitted to the California Department of Education via CALPADS and is included in each schools annual School Accountability Report Card (SARC) and made available to the public through the California School Dashboard, other CDE releases, and is mailed and mailed to parents via report cards and distribution of individual Student Score Reports (SSRs) for all state testing.

School Leadership reviews student performance data via annual and mid-year strategic planning Leadership retreats, and on a regular basis throughout the year at the Huddles led by the Superintendent and Deputy Superintendent with leaders of each school and department. During these sessions, a key component is reviewing and analyzing student performance data to make informed decisions and actions. School and student outcomes and accomplishments are shared with all-staff at quarterly meetings.

D1.2 Basis for Determination of Performance Level*: The System and school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.*

Altus Schools is highly effective in ensuring consistency across all grade levels and content areas by agreeing to a unified basis for students' grades, growth, and performance levels. School leadership and instructional staff collaborate through structured processes to align grading policies and promotion criteria. The Altus Pathways Advisory Council (APAC) oversees the subject matter departments to ensure alignment with applicable standards and facilitate cohesive application of board-approved policies across subject matter areas. Imagine Edgenuity Curriculum and APAC subject matter departments develop standardized grading rubrics and progress benchmarks to ensure equitable grading practices across grade levels for given academic subjects. Teachers are trained on these tools and standards by the subject matter departments in professional development through Altus University.

Upon enrollment, academic counselors create student credit audits utilizing prior transcripts and course-in-progress documentation to help drive each student's PPEP. Students and parents are informed of the methods of study and evaluation in the annual Master Agreement for Independent Study and the Student and Parent Handbook. Progress along this pathway is formally reviewed during PPEP phase meetings throughout the year. During these meetings, the teacher, academic counselor, instructional lead, as well as 504 coordinators or education specialists as needed, review each student's PPEP. Educational progress and grade-level promotion eligibility, based on board-approved grading and promotion policies during these meetings.

Sixth through twelfth-grade students are expected to maintain a minimum 70% in all courses to demonstrate mastery. Progress metrics include completing at least one credit per learning period

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(20 school days) to remain on track for promotion or graduation. At the elementary level, grade-level progress is measured through standards-aligned formative assessments, IXL assessments, and teacher observation. Instructional decisions are informed by student performance and feedback from families.

The progress, growth, and performance of students are matched with educational standards through NWEA, CAASPP, ELPAC, SummitK-12, and IXL. Instructional teams use this data to compare performance across grade levels and student groups, ensuring consistency in grading and instructional support that reflects national grade-level performance trends.

D1.3 Assessment of Program Areas: System and school teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

Altus Schools is highly effective in using assessment results to drive continuous and informed school improvement, including changes to the instructional program, professional development, and resource allocation. Ongoing formative and summative assessments, including NWEA MAP, ELPAC, CAASPP (math, ELA, science) and curriculum-based exams, are reviewed by instructional staff to inform instructional practices and guide curriculum development. At Altus Kids, IXL and specialized reading software, including Multitudes Dyslexia Screener and Amira Reading, are used to monitor student progress and inform instructional decisions. Teachers use daily coursework reviews and standards-aligned assessments to personalize assignments and tutoring sessions, ensuring that instruction meets the unique needs of each student. These reviews have led to the adoption of a variety of instructional programs, including Achieve3000, EdLadder Tutoring, IXL, Summit K-12, Desmos Math and Prisms VR, to support student growth across academic areas. The Special Education department leverages these tools alongside additional resources tailored to their students' needs, such as Moby Max, to provide targeted interventions and differentiated instruction. By integrating these platforms, educators can monitor progress, adjust learning paths, and deliver individualized support that promotes academic success for all learners.

Professional development is a continuing process informed by assessment data. Altus Schools use instructional data and teacher survey results to design the Altus University (AU) professional learning calendar, which also includes all federal and state-mandated trainings. End-of-session AU evaluations and assessment trends enable leadership to adjust offerings in real-time to meet emerging instructional needs. Based on assessment and survey data, additional training, including Annual Math Literacy Summit, culturally responsive teaching, and training with newly deployed tools and resources like virtual reality headsets through Prisms for Math and Transfr for career and technical education (Techposium Agenda). Continued analysis of teacher performance, as documented on scorecards and through the storybook, informs the determination of future targeted professional development.
Assessment data also determines resource allocation. Based on PPEP data, Altus Schools enhanced the **Altus Connect Program** and Chromebook deployment process to better meet student demand,

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with teachers now disseminating devices directly and keeping them readily available on-site. Students also have access to data-enabled devices that can be activated as needed when internet access is unavailable at home.

D1.4 Schoolwide Modifications Based on Assessment Results*: System and school leadership assesses programs and expectations for students' academic growth and progress.*

Altus Schools is highly effective in assessing instructional programs and modifying schoolwide expectations based on student performance data. As Dashboard Alternative School Status (DASS) schools, Altus integrates California School Dashboard indicator outcomes into strategic planning and regularly reviews performance data during staff, department, and instructional meetings. Annual and ongoing strategic planning and monitoring by leadership ensure that school and system-wide processes and programs focus on measurable outcomes, including DASS graduation rates, chronic absenteeism, college/career readiness, and English and math performance on local and statewide assessments. Disaggregated data helps stakeholders determine whether programs and expectations are effectively meeting students' needs. Student outcomes and performance are integrated into Instructional staff scorecards and inform the development by the leadership team of strategic initiatives priorities. This aligns staff performance metrics and expectations with both school-level and system-wide goals.

Assessment results from curriculum, End-of-Course exams, CAASPP, and other formative and summative tools are used to personalize instruction and guide curriculum revisions. The APAC curriculum departments meet regularly to adjust course content, adopt new texts or supports, and release updated courses to staff. Altus Kids factors in parent feedback on curriculum to adjust as needed, including creating guides for parents and developing supplemental materials. Staff receive ongoing training through Altus University to support the implementation of new curricula, systems, and tool releases. Staff surveys from the trainings help to determine effectiveness while also providing insight into areas of need for new curriculum, systems, and tools. NWEA performance is used to ensure that academic growth and progress align with state standards and performance nationally.

Directions Review the findings and evidence from your analysis of Standard D1, and the Standard D1 Rubric Preliminary Rating: **Highly Effective** *Average Instructional Staff Self Rating: 3.87/4*
Altus Schools earns a Highly Effective rating for Standard D1 because it excels in collecting and utilizing student assessment data to inform instruction, professional development and resource allocation and these outcomes drive strategic planning and resource allocation in real time. There is a culture of data driven decision making and accountability that permeates the organization from Superintendent level down to each Resource Center. There are clear targets for multiple measures and staff regularly review data to monitor performance to identify and address needs. There is consistency in these expectations across locations and grade levels and content areas. Results drive change and are inform collaboration and strategic planning organizationally. School leadership assesses program outcomes and department leaders are expected to report out on actionable data.

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Expectations are communicated both broadly and specifically all in the support of student growth and in light of state and authorizer performance expectations and benchmarks.

Standard D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth*: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.*

Altus Schools are highly effective in determining and monitoring student growth toward schoolwide learner outcomes, student progress towards mastery of academic standards, and college and career readiness expectations. This process is anchored through each students Pathway Personalized Education Plan (PPEP), which is developed and reviewed through quarterly PPEP phase I, II, III meetings between teachers, instructional leads, academic counselors, and special education case managers.

During PPEP Phase I, staff collaborate to assess grade-level placement, current levels of academic achievement, course planning, state testing preparation, English Learner progress, and social-emotional needs, and Naviance survey results collected at enrollment. PPEP Phase II focuses on grade-level promotion, data-driven instructional planning, and college/career readiness. PPEP Phase III emphasizes graduation planning, state testing readiness, and academic performance outcomes.

Altus Kids uses a comprehensive system of assessments and supports to track growth in literacy, numeracy, and foundational skills. Teachers regularly analyze data from diagnostic tools, classroom assessments, and progress monitoring platforms to identify strengths, address areas of need, and personalize learning. Data also informs early interventions, enrichment opportunities, and communication with families, ensuring students are on track to meet grade-level expectations and build the skills needed for long-term success.

Teachers continually monitor student progress using tools such as Course of Study Records (CSRs), participation and credit trackers, credit audits, engagement logs, and assessment results. Schoolwide monitoring of academic standards is supported by Renaissance End-of-Course Exams, NWEA MAPs, and Smarter Balanced Interim Assessments for progress monitoring. These assessments provide performance data at the student, resource center, and schoolwide level, allowing instructional teams to track mastery and adjust instruction. Collected data is disaggregated by student group (e.g., Hispanic/Latino, ELs, low-income) and reviewed to ensure equitable progress toward PPEP goals.

College and career readiness is tracked through CTE pathways, dual enrollment, Advanced Placement (AP) participation, and honors coursework. Students earn articulated college credit,

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industry certifications, and early college credit through numerous partnerships with local colleges. College). These opportunities, along with student progress on CCI measures, are tracked and reported in each school's monthly Storybook, which includes student participation, course completion reports, and teacher scorecards. Together, these systems ensure that instructional and leadership teams are continuously monitoring student growth, identifying needs, and making data-informed decisions to support both academic achievement and postsecondary success.

Altus Kids uses a comprehensive system of assessments and supports to monitor student growth in literacy, numeracy, and foundational skills. Teachers regularly review NWEA MAP scores, classroom assessments, and work samples submitted through Seesaw. Based on these results, teachers implement interventions such as tutoring sessions, targeted instruction through IXL, or additional support with Amira, an online reading program that provides individualized practice. The Multitudes Dyslexia Screener is administered to students in grades K–2 to identify early reading delays. Students also receive support through Summit K12, which is used to monitor and accelerate English Learner progress. Formal evaluations of student achievement are documented through twice-yearly report cards aligned to grade-level standards, while feedback is communicated to families through Seesaw and ongoing parent-teacher conferences. These systems ensure that Altus Kids can provide both timely intervention and enrichment opportunities, supporting student readiness for continued academic success.

D2.2 Teacher and Student Feedback*: Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.*

At Altus Schools, teachers are highly effective in providing timely, specific, and descriptive feedback that supports students in achieving learning goals, meeting academic standards, and preparing for college and careers. Teachers use student input and dialogue to monitor understanding, relevance, and readiness, while also engaging families and educational partners to adjust learning plans.

Instruction is guided by the Pathway Personalized Education Plan (PPEP), which is informed by Naviance surveys completed at enrollment. These surveys, along with NWEA MAP data, Lexile scores, ELL levels, and IEP goals, help define student pathways and inform teachers' personalization of student coursework. Teachers reference the PPEP to set goals and provide individualized feedback, ensuring alignment with each student's academic and postsecondary aspirations. Regular check-ins, counselor meetings, and Instructional Lead interventions further involve students, parents, and staff in monitoring progress in participation, course completion, academic skills and other individual student goals. Semester conferences are held with students and parents to review and update each PPEP.

Feedback is embedded into daily instruction and communication through multiple platforms, including School Pathways, Edgenuity, ParentSquare, Multi-Tiered System of Support and Phone/video conferences. Teachers adhere to a 72-hour grading window, ensuring timely feedback on assignments. All coursework includes rubrics for consistency, and pacing guides help families and students plan their learning at both daily/weekly and monthly/yearly levels.

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A key part of the feedback cycle is reflected Altus's Rigor, Compliance, Quality (RCQ) audit process, which requires teachers to document evidence of reteaching when students do not meet standards. This ensures that feedback is not only evaluative but also instructional—prompting teachers to adjust curriculum, provide one-on-one reteaching, and offer targeted support. Through this process, failed assignments are seen as opportunities for growth, reinforcing mastery-based learning and accountability.

Teachers also collaborate with counselors to align feedback and identify opportunities for students to participate in dual enrollment, AP/Honors courses, and Career Technical Education electives that align with their plans, ensuring that instructional guidance supports postsecondary goals. Academic needs are continuously monitored through MAPs fall and spring administrations, Achieve3000, IXL, Khan Academy, BrainPOP, Summit K-12, and Edladder support, all of which inform reteaching and intervention.

These practices reflect a strong feedback culture at Altus Schools—where students, teachers, and families actively collaborate to monitor progress, reteach when needed, and ensure that learning experiences are relevant, personalized, and aligned with college and career readiness.

D2.3 Demonstration of Student Achievement*: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.*

Altus Schools is highly effective in using formative and summative assessment data to guide, modify, and adjust curriculum and instruction. Teachers analyze data from a variety of external and internal sources to personalize learning and support student achievement. Key external assessments include Interim Comprehensive Assessments, NWEA MAP, Achieve3000 Lexile diagnostics, CAASPP, Summit K12, and ELPAC. These tools provide baseline and growth data that inform small group instruction, targeted interventions, and curriculum adjustments. At Altus Kids, Moby Max serves as the primary formative assessment tool, offering insight into student progress on foundational skills.

Internally, teachers use Renaissance Illuminate End-of-Course Exams, and daily curriculum assignments within Altus and Edgenuity platforms to monitor mastery of standards. These assessments are reviewed during resource center PLCs, regional Instructional Meetings, and PPEP phase I (July), II (October) and III (January) meetings, where teachers and their instructional leaders identify trends and adjust instructional strategies accordingly.

Assessment data also informs the use of supplemental supports such as Achieve3000 lessons, EdLadder tutoring, Summit K12, BrainPop/BrainPop ESL activities, and ILX. These resources are assigned based on individual student needs identified through ongoing assessment review. For students with IEPs, instructional and support teams analyze assessment data and observations to implement accommodations, modify curriculum and develop transitional goals aligned with college, career, and life readiness, connect students with the Department of Rehabilitation when appropriate.

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These practices demonstrate a robust system of assessment-driven instructional planning, ensuring that curriculum and teaching strategies are continuously refined to meet the evolving needs of all students.

Directions Review the findings and evidence from your analysis of Standard D2, and the Standard D2 Rubric Preliminary Rating: **Highly Effective** *Average Instructional Staff Self Rating: 3.88/4*
Altus Schools earns a Highly Effective rating for Standard D2 because it is highly effective in employing a range of assessment tools across an array of platforms to guide teachers in monitoring student progress on formative and summative assessments, and which guide instructional decisions. Teachers and students analyze results to identify strengths and areas for growth, ensuring timely interventions and adjustments. These practices supported by systemwide supporting processes such as the PPEP process and monthly Storybooks, foster a feedback culture ensuring personalized learning outcomes aligned with standards and students postsecondary goals across grades and departments.

ACS WASC Category D. Assessment and Accountability Summary

Average Instructional Staff Self Rating: 3.89/4

Areas of Strength

1. Altus Schools are highly effective in collection, analysis and utilization of data and assessment results utilizing them to drive decision making
2. Data-driven Altus University professional development
3. Utilization of multiple platforms to provide both annual benchmark and real time data to monitor student progress

Areas of Growth

1. Continued opportunities to boost academic performance outcomes
2. Improving data collection to enhance monitoring and projection for College/Career Readiness
3. Expanding training and data access for educational partners

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Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Standard E1: Family/Guardian and Community Involvement

The System and school leadership employ a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process.

E1.1 Strategies and Processes*: Schools implement a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.*

Altus Schools implements a wide range of culturally sensitive strategies to ensure ongoing family and community involvement in student learning. Through Pathways Personalized Education Plans (PPEPs), developed collaboratively with families, students receive tailored and personalized academic support. Altus Schools employs continuous and timely communication via ParentSquare, emails, texts, and regular conferences, all with access to translated materials and interpretation in the family's home language. The EL Newcomer Support Protocol provides procedures and resources to personalize the educational and language development journey of multilingual learners who have been enrolled in a U.S. school for three years or fewer, along with best practices for family engagement. Family Learning Series and student RISE sessions foster student engagement and well-being. These sessions include topics such as Character and Leadership Development, Early College and Career Readiness opportunities, mental health, and post-secondary options. In 2023-2024, Dr. Kirk Kirkwood, of the Math Literacy Project, trained teachers of math and school leaders in implementing cultural responsiveness in mathematics instruction and unlocking students' math potential. Professional development in cultural responsiveness continued into the 2024-25 school year with Dr. Sharroky Hollie, from The Center for Culturally Responsive Teaching and Learning, who worked with teachers and staff on cultural and linguistic responsiveness, addressing inequities and disproportionalities in school, building connections to the cultures of students. Staff received training and development in affirming, validating, and building connections between the home culture/language and the school culture/language through instruction.

Specialized supports include IEP meetings for students with disabilities, ELAC for English learner families, and liaison services for foster and homeless youth. These school events and supports ensure that families are involved in student learning. Altus Kids offers hands-on learning labs and regular progress reviews for elementary families. Families are involved from enrollment through graduation planning, with multiple touchpoints including LCAP surveys available in English and Spanish, events such as Open House and Senior Nights, and re-engagement meetings through our Multi-Tiered Systems of Support (MTSS). These inclusive practices ensure all educational partners are respected, informed, and empowered to support student success.

E1.2 Inclusive Cultural Understanding*: System and school leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.*

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Altus Schools value the diverse cultures of students and families by promoting cultural understanding and inclusivity in students' coursework while integrating Culturally and Linguistically Responsive Teaching (CLRT) into daily practice. Instructional materials reflect varied cultural backgrounds, and teaching strategies are adapted to meet linguistic needs. Teachers have access to asynchronous professional learning modules to develop sociocultural competence through the Ellevation Strategies platform. Students are encouraged to share their experiences, and strong relationships with families help inform inclusive learning environments. This approach promotes equity, engagement, and deeper understanding for all learners. Students also benefit from the Ethnic Studies curriculum which promotes critical thinking skills through analysis and evaluation; awareness of social justice issues; and cultural awareness, appreciation, and thoughtful and empowered engagement of diverse cultures and histories with their peers. Courses in Native American, Latinx/ Chicano, Black and African American and Asian American Pacific Islander studies ensure that our diverse student body has access to curriculum materials that represent various cultural backgrounds and histories, thus supporting development of an inclusive cultural understanding. Further, students are encouraged to take advantage of dual enrollment opportunities for college courses in other ethnic studies fields and world languages.

E1.3 Rapport and Trust: System and school leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Altus Schools build trust with all educational partners, valuing individual identities through integrated supports and inclusive programs that foster connection, growth, and leadership. School counselors, Learning Leads, and administrators work as a team to build trust and foster connections at each Resource Center. They are present on-site during the week engaging with students, families, and staff. They build rapport by participating in staff meetings, enrollment meetings, Resource Center tours to new and prospective families, home visits, student progress and support meetings, Open House/Family Nights, Senior Nights, ELAC meetings, field trips and other events as scheduled. School leadership provides various opportunities to build trust and rapport with all staff, including quarterly All Staff PLCs in which annual strategic initiatives are shared, or Executive Studies AUs in which leadership coaching and opportunities are presented, such as the Fellows program in which staff members work in partnership with a leadership mentor on implementing projects for organizational improvement.

Inclusive programs, such as AVID, embrace and foster personal growth for all students, supports academic success and college readiness through goal setting, SEL, and culturally responsive strategies that support and values students' identity and development. The Cadet Corps and Character Leadership Development (CLD) promote teamwork, discipline, and creativity through physical training, social engagement, and hands-on projects. Cadet Corps shapes confident, capable leaders prepared for future success while fostering pride, discipline, and achievement in every participant. These programs cultivate strong relationships and empower students to thrive academically, personally, and socially.

Directions
Review the findings and evidence from your analysis of Standard E1, and the Standard E1 Rubric

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Preliminary Rating: **Highly Effective** *Average Instructional Staff Self Rating: 3.83/4*
Altus Schools earns a Highly Effective rating for Standard E1 because it employs a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process. From the first day of enrollment, a team approach is utilized among the student, parent/guardian, and teacher (including Education Specialists and support staff). The PPEP is developed and addresses the student's needs and supports available towards the student's goals. Strategies implemented include: communication via ParentSquare in the family's preferred method and language; the Family Learning Series and RISE sessions which offer opportunities for families to engage with staff and administration on a variety of topics, including technology, safety, post-secondary options, mental health support; culturally- and linguistically-responsive coursework; academic supports for all learners; and events inviting friends, families, neighbors, and community partners into our Resource Centers. These resources and strategies were informed by feedback from our education partners via student and parent LCAP surveys in English and Spanish, School Site Council and ELAC meetings, and employee surveys each year.

Standard E2: School Culture and Environment

The System and school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, inclusivity, professionalism, and high expectations for all students.

E2.1 Policies and Resources*: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.*

Altus Schools ensure a safe, clean, and orderly learning environment through comprehensive safety policies, trained staff, and secure facilities. Resource centers are equipped with secure entry systems, designated safety ambassadors, and emergency supplies. Regular safety drills, CPR and ALICE training, and health protocols support student and staff preparedness. Cleanliness is maintained through nightly professional cleaning and regularly-scheduled HVAC servicing.

Cybersecurity is prioritized through staff training, student user agreements, internet safety filters, and two-step verification. Students complete modules on ethical technology use, including artificial intelligence and its ethical and responsible use. During Open Houses, a student wellness station shares education about cyberbullying prevention and digital citizenship. These measures create a safe and supportive space for all learners.

E2.2 Trust, Respect, and Equity*: The entire school community has an atmosphere of trust, respect, and equity in support of student achievement and well-being.*

Altus Schools foster an atmosphere of trust, respect, and equity by personalizing education and building strong relationships among students, families, and staff. Through the PPEP, students receive individualized academic plans developed collaboratively with families and educators, including plans for GATE, EL and students who are foster and experiencing homelessness, designed to address barriers and support student achievement and well-being.

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Staff participate in ongoing professional development focused on empathy, wellness, culturally responsive teaching, and equity. Equity is ensured through access to diverse programs such as AP, CTE Pathways, dual enrollment, AVID, Cadet Corps, and targeted tutoring. Multi-Tiered Systems of Support (MTSS), regular communication, and inclusive practices promote student achievement and well-being across the entire school community.

College and Career Week is organized to support the needs and interests of all students whether their postsecondary path leads to community college, a 4-year university, vocation school, military, or the workforce. Members of the community from various industries meet with groups of students to share their careers and their educational journeys. Wellness Week is held annually to provide age-appropriate sexual and reproductive health education and human trafficking prevention instruction from school nurses, credentialed teachers, and Healthy Youth School therapists to equip students with knowledge and tools while building trust and respect with staff and peers. Staff are trained on human trafficking prevention and school safety protocols that connects at-risk and victims of human trafficking to support services in a trusting, trauma-informed manner. Monthly RISE series provide SEL instruction to support students' mental health and wellbeing. Trust, respect and equity are developed in partnership with students, families and staff by maintaining a focus on our core value of "Kids Come First" and utilizing the school systems to support students comprehensively.

E2.3 School Culture*: Students experience a caring school culture that is conducive to learning, with high expectations for all and a learning environment that honors individual differences, and social emotional needs.*

Altus Schools cultivate a caring and inclusive learning environment with high expectations and support for each student's academic and social-emotional growth. Individualized academic plans, targeted interventions, and standards-based instruction ensure all students can succeed. The Multi-Tiered Systems of Support (MTSS) framework integrates family engagement, Curriculum Pathways, Early College and Career Readiness, and SEL Supports that enhance academic, behavioral, and social-emotional learning, with progress monitored through PPEPs and intervention meetings.

The Student Access and Support Services division provides even more targeted support for specific student groups: homeless and foster youth receive case management from the dedicated Homeless/Foster Youth Liaison; GATE trainings and support for the development of students' GATE Plans; a comprehensive EL program with systematic monitoring and data-informed instructional planning utilizing the Ellevation platform; resource guide for pregnant and parenting students and supports by the school nurses; Youth Mental Health First Aid (YMHFA) training for all new staff; the Resilience in Students & Education (RISE) series lead by Healthy Youth School Therapists, school nurses, and certificated staff; a meal program that provides a nutritionally adequate breakfast and lunch accessible to students anytime at the resource center, and the mental health referral system which provides dedicated proactive and just-in-time support for special education and general education students.

Directions

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Review the findings and evidence from your analysis of Standard E2, and the Standard E2 Rubric

Preliminary Rating: **Highly Effective** *Average Instructional Staff Self Rating: 3.97/4*

Altus Schools earns a Highly Effective rating for Standard E2 because it focuses on continuous school improvement by providing safe, clean, and orderly spaces that nurture learning and develop a culture that is characterized by trust, inclusivity, professionalism, and high expectations for all students. The schools maintain a caring, inclusive culture that combines high expectations with comprehensive supports through MTSS. Evidence indicates that alignment with California's policies - MTSS expansion, SEL integration, LCAP-driven family engagement, and CCI readiness - has strengthened outcomes for students across academic, behavioral, and social-emotional domains. Together, teachers and administrators develop both short- and long-term academic plans to address all students' achievement, goals, and needs with targeted interventions, tutoring sessions, and standards-based instructional resources.

Standard E3: Personal, Social-Emotional, and Academic Support

All students receive appropriate personal, social-emotional, and academic support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Support: *System and school leadership implements personalized, academic support and alternative instructional approaches to meet student needs.*

Altus Schools provide personalized academic support and alternative instructional approaches through a robust Multi-Tiered System of Support (MTSS) and diverse instructional tools within a Universal Design for Learning (UDL) framework (e.g. GATE Manual). Altus Schools implement a personalized Multi-Tiered System of Support (MTSS) that integrates academic, behavioral, and social-emotional strategies to meet diverse student needs. All students complete NWEA MAP assessments to guide instruction and track growth, with differentiated curriculum options like Achieve3000, Math IXL, BrainPOP, and Magic School AI to support learning. Other supports include tutoring, mentoring, and flexible learning environments, while innovative tools such as 3D printers, Prisms and Transfr virtual reality, and project-based learning enhance engagement and career readiness. Instruction is enriched through small group field trips, subject-based tutoring sessions, and project-based learning, including collaborative Specialized Academic Instruction (SAI) groups for Special Education students. Parents and instructional staff may request a Student Study Team (SST) to support students who are experiencing academic or social-emotional behavioral difficulties in which a support plan is developed around a student's strengths and needs. These strategies are designed to support Altus Schools' approach to delivering personalized learning that addresses students' strengths and identifies areas for growth.

E3.2 Support Effectiveness: System and school leadership assesses the effectiveness of support for students' social-emotional learning needs.

Altus Schools assess and support students' social-emotional learning (SEL) through a comprehensive, data-informed approach. SEL needs are monitored via Naviance surveys, PPEP

All information in this report is proprietary in nature.

data, the California Healthy Kids Survey, RISE series attendance and engagement, and referrals to services like ERMHS and mental health support from Healthy Youth School Therapists. All students and families have access to the Mental Health and Wellness Hub, which includes review of website analytics to assess access and effectiveness. Resource Centers promote emotional well-being through trusted adult relationships, calming carts and personalized learning environments. Staff receive ongoing training in SEL and trauma informed practices, suicide prevention, and culturally responsive practices, ensuring a safe and inclusive environment. During Wellness Week, curriculum covering the California Healthy Youth Act (CHYA) and Human Trafficking Prevention Education (Project Safe) is provided for students in grades 7-10. There are separate middle and high school sessions delivering age-appropriate curriculum for both sexual education and human trafficking prevention.

Further, the Altus Schools Comprehensive Mental Health and Wellness Program includes data collection and evaluation of impact on students' academic and social-emotional wellbeing, including quantity and typology of mental health referrals, behavioral screening results, utilization and outcomes of Tier 2 and 3 supports, and satisfaction surveys to assess program effectiveness.

E3.3 Student Involvement: The organization and schools ensure a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

Altus Schools promote high levels of student involvement in curricular and co-curricular activities that support academic standards, graduate goals, and college and career readiness. Altus Schools ensure high levels of student involvement in curricular and co-curricular activities that align with academic standards, schoolwide goals, and graduation requirements. Students engage in differentiated, standards-aligned content through platforms like AVID, Achieve3000, and articulated or dual enrollment courses that promote awareness, access and preparedness for their selected post-secondary pathway. Co-curricular opportunities including the California Cadet Corps, Character and Leadership Development (CLD), School Site Council, and participation in College and Career Week, allow students to develop and demonstrate leadership skills that meet academic standards and contribute to their graduate profile. Field trips, guest speakers and partnerships with organizations such as the Museum of Contemporary Art in San Diego allow students to explore interests, showcase their talents, while developing network connections and demonstrating leadership skills. Leadership, creativity, and real-world skills are present in each of these programs. They foster personal growth, academic engagement, and real-world connections that prepare students for future success.

Through the PPEP, students have a high level of involvement in curricular activities and graduation goals, thus preparing students for postsecondary success through meaningful academic and personal growth.

E3.4 Student Self-Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports

All information in this report is proprietary in nature.

Altus Schools empower students to deepen self-awareness and build meaningful personal and community connections through personalized learning and open communication. Students engage in goal-setting, curriculum choices, and reflection activities using tools like Naviance, AVID and RISE lessons, and Pathways presentations. Regular one-on-one meetings and tutoring sessions support self-advocacy and academic ownership. Through a school culture that supports mental health and wellness and a mental health services referral process, students are able to advocate for their needs and further develop trusted and caring adult connections with mental health professionals. Programs such as Character and Leadership Development and multiple communication channels foster confidence, independence, and strong relationships. Students are included in School Site Council and ELAC meetings, helping students advocate for their needs and make community connections.

Directions

Review the findings and evidence from your analysis of Standard E2, and the Standard E3 Rubric Based on your review, identify a preliminary rating of effectiveness and write a short evidentiary-based justification of what led you to the preliminary rating. Include in your justification any strengths and growth areas related to your analysis.

Preliminary Rating: **Highly Effective** *Average Instructional Staff Self Rating: 3.88/4*

Altus Schools earns a Highly Effective rating for Standard E3 because all students, including those with special talents and/or needs, receive personalized social-emotional and academic support to help ensure student learning, college and career readiness, and success. Altus students have access to a wide system of effective academic supports, student involvement activities and programs, and opportunities to make meaningful, personal and community connections. Each of these programs are influenced by students' goals, the schools' academic standards, and college and career readiness.

All information in this report is proprietary in nature.

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Average Instructional Staff Self Rating: 3.93/4

Areas of Strength

1. **PPEP Process**: Altus Schools provide personalized curriculum - coordinated with counseling and administration - to ensure timely graduation, with an emphasis on reducing barriers for all students.
2. **Collaborative Student Access and Support Services**: Altus Schools provide support services for all families to ensure that students are prepared to learn. The Special Education and General Education collaboration helps education partners to focus on the specific needs and goals of students. Resources are available in all areas including mental health, academic support and tutoring, social-emotional learning, and supports for homeless, foster, and at-promise youth.
3. **MTSS process that supports both teachers and students**: Altus Schools strives to systematically promote student success using a team approach by coordinating with families, counselors, and school administration.

Areas of Growth

1. Expand student involvement in high quality co-curricular activities such as Character and Leadership Development, AVID and RISE.
2. Create a communication and resource hub within Canvas to provide all opportunities to students and families in a centralized location.
3. Integrate additional Tier 2 and 3 level academic supports for students in math through IXL.

All information in this report is proprietary in nature.

Chapter 4: System Improvement Initiatives and Improvement Plan

Link to School Improvement Plan

Altus Schools is dedicated to transforming lives through personalized and individualized education. Altus Schools is committed to continuous improvement through the robust strategic planning process. This process aligns with the Focus On Learning tenants within the WASC Self Study Process.

Altus Schools will monitor its progress toward these goals through our Collaboration and Knowledge Management System (CKMS) in the following ways:

- **Annually (midyear) Winter and Summer Retreat:**
- **Quarterly All Staff Meetings**
- **Quarterly Instructional Meetings**
- **Quarterly Instructional Support Meetings**
- **Monthly APAC PLC**
- **Monthly RC PLC**
- **Weekly Leadership Huddles**

All information in this report is proprietary in nature.

Altus SCHOOLS AUDEO

Participation Report: All Students
Month 4: 09/22/2025 - 10/17/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**525**	**432**	**78.0%**	75.5%	97.6%	98.4%
Totals September/October 2024	**580**	**472**	**76.4%**	**78.8%**	**97.6%**	**98.7%**
Variance:	**-55**	**-40**	**1.6%**	**-3.3%**	**0.0%**	**-0.3%**

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

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	KM	KM1		40	33	68.6%	63.9%	85.7%	86.7%
SD	KM	KM2		40	32	78.6%	74.9%	100.0%	100.0%
SD	LJ	LJ1		40	26	60.3%	69.5%	94.4%	98.7%
SD	LJ	LJ2		40	33	76.8%	81.5%	96.1%	99.0%
SD	MV	MV3		40	32	80.0%	82.1%	100.0%	100.0%
SD	PB	PB1		40	38	87.2%	86.3%	94.6%	98.6%
SD	PB	PB2		40	31	77.5%	79.7%	100.0%	100.0%
SD	PB	PB3		40	32	75.8%	78.1%	100.0%	100.0%
SD	SM	SM1		40	33	77.6%	73.2%	96.9%	98.0%
SD	SM	SM2		40	36	90.0%	83.6%	100.0%	98.6%
SD	TSK5	TSK5-1		25	21	80.2%	62.5%	100.0%	100.0%
SD	TSK5	TSK5-2		25	19	72.8%	69.9%	100.0%	100.0%
SD	TSK5	TSK5-3		25	22	78.1%	78.9%	100.0%	100.0%
SD	TSK5	TSK5-4		25	22	88.0%	86.7%	100.0%	98.9%
SD	TSK5	TSK5-5		25	22	83.4%	80.8%	100.0%	100.0%

Altus SCHOOLS AUDEO

Participation Report: All Students
Month 5: 10/20/2025 - 11/14/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**525**	**465**	**83.6%**	77.1%	97.5%	98.3%
Totals October/November 2024	**580**	**507**	**82.7%**	**79.5%**	**98.0%**	**98.6%**
Variance:	**-55**	**-42**	**0.9%**	**-2.5%**	**-0.4%**	**-0.3%**

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

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	KM	KM1		40	34	68.1%	64.7%	84.0%	86.2%
SD	KM	KM2		40	35	86.1%	77.1%	100.0%	100.0%
SD	LJ	LJ1		40	29	69.6%	69.5%	98.2%	98.6%
SD	LJ	LJ2		40	32	80.0%	81.2%	100.0%	99.2%
SD	MV	MV3		40	39	87.8%	83.2%	97.2%	99.4%
SD	PB	PB1		40	38	92.5%	87.5%	97.4%	98.3%
SD	PB	PB2		40	36	82.8%	80.3%	98.7%	99.7%
SD	PB	PB3		40	35	79.2%	78.3%	96.9%	99.4%
SD	SM	SM1		40	36	84.7%	75.4%	97.1%	97.8%
SD	SM	SM2		40	37	90.0%	84.8%	97.3%	98.3%
SD	TSK5	TSK5-1		25	22	80.9%	66.0%	100.0%	100.0%
SD	TSK5	TSK5-2		25	20	80.0%	71.9%	100.0%	100.0%
SD	TSK5	TSK5-3		25	24	96.0%	82.2%	100.0%	100.0%
SD	TSK5	TSK5-4		25	23	88.7%	87.1%	100.0%	99.1%
SD	TSK5	TSK5-5		25	25	97.6%	84.8%	100.0%	100.0%

Altus SCHOOLS AUDEO

Participation Report: All Students
Month 6: 11/17/2025 - 12/12/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**525**	**493**	**88.1%**	78.6%	97.5%	98.2%
Totals November/December 2024	**580**	**529**	**85.6%**	**80.5%**	**97.1%**	**98.4%**
Variance:	**-55**	**-36**	**2.5%**	**-1.8%**	**0.4%**	**-0.2%**

**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	KM	KM1		40	39	77.2%	66.4%	84.2%	85.9%
SD	KM	KM2		40	38	89.3%	78.8%	100.0%	100.0%
SD	LJ	LJ1		40	29	69.8%	69.5%	98.8%	98.7%
SD	LJ	LJ2		40	34	80.0%	81.1%	100.0%	99.3%
SD	MV	MV3		40	42	100.5%	85.6%	97.6%	99.1%
SD	PB	PB1		40	38	92.5%	88.2%	97.4%	98.2%
SD	PB	PB2		40	36	89.2%	81.5%	99.1%	99.6%
SD	PB	PB3		40	39	86.0%	79.3%	94.0%	98.5%
SD	SM	SM1		40	38	92.8%	77.8%	100.0%	98.1%
SD	SM	SM2		40	40	94.5%	86.2%	97.4%	98.2%
SD	TSK5	TSK5-1		25	24	88.8%	69.1%	100.0%	100.0%
SD	TSK5	TSK5-2		25	22	83.2%	73.4%	100.0%	100.0%
SD	TSK5	TSK5-3		25	25	91.2%	83.4%	100.0%	100.0%
SD	TSK5	TSK5-4		25	25	98.4%	88.7%	100.0%	99.3%
SD	TSK5	TSK5-5		25	24	93.3%	86.2%	100.0%	100.0%

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Participation Report: All Students
Month 4: 09/22/2025 - 10/17/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Served*	POC	POC	POE	POE
Schoolwide Totals:	**1,640**	**1,298**	**72.0%**	**77.6%**	**93.2%**	**93.9%**
Totals September/October 2024	**1,560**	**1,419**	**81.6%**	**79.7%**	**92.5%**	**93.2%**
Variance:	**80**	**-121**	**-9.6%**	**-2.2%**	**0.7%**	**0.7%**

**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
C	CO	CO1		40	34	83.4%	82.2%	100.0%	100.0%
C	CO	CO2		40	31	70.3%	74.2%	95.4%	97.1%
C	CO	CO3		40	32	70.7%	75.7%	88.3%	91.5%
C	CO	CO4		40	28	60.8%	64.7%	93.3%	96.0%
C	DT	DT1		40	31	72.8%	80.6%	96.7%	98.5%
C	DT	DT2		40	33	73.8%	74.6%	92.1%	91.6%
C	EU	EU1		40	39	92.2%	85.3%	94.9%	96.8%
C	EU	EU2		40	39	96.4%	87.9%	100.0%	100.0%
C	EU	EU3		40	41	93.2%	88.7%	92.5%	95.2%
C	EU	EU4		40	2	3.0%	3.0%	100.0%	100.0%
C	NG	NG1		40	34	76.6%	75.6%	90.2%	92.8%
C	NG	NG2		40	38	88.8%	87.4%	94.7%	96.5%
C	NG	NG3		40	33	74.3%	71.3%	90.8%	90.7%
C	PC	PC1		40	35	81.8%	73.7%	97.2%	91.8%
C	PC	PC2		40	37	85.5%	88.8%	92.6%	94.7%
C	WM	WM1		40	25	54.7%	59.4%	92.7%	96.4%
C	WM	WM2		40	30	64.6%	67.5%	93.3%	93.1%
C	WM	WM3		40	27	62.1%	65.4%	95.7%	97.2%
C	WM	WM4		40	28	65.3%	66.9%	93.2%	91.8%
Central Totals:			**19**	**760**	**597**	**72.1%**	**78.2%**	**94.2%**	**95.1%**

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Participation Report: All Students
Month 4: 09/22/2025 - 10/17/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Served*	POC	POC	POE	POE
Schoolwide Totals:	**1,640**	**1,298**	**72.0%**	**77.6%**	**93.2%**	**93.9%**
Totals September/October 2024	**1,560**	**1,419**	**81.6%**	**79.7%**	**92.5%**	**93.2%**
Variance:	**80**	**-121**	**-9.6%**	**-2.2%**	**0.7%**	**0.7%**

**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**
E	LKM	LKM1		40	34	80.1%	84.9%	98.2%	98.0%
E	LKM	LKM2		40	24	55.1%	58.1%	97.4%	95.7%
E	LKM	LKM3		40	24	55.3%	61.5%	92.1%	95.3%
E	LKM	LKM4		40	36	81.4%	77.1%	90.5%	91.0%
E	LKM	LKM5		40	30	74.6%	72.7%	100.0%	100.0%
E	MM	MM1		40	31	67.1%	63.1%	89.9%	87.4%
E	MM	MM2		40	29	67.1%	59.3%	92.6%	90.7%
E	MM	MM3		40	30	68.4%	68.8%	94.2%	94.8%
E	NP	NP1		40	34	77.0%	76.4%	90.6%	93.9%
E	NP	NP2		40	37	83.8%	79.2%	94.4%	94.6%
E	NP	NP3		40	37	82.5%	84.1%	90.1%	90.3%
E	NP	NP4		40	34	73.4%	74.4%	89.6%	90.0%
E	SR	SR1		40	28	60.7%	60.3%	94.5%	96.7%
E	SR	SR2		40	28	66.1%	60.3%	96.5%	98.2%
E	SR	SR3		40	26	61.8%	68.5%	95.1%	95.9%
E	TS	TS1		40	34	77.4%	75.5%	92.3%	95.5%
E	TS	TS2		40	38	83.9%	72.5%	90.0%	88.5%
East Totals:			**17**	**680**	**534**	**71.5%**	**73.9%**	**93.2%**	**93.9%**

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Participation Report: All Students
Month 4: 09/22/2025 - 10/17/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Served*	POC	POC	POE	POE
Schoolwide Totals:	**1,640**	**1,298**	**72.0%**	**77.6%**	**93.2%**	**93.9%**
Totals September/October 2024	**1,560**	**1,419**	**81.6%**	**79.7%**	**92.5%**	**93.2%**
Variance:	**80**	**-121**	**-9.6%**	**-2.2%**	**0.7%**	**0.7%**

**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**
W	CL	CL1		40	41	86.3%	83.9%	86.2%	86.2%
W	CL	CL2		40	41	84.5%	77.8%	84.0%	84.1%
W	PL	PL1		40	28	65.3%	68.1%	93.9%	94.4%
W	PL	PL2		40	27	56.1%	60.9%	86.9%	88.1%
W	PL	PL3		40	30	75.0%	74.3%	100.0%	100.0%
West Totals:			**5**	**200**	**167**	**73.4%**	**89.9%**	**89.6%**	**89.5%**

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Participation Report: All Students
Month 5: 10/20/2025 - 11/14/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**1,640**	**1,354**	**74.6%**	**77.0%**	**92.6%**	**93.6%**
Totals October/November 2024	**1,560**	**1,480**	**85.4%**	**82.6%**	**92.3%**	**93.0%**
Variance:	**80**	**-126**	**-10.8%**	**-5.6%**	**0.3%**	**0.6%**

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

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
C	CO	CO1		40	34	83.2%	82.4%	98.7%	99.7%
C	CO	CO2		40	31	73.3%	74.0%	95.8%	96.8%
C	CO	CO3		40	32	73.1%	75.2%	91.3%	91.5%
C	CO	CO4		40	31	65.8%	64.9%	90.1%	94.8%
C	DT	DT1		40	33	81.3%	80.7%	100.0%	98.8%
C	DT	DT2		40	34	75.0%	74.7%	93.8%	92.0%
C	EU	EU1		40	40	94.0%	87.0%	95.0%	96.4%
C	EU	EU2		40	41	99.9%	90.2%	99.2%	99.8%
C	EU	EU3		40	42	96.1%	90.1%	93.0%	94.7%
C	EU	EU4		40	12	22.8%	12.6%	90.6%	91.7%
C	NG	NG1		40	35	76.5%	75.8%	87.6%	91.7%
C	NG	NG2		40	39	86.3%	87.2%	92.0%	95.7%
C	NG	NG3		40	39	84.7%	73.9%	90.2%	90.6%
C	PC	PC1		40	37	81.1%	75.1%	89.4%	91.3%
C	PC	PC2		40	37	85.8%	88.2%	92.8%	94.4%
C	WM	WM1		40	39	88.9%	65.1%	94.7%	96.0%
C	WM	WM2		40	36	77.6%	69.4%	89.9%	92.4%
C	WM	WM3		40	16	34.7%	59.5%	95.8%	97.0%
C	WM	WM4		40	40	88.3%	71.0%	90.6%	91.5%
Central Totals:			**19**	**760**	**648**	**77.3%**	**78.0%**	**93.2%**	**94.7%**

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Participation Report: All Students
Month 5: 10/20/2025 - 11/14/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**1,640**	**1,354**	**74.6%**	**77.0%**	**92.6%**	**93.6%**
Totals October/November 2024	**1,560**	**1,480**	**85.4%**	**82.6%**	**92.3%**	**93.0%**
Variance:	**80**	**-126**	**-10.8%**	**-5.6%**	**0.3%**	**0.6%**

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

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
E	LKM	LKM1		40	35	84.9%	84.9%	98.1%	98.0%
E	LKM	LKM2		40	23	54.6%	57.4%	94.9%	95.5%
E	LKM	LKM3		40	26	57.8%	60.8%	93.3%	94.9%
E	LKM	LKM4		40	37	82.4%	78.1%	90.0%	90.8%
E	LKM	LKM5		40	30	75.0%	73.2%	100.0%	100.0%
E	MM	MM1		40	31	66.1%	63.7%	90.2%	88.0%
E	MM	MM2		40	30	62.9%	60.0%	86.3%	89.7%
E	MM	MM3		40	30	72.5%	70.0%	96.8%	95.5%
E	NP	NP1		40	38	84.2%	77.9%	92.7%	93.6%
E	NP	NP2		40	38	89.0%	81.1%	95.7%	94.8%
E	NP	NP3		40	39	87.4%	84.7%	91.7%	90.6%
E	NP	NP4		40	37	81.9%	75.9%	89.5%	89.9%
E	SR	SR1		40	29	63.6%	61.0%	90.0%	95.3%
E	SR	SR2		40	28	65.1%	61.5%	94.7%	97.3%
E	SR	SR3		40	26	58.9%	66.6%	90.6%	94.9%
E	TS	TS1		40	36	82.8%	76.9%	96.1%	95.6%
E	TS	TS2		40	37	80.8%	74.1%	89.0%	88.6%
East Totals:			**17**	**680**	**550**	**73.5%**	**73.8%**	**92.9%**	**93.7%**

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Participation Report: All Students
Month 5: 10/20/2025 - 11/14/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**1,640**	**1,354**	**74.6%**	**77.0%**	**92.6%**	**93.6%**
Totals October/November 2024	**1,560**	**1,480**	**85.4%**	**82.6%**	**92.3%**	**93.0%**
Variance:	**80**	**-126**	**-10.8%**	**-5.6%**	**0.3%**	**0.6%**

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

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
W	CL	CL1		40	31	65.1%	77.9%	84.1%	85.6%
W	CL	CL2		40	36	73.6%	77.0%	84.7%	84.2%
W	PL	PL1		40	30	68.5%	68.2%	92.7%	94.1%
W	PL	PL2		40	28	59.0%	60.6%	86.7%	87.8%
W	PL	PL3		40	31	75.3%	74.6%	97.1%	99.1%
West Totals:			**5**	**200**	**156**	**68.3%**	**85.0%**	**89.0%**	**89.4%**

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Participation Report: All Students
Month 6: 11/17/2025 - 12/12/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**1,640**	**1,396**	**76.6%**	**77.9%**	**91.9%**	**93.4%**
Totals November/December 2024	**1,560**	**1,498**	**86.7%**	**85.1%**	**91.8%**	**92.8%**
Variance:	**80**	**-102**	**-10.1%**	**-7.2%**	**0.1%**	**0.6%**

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

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
C	CO	CO1		40	36	88.0%	83.2%	98.1%	99.5%
C	CO	CO2		40	36	74.0%	74.0%	93.7%	96.4%
C	CO	CO3		40	32	69.0%	74.3%	88.3%	91.1%
C	CO	CO4		40	30	66.0%	65.1%	88.0%	93.8%
C	DT	DT1		40	32	74.5%	79.8%	93.7%	98.1%
C	DT	DT2		40	34	74.8%	74.7%	88.2%	91.4%
C	EU	EU1		40	40	94.0%	88.0%	94.0%	96.0%
C	EU	EU2		40	39	90.5%	90.2%	94.8%	99.1%
C	EU	EU3		40	40	89.2%	90.0%	89.9%	94.0%
C	EU	EU4		40	18	35.8%	19.3%	89.6%	90.5%
C	NG	NG1		40	36	77.3%	76.0%	88.7%	91.3%
C	NG	NG2		40	39	89.5%	87.5%	92.3%	95.2%
C	NG	NG3		40	39	94.2%	76.7%	97.4%	91.7%
C	PC	PC1		40	37	80.0%	75.8%	86.5%	90.6%
C	PC	PC2		40	37	87.2%	88.1%	94.2%	94.3%
C	WM	WM1		40	40	93.0%	68.9%	93.9%	95.6%
C	WM	WM2		40	39	82.8%	71.3%	86.1%	91.4%
C	WM	WM4		40	39	89.2%	73.5%	91.5%	91.5%
Central Totals:			**18**	**720**	**643**	**80.5%**	**78.5%**	**91.7%**	**94.3%**

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Participation Report: All Students
Month 6: 11/17/2025 - 12/12/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**1,640**	**1,396**	**76.6%**	**77.9%**	**91.9%**	**93.4%**
Totals November/December 2024	**1,560**	**1,498**	**86.7%**	**85.1%**	**91.8%**	**92.8%**
Variance:	**80**	**-102**	**-10.1%**	**-7.2%**	**0.1%**	**0.6%**

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

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
E	LKM	LKM1		40	35	86.0%	85.0%	98.3%	98.0%
E	LKM	LKM2		40	26	61.0%	57.9%	97.9%	95.9%
E	LKM	LKM3		40	30	69.7%	62.0%	96.5%	95.2%
E	LKM	LKM4		40	37	83.0%	78.8%	89.7%	90.6%
E	LKM	LKM5		40	32	75.0%	73.4%	100.0%	100.0%
E	MM	MM1		40	30	71.2%	64.7%	94.9%	88.9%
E	MM	MM2		40	33	74.0%	61.9%	93.3%	90.3%
E	MM	MM3		40	31	71.0%	70.2%	92.2%	94.8%
E	NP	NP1		40	39	88.8%	79.4%	91.4%	93.3%
E	NP	NP2		40	38	87.3%	81.9%	93.7%	94.7%
E	NP	NP3		40	42	92.7%	85.8%	90.7%	90.6%
E	NP	NP4		40	39	85.7%	77.2%	90.0%	89.9%
E	SR	SR1		40	30	66.5%	61.7%	90.9%	94.6%
E	SR	SR2		40	30	63.8%	61.9%	88.5%	95.7%
E	SR	SR3		40	29	62.0%	66.0%	92.5%	94.6%
E	TS	TS1		40	36	77.2%	76.9%	93.0%	95.2%
E	TS	TS2		40	40	87.7%	75.9%	89.8%	88.8%
East Totals:			**17**	**680**	**577**	**76.6%**	**74.2%**	**92.9%**	**93.6%**

Altus SCHOOLS
CHARTER SCHOOL OF SAN DIEGO

Participation Report: All Students
Month 6: 11/17/2025 - 12/12/2025

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**1,640**	**1,396**	**76.6%**	**77.9%**	**91.9%**	**93.4%**
Totals November/December 2024	**1,560**	**1,498**	**86.7%**	**85.1%**	**91.8%**	**92.8%**
Variance:	**80**	**-102**	**-10.1%**	**-7.2%**	**0.1%**	**0.6%**

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

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
W	CL	CL1		40	31	67.5%	75.7%	87.1%	85.9%
W	CL	CL2		40	35	75.7%	76.8%	86.5%	84.5%
W	CL	CL3		40	18	37.3%	62.8%	88.2%	86.5%
W	PL	PL1		40	31	71.3%	68.6%	92.6%	93.9%
W	PL	PL2		40	30	61.8%	60.7%	83.7%	87.2%
W	PL	PL3		40	31	74.5%	74.6%	96.1%	98.4%
West Totals:			**6**	**240**	**176**	**64.7%**	**87.5%**	**89.1%**	**89.4%**

ALTUS SCHOOLS SAN DIEGO

DBA – ALTUS SCHOOLS AUDEO · ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGO

(A California Non-Profit Public Benefit Corporation)

Tim Morton – Chairman, Len Hering RADM, USN (ret) – Vice Chair and Member, Scott Barton – Member, Chris Megison – Member, Eric Schweinfurter - Member

REGULAR BOARD OF DIRECTORS MEETING MINUTES

Thursday, December 4, 2025, 8:30 a.m.

Via Teleconference at

6965 El Camino Real, Suite D202, Carlsbad, CA 92009, 1063 Cactus Cut Rd, Middleburg, FL, 32068, 722 W California Avenue, Vista, CA 92083, 25104 Creek Hollow Drive, Ramona, CA 92065, 5183 Mercury Pt, San Diego, CA 92111

and at

Clairemont RC 4340 Genesee Avenue, Suite 109, SD 92117, College Avenue RC 4585 College Drive, Suite C, SD, 92115, Downtown RC 1095 K Street Suite A, SD 92101, Euclid RC 220 Euclid Avenue, Suite 80, SD 92114, Lake Murray RC 8776 Lake Murray Blvd., SD, 92119, Mira Mesa RC 8290 B, Mira Mesa Blvd., SD 92126, North Park RC 2940 North Park Way, SD 92104, Northgate RC 4125 Alpha Street, Suite C, SD, 92113, Old Town RC , 2245 San Diego Avenue, Suite 115, SD 92110, Petco RC 1091 K Street, Suite A101, SD 92101, Point Loma RC 3145 Rosecrans Street, Suite D, SD 92110, Scripps Ranch RC 9910 Mira Mesa Blvd, Suite A2, SD 92131, Sorrento Mesa RC 10170 Huennekens Street, SD, 92121, Tierrasanta RC 10425 Tierrasanta Blvd, Suite 101, SD 92124, Woodman RC 2939 Alta View Drive, Suite B/C, SD 92139, and Kearny Mesa RC 7520 Mesa College Drive, SD 92111, La Jolla RC 7458 Girard Avenue, SD 92037, Pacific Beach RC 959 Hornblend Street, SD 92109, Tierrasanta TK5 Home School RC 10725 Tierrasanta Boulevard, CA 92124

Access to the live video conference was accessible prior to the start of the meeting at
Audeo: https://www.altusaudeo.com/about/board-of-directors
CSSD: https://www.altuscssd.com/about/board-of-directors

1.0 OPEN SESSION

1.1 Call to Order

Chairman Morton called the meeting to order at 8:30 a.m.

1.2 Roll Call

Members present at the meeting were Scott Barton, Chris Megison, Tim Morton, and Eric Schweinfurter.

Board Members Absent: Len Hering

Also in attendance: Lynne Alipio, Wade Aschbrenner, Mary Bixby, Veneeta Chan, Jay Garrity, Angela Neri, Liz Orona, Veronica Radtke, Cathryn Rambo, Tim Tuter, and Tiffany Yandell.

1.3 Establishment of Quorum

It was moved by Board member Barton and seconded by Board member Schweinfurter that the following Directors, constituting a quorum of the Board, were present at the meeting: Scott Barton, Chris Megison, Tim Morton, and Eric Schweinfurter.
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

1.4 Pledge of Allegiance

Chairman Morton led all in the Pledge of Allegiance.

1.5 Approval of Agenda

It was moved by Board member Barton and seconded by Board member Schweinfurter to approve the Agenda with an amended order of business, moving all action items forward as follows:

4.0 Consent Agenda
5.0 Action Items
3.0 Administrative Items

Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

2.0 PUBLIC COMMENT

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

2.1 Non-Agenda Public Comment

There were no comments from the public.

2.2 Agenda Public Comment

There were no comments from the public.

4.0 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 Superintendent School Services and Founder recommend approval of all consent agenda items.

4.1 Consent Action Items for Altus Schools Audeo and Altus Schools Charter School of San Diego for Each School

4.1.1 Approval of Board Meeting Minutes for September 4, 2025, October 22, 2025, November 5, 2025

4.1.2 Approval of Ratification of Lease Renewals

4.1.2.1 APN 582-270-13-00
4.1.2.2 APN 589-164-14-00

It was moved by Board member Barton and seconded by Board member Megison to Approve the Consent Action Items 4.1.1 – 4.1.2.2.

Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

5.0 ACTION ITEMS

5.1 Action Items for Altus Schools Audeo

5.1.1 Approval of the First Interim Report 2025-2026

It was moved by Board member Barton and seconded by Board member Schweinfurter to Approve the First Interim Report 2025-2026.

Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

5.2 Action Items for Altus Schools Charter School of San Diego

5.2.1 Approval of the First Interim Report 2025-2026

It was moved by Board member Barton and seconded by Board member Megison to Approve the First Interim Report 2025-2026.

Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

3.0 ADMINISTRATIVE ITEMS

3.1 Superintendent School Services and Founder's Report

3.1.1 Canvas Presentation by Cathryn Rambo

The Board thanked Cathryn Rambo for her Canvas Strategic Initiative Update Presentation.

3.2 Strategic Plan Update

3.2.1 School Productivity Indicators

3.2.1.1 Altus Schools Audeo

3.2.1.1.1 School Participation Report for the Period of 2025- 2026

Months 7-9: 07/01/2025 – 09/19/2025

3.2.1.2 Altus Schools Charter School of San Diego

3.2.1.2.1 School Participation Report for the Period of 2025- 2026

Months 7-9: 07/01/2025 – 09/19/2025

Superintendent Bixby reported that the Board received the School Participation Reports in the Board Meeting Materials and noted that all our Schools have an excellent productivity result.

6.0 BOARD ANNOUNCEMENTS AND COMMENTS

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

There were no comments from the Board.

7.0 ADJOURNMENT

It was moved by Board member Barton and seconded by Board member Schweinfurter to adjourn the meeting.

Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

ALTUS SCHOOLS SAN DIEGO

DBA – ALTUS SCHOOLS AUDEO · ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGO

(A California Non-Profit Public Benefit Corporation)

Tim Morton – Chairman, Len Hering RADM, USN (ret) – Vice Chair and Member,
Scott Barton – Member, Chris Megison – Member, Eric Schweinfurter - Member

SPECIAL BOARD OF DIRECTORS MEETING MINUTES

Wednesday, January 28, 2026, 1:00 p.m.

Via Teleconference at

6965 El Camino Real, Suite D202, Carlsbad, CA 92009, 1063 Cactus Cut Rd, Middleburg, FL, 32068, 722 W California Avenue, Vista, CA 92083, 25104 Creek Hollow Drive, Ramona, CA 92065, 5183 Mercury Pt, San Diego, CA 92111

and at

Clairemont RC 4340 Genesee Avenue, Suite 109, SD 92117, College Avenue RC 4585 College Drive, Suite C, SD, 92115, Downtown RC 1095 K Street Suite A, SD 92101, Euclid RC 220 Euclid Avenue, Suite 80, SD 92114, Lake Murray RC 8776 Lake Murray Blvd., SD, 92119, Mira Mesa RC 8290 B, Mira Mesa Blvd., SD 92126, North Park RC 2940 North Park Way, SD 92104, Northgate RC 4125 Alpha Street, Suite C, SD, 92113, Old Town RC , 2245 San Diego Avenue, Suite 115, SD 92110, Petco RC 1091 K Street, Suite A101, SD 92101, Point Loma RC 3145 Rosecrans Street, Suite D, SD 92110, Scripps Ranch RC 9910 Mira Mesa Blvd, Suite A2, SD 92131, Sorrento Mesa RC 10170 Huennekens Street, SD, 92121, Tierrasanta RC 10425 Tierrasanta Blvd, Suite 101, SD 92124, Woodman RC 2939 Alta View Drive, Suite B/C, SD 92139, and Kearny Mesa RC 7520 Mesa College Drive, SD 92111, La Jolla RC 7458 Girard Avenue, SD 92037, Pacific Beach RC 959 Hornblend Street, SD 92109, Tierrasanta TK5 Home School RC 10725 Tierrasanta Boulevard, CA 92124

Access to the live video conference was accessible prior to the start of the meeting at
Audeo: https://www.altusaudeo.com/about/board-of-directors
CSSD: https://www.altuscssd.com/about/board-of-directors

1.0 OPEN SESSION

1.1 Call to Order

Chairman Morton called the meeting to order at 1:00 p.m.

1.2 Roll Call

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

Board Members Absent: Chris Megison

Also in attendance: Lynne Alipio, Mary Bixby, Veneeta Chan, Jay Garrity, Angela Neri, Liz Orona, Cathryn Rambo, and Tim Tuter.

1.3 Establishment of Quorum

It was moved by Board member Hering and seconded by Board member Barton that the following Directors, constituting a quorum of the Board, were present at the meeting: Scott Barton, Len Hering, Tim Morton, and Eric Schweinfurter.
Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

1.4 Pledge of Allegiance

Chairman Morton led all in the Pledge of Allegiance.

1.5 Approval of Agenda

It was moved by Board member Barton and seconded by Board member Schweinfurter to Approve the Agenda.

Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

2.0 PUBLIC COMMENT

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

2.1 Non-Agenda Public Comment

There were no comments from the public.

2.2 Agenda Public Comment

There were no comments from the public.

3.0 ADMINISTRATIVE ITEMS

3.1 Acceptance of the Altus Schools Audeo and Altus Schools Charter School of San Diego Audit Report Financial Statements and Supplemental Information for Year Ended June 30, 2025

It was moved by Board member Hering and seconded by Board member Barton to Accept the Altus Schools Audeo and Altus Schools Charter School of San Diego Audit Report Financial Statements and Supplemental Information for Year Ended June 30, 2025.

Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

4.0 BOARD ANNOUNCEMENTS AND COMMENTS

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

Board member Hering commended the audit with no findings.

5.0 ADJOURNMENT

It was moved by Board member Schweinfurter and seconded by Board member Hering to adjourn the meeting at 1:08 p.m.

Ayes – 4, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

1930 Student Wellness Policy
Approved: February 22, 2018,
Amended: February 17, 2021; February 28, 2024; June 26, 2024; June 26, 2025 ; February 26, 2026

The Board of Directors of Altus Schools San Diego, Inc. hereby adopts this Student Wellness Policy to apply to Altus Schools Audeo and Altus Schools Charter School of San Diego, 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 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—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 the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School 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.
- 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.

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 on the school website.

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 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:

~~Administrator of Special Education~~ Student Access and Support Services Administrator
858-678-4818~~619-393-2270~~

The Deputy Superintendent School Services and Founding 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 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 use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, 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 other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the 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.

1. **Nutrition**

Charter School Meals

The Charter School is committed to promoting heathy food choices. It currently provides adequate and nutritious meals consistent with the requirements of state law and does not 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 school day 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.

As long as a student has been provided the maximum of one nutritionally adequate free breakfast meal and one nutritionally adequate free lunch meal free of charge regardless of the student's eligibility for federally funded free or reduced-price meals, the Charter School is not prohibited from selling to the student, the entrée from an **additional** nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service.

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 events. 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 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 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, any 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 Deputy Superintendent School Services and Founding 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.

2. **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

3. **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 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.

1952 Education for Homeless Children and Youth Policy
Adopted: February 17, 2021
Amended: September 6, 2022; June 22, 2023; February 28, 2024; June 26, 2024; June 26, 2025; February 26, 2026

The Board of Directors of Altus Schools San Diego hereby adopts this Educational for Homeless and Youth Policy to apply to Altus Schools Audeo and Altus Schools Charter School of San Diego, 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 Deputy Superintendent School Services and Founding Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Ana Maria Rojas~~,~~, Student Access and Support Services Administrator
~~Equity and Inclusion Administrator~~
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 , and through the annual housing questionnaire administered by the Charter School.

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

The Charter School will work with homeless students and their parent/guardian to ensure that each student 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 necessarily limited to, interscholastic sports. All decisions regarding a homeless student'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.

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 Deputy Superintendent School Services and Founding 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. Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student 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 Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder ("ERH"), Indian custodian[1] in

[1] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

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.

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).)

Housing Questionnaire

Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Charter School and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

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)):

- Transportation services
- 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 vocational 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 , including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

The Charter School Liaison shall offer training to Charter School certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

1) Charter School's homeless education program policies; and
2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

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 or, for students with significant gaps in school attendance, the student's age as compared to the average age

of students in the third or fourth year of high school 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 and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

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.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

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. Consult with the student and the ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

2. Consult with the student, and the ERH 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. Consult with and 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 ERH.

5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Deputy Superintendent or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:
    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
    ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

4. The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

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 at least annually while the student is enrolled at the Charter School in alignment with the law.

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. Charter School's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

School Website Posting

Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

Complaints of Noncompliance

A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

1954 Education for Foster and Mobile Youth Policy
Approved: February 17, 2021
Amended: September 6, 2022**;** June 22, 2023; February 28, 2024**;**
June 26, 2024; June 26, 2025; February 26, 2026

Introduction

The Board of Directors of Altus Schools San Diego hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Altus Schools Audeo and Altus Schools Charter School of San Diego, 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" m*eans any of the following:

    1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
    2. A child who is the subject of a petition filed pursuant to WIC section 309300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
    3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
        a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
        b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
        c. The nonminor is participating in a transitional independent living case plan.
    4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[1]
    5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student'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.

[1] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- *"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.

- *"Newcomer pupil"* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student 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. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- *"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.

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil 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:

Ana Maria Rojas
~~Equity and Inclusion Administrator~~Student Access and Support Services Administrator
arojas@altusschools.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 foster youth.

2. Ensure proper transfer of credits, records, and grades when foster 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 ERH, attorney, county social worker, and the appropriate representative of the county child welfare agency, and an Indian child's ERH, tribal social worker and if applicable, county social worker of the student's expulsion or involuntary removal, and, 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 ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, 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 ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, 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~~ Student Access and Support Services Administrator 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 WIC 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 in 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.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non-schooldays, including, but not limited

to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

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 school[2], 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. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

[2] 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 Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
b. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
c. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

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 newcomer pupils 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, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to

the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, 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 and Mobile Youth otherwise qualifies for the exemption.

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 Student Access and Support Services ~~Equity and Inclusion~~ Administrator or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, and shall consult with the Foster and Mobile Youth and their ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

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 a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated. 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 additional graduation requirements within the student's fifth year of high school, the ~~Equity and Inclusion Officer~~Student Access and Support Services Administrator or designee shall:

1. Consult with 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. Consult with 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. Consult with and 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.

5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Deputy Superintendent School Services and Founding Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1) Within the first 30 calendar days of the *following* academic year, Charter School shall reevaluate eligibility;
2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption , based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and ERH of the pupil's options to:
    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
    ii. Stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

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.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

1956 ~~Educational Equity and Immigration Status~~ Policy Regarding Immigration Enforcement Activity

Approved: February 17, 2021

Amended: February 28, 2024; June 26, 2024; June 26, 2025; February 26, 2026

The Board of Directors of Altus Schools San Diego hereby adopts this Educational Equity and Immigration Status Policy to apply to Altus Schools Audeo and Altus Schools Charter School of San Diego, 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. For purposes of this policy, "nonpublic areas" means areas of the Charter School campus where students are not generally permitted without authorization, including but not limited to classrooms, administrative offices, counseling spaces, staff work areas, and other areas not open to the general public. ~~*(Ed. Code § 234.7, as amended by AB 49.)*~~

~~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.~~

Charter School provides the California Attorney General's *Know Your Educational Rights* handout to all families upon enrollment. This handout is also posted in all administrative buildings on campus and is available on the school website.

Charter School also provides the California Attorney General's "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes", which can be found at https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf.

Charter School also provides information about children's educational rights as contained in this Policy, to all families upon enrollment and/or with the Student/Family Handbook.

All notices provided to parents pursuant to ~~AB 699~~this Policy 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.

Definitions

"Immigration enforcement" includes any efforts to investigate, enforce, or assist in investigating or enforcing federal civil immigration law, and any efforts to investigate, enforce, or assist in investigating

or enforcing federal criminal immigration law that penalizes a person's presence in, entry, reentry to, or employment in the United States.

"Schoolsite" means an individual school campus, a non-public area where we hold school-related activities, or school buses and other transportation we provide.

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 students 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) or a valid court order, warrant, or subpoena. 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 valid court order, warrant, or subpoena~~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~~ including immigration-enforcement officers – shall enter any nonpublic area of the Charter School without a valid judicial warrant, judicial subpoena, or court order, except as otherwise required by law. In addition, no visitor shall remain on school grounds of the Charter School during school hours without having first registered with the principal or designee. If there are no exigent circumstances (such as a felony in progress on the schoolsite) necessitating immediate action, and if the immigration officer does not possess a judicial warrant, judicial ~~or~~subpoena, or court order that provides a lawful 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 (such as a felony in progress on the schoolsite), school personnel must first receive notification and direction from the Deputy Superintendent School Services and Founding 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~~t an~~ documentation that authorizes school access to nonpublic areas~~.~~
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If the officer declares that exigent circumstances (such as a felony in progress on the schoolsite) exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Deputy Superintendent School Services and Founding Director.
7. If the officer does not declare that exigent circumstances exist, Charter School personnel shall first determine whether the officer's request involves access to any nonpublic area of the campus and 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 ~~nay~~ any request without first consulting with the Charter School s counsel or other designated agency official
    b. **A federal judicial warrant or court order**, such as a search-and-seizure warrant or an arrest warrant or order; 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. Neither physical access to the schoolsite nor ~~Immediate~~ 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 form 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 as soon as practicable 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 and encourage students and families to update students' emergency contact information as needed throughout the school year, and provide multiple 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 or tertiary 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 a 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.

A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available HERE.

Additional Resources

In the event that a student's family member is detained, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

ICE Detainee Locator (https://locator.ice.gov/odls/#/search)

- Helps determine if and where family members are detained
- Requires date of birth and Alien Registration Number (A-Number) if available
- **Note**: Use this only to locate detained individuals. WCPA never refers students, parents, or guardians to ICE or immigration enforcement for general immigration status questions

Legal Assistance

- ~~Legal aid organizations may secure detained parents' release or arrange student visits~~
- ~~California organizations accredited by the Board of Immigration Appeals: https://www.justice.gov/eoir/recognition-accreditation-roster-reports~~
- ~~California court Self-Help Centers for family law assistance: http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm~~
- ~~Legal aid offices and lawyer referral services: http://www.courts.ca.gov/1001.htm~~

Consulates or Embassies

- The parent's or guardian's country of origin may offer additional information and 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)

1. 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

3345 Suicide Prevention Policy
Approved: June 22, 2017,
Amended: October 21, 2020; March 16, 2022; June 22, 2023;
February 28, 2024; June 26, 2025; February 26, 2026

The Board of Directors of Altus Schools San Diego ("ASSD") hereby adopts this policy to apply to Altus Schools Audeo and Altus Schools Charter School of San Diego ("Charter School") . The Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Governing Board has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter School school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating Charter School's strategies for suicide prevention and intervention. Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact. The suicide prevention point of contact for Charter School and the Deputy Superintendent School Services and Founding Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. School Psychologist
2. Deputy Superintendent School Services and Founding Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

Staff Development

Charter School, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, healthy youth school therapist, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with [Insert Names of One Or More County and/or Community Mental Health Agencies] to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
    a. Suicide risk factors, warning signs, and protective factors.
    b. How to talk with a student about thoughts of suicide.

c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.
g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    i. Youth affected by suicide.
    ii. Youth with a history of suicide ideation or attempts.
    iii. Youth with disabilities, mental illness, or substance abuse disorders.
    iv. Lesbian, gay, bisexual, transgender, or questioning youth.
    v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
    vi. Youth who have suffered traumatic experiences.
    vii. [Charter School may Insert other Local Youth Populations Vulnerable to Depression and Suicide].

6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
    a. The impact of traumatic stress on emotional and mental health.
    b. Common misconceptions about suicide.
    c. Charter School and community suicide prevention resources.
    d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
    e. The factors associated with suicide (risk factors, warning signs, protective factors).
    f. How to identify youth who may be at risk of suicide.
    g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Charter School guidelines.
    h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.

i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
j. Responding after a suicide occurs (suicide postvention).
k. Resources regarding youth suicide prevention.
l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, healthy youth school therapist, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.
Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a

process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Employee Qualifications and Scope of Services

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page and included in the parent handbook.

3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

4. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.

5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.

6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.

7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
    a. Suicide risk factors, warning signs, and protective factors.
    b. How to talk with a student about thoughts of suicide.
    c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
    d. Charter School's referral processes and how they or their children can reach out for help, etc.
8. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Charter School along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
    a. Coping strategies for dealing with stress and trauma.

b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

2. Receive developmentally appropriate guidance regarding Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

Charter School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Deputy Superintendent School Services and Founding Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to

parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
    a. Securing immediate medical treatment if a suicide attempt has occurred.
    b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
    c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
    d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
    e. Moving all other students out of the immediate area.
    f. Not sending the student away or leaving him/her alone, even to go to the restroom.
    g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
    h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.
4. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Charter School may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Deputy Superintendent School Services and Founding Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Deputy Superintendent School Services and Founding Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Deputy Superintendent School Services and Founding Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in Charter School activities to notify a teacher, the Deputy Superintendent School Services and Founding Director, another Charter School

administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Deputy Superintendent School Services and Founding Director to conduct an initial meeting of the Suicide Prevention Crisis Team to:
    a. Confirm death and cause.
    b. Identify a staff member to contact deceased's family (within 24 hours).
    c. Enact the Suicide Postvention Response.
    d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
    a. Notification (if not already conducted) to staff about suicide death.
    b. Emotional support and resources available to staff.
    c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
    d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
    a. Review of protocols for referring students for support/assessment.
    b. Talking points for staff to notify students.
    c. Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider funeral arrangements for family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.

9. Identify media spokesperson if needed.
10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" or "Took their own life"	"Committed suicide" **Note:** Use of the word "commit" can imply crime/sin
"Attempted suicide"	"Successful" or "unsuccessful" **Note:** There is no success, or lack of success, when dealing with suicide

11. Include long-term suicide postvention responses:
    a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
    b. Support siblings, close friends, teachers, and/or students of deceased.
    c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - Call or Text "988"
  - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text "HOME" to 741741
- Teen Line: Text "TEEN" to 839863
- Trevor Project: Call 1-866-488-7386 or Text "START" to 678678
- Trans Lifeline: 1-877-565-8860

5090 Administration of Medication Policy
Approved: February 22, 2018,
Amended: February 17, 2021; June 22, 2023; December 7, 2023;
June 26, 2024; June 26, 2025; February 26, 2026

The Board of Directors of Altus Schools San Diego, Inc. hereby adopts this Administration of Medication Policy to apply to Altus Schools Audeo and Altus Schools Charter School of San Diego, hereafter collectively referred to as "Charter School."

Charter School staff is responsible for overseeing the administration of medication to students attending Charter School 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.

Definitions

- "*Authorized health care provider*" means an individual who is licensed by the State of California to prescribe medication.
- "*Authorizing physician and surgeon*" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.
- "*School nurse*" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- "*Designated personnel*" *or "volunteer"* means an individual employed by the Charter School who has consented to administer the particular medication or emergency assistance to individuals as permitted by this policy and may legally administer the medication or emergency assistance to the individual receiving it. To be eligible, the "designated personnel" or "volunteer" must have been designated by Charter School and have received the required training as set forth in this policy.
- For the purposes of administering epinephrine delivery systems~~epinephrine auto-injectors~~, this also includes a holder of an Activity Supervisor Clearance Certificate who has specifically volunteered to administer epinephrine delivery systems~~epinephrine auto-injectors~~ to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis, or employees of a childcare program operated by or under contract with Charter School, who have volunteered, received training, and are subject to liability limitations pursuant to Section 1596.7985 of the Health and Safety Code. ~~To be eligible, the "designated personnel" or "volunteer" must have been designated by Charter School and have received the required training as set forth in this policy.~~
- *"Childcare program"* means a state or federally subsidized childcare program operated by, or under contract with, the local educational agency, including, but not limited to, a California state preschool program or Head Start program pursuant to Chapter 2 (commencing with Section 8200) of Part 6 of Division 1 of Title 1, or a childcare program, including, but not limited to, general childcare and development programs pursuant to Part 1.8 (commencing with Section 10207) of Division 9 of the Welfare and Institutions Code.

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- "*Medication*" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.

~~"Epinephrine auto-injector ("Epi-Pen") means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction.~~

- "*Epinephrine delivery system*" means a disposable delivery system designed for the delivery of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction.

- "Anaphylaxis" means a potentially life-threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction, and exercise.

- "*Opioid antagonist*" means naloxone hydrochloride ("NARCAN") or another drug approved by the federal Food and Drug Administration ("FDA") that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose.

- "*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.

Administration of Medication with Charter School Assistance

Any student who is or may be required to take, during the regular school day, 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 student to be assisted by the school nurse or other designated Charter School personnel in administering medication, Charter School shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and

2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that Charter School assist the student in the matters set forth in the statement of the 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.

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The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

Self-Administration of Medication (without Charter School Assistance)

Students will be permitted to self-carry and self-administer prescription medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an epinephrine delivery system ~~auto-injectable epinephrine ("EpiPen")~~ and inhaled asthma medication. In order to carry and self-administer this medication, Charter School must receive the following:

- A written statement from the student's authorized health care provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to be taken, and (2) confirming that the student is able to self-administer an epinephrine delivery system ~~an EpiPen~~ or inhaled asthma medication, and

- A written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated Charter School personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing Charter School and Charter School personnel from civil liability if the self-administering student 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.
Charter School may elect to observe and document the student's ability to safety and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A student may be subject to disciplinary action if the student uses this prescription medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Deputy Superintendent of Schools Services ("Deputy Superintendent") 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 may be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or designated personnel may use an epinephrine delivery system ~~EpiPen~~ to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction at school or a school activity or program operated by or under contract with Charter School. Charter School will ensure that, at a minimum, it has the appropriate doses of available ~~type of~~ epinephrine delivery systems for the ages and weights of individuals at the schoolsite and those participating in any

childcare program operated by or under the control of Charter School ~~EpiPen on site (i.e., regular or junior)~~ and stored in an accessible location to meet the needs of its students. Charter School will ensure staff properly store, maintain, and restock the epinephrine delivery systems~~EpiPen~~ as needed.

Charter School will ensure any designated personnel are appropriately trained regarding the storage and emergency use of an epinephrine delivery system~~EpiPen~~. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.
2. Standards and procedures for the storage, restocking, and emergency use of epinephrine delivery systems. ~~EpiPens.~~
3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Instruction on how to determine ~~whether to use the appropriate~~ which epinephrine delivery system~~an adult EpiPen or a EpiPen~~ to use, which shall include consideration of ~~a student's grade level or~~ the age of the person suffering, or reasonably believed to be suffering, from an anaphylactic reaction as a guideline of equivalency for the ~~appropriate student~~ person's weight determination.
~~6.~~ Written materials covering the information required pursuant to the training. A copy of these written materials shall be made accessible, such as through publicly posting at the location of the epinephrine delivery system.~~Epi-Pens.~~

Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine delivery system~~an EpiPen~~ 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 and shall indicate the location of the epinephrine delivery systems ~~Epi-Pens~~ on campus.

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(s)/ guardian(s) and licensed health care provider.

A Charter School employee shall notify the Deputy Superintendent School Services and Founding Director if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent(s)/guardian(s) 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).

C. Response to an Opioid Overdose

Charter School provides Charter School personnel with voluntary emergency medical training on the administration of opioid antagonists to students exhibiting potentially life-threatening symptoms, or reasonably believed to be suffering, from an opioid overdose at schools or a school activity. Charter School will ensure staff properly store, maintain, and restock opioid antagonists as needed.

Training shall include all of the following:

- Techniques for recognizing symptoms of an opioid overdose.
- Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the student's parent(s)/guardian(s).
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
- Written materials covering the information required pursuant to the training.

The Deputy Superintendent shall distribute an annual notice to all staff regarding volunteering for training to administer opioid antagonists and a volunteer's right to rescind their offer to volunteer.

D. Response to a Seizure, Seizure Disorder, or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, the Charter School may designate one or more volunteers to receive training to

administer the anti-seizure medication. The Charter School may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if the Charter School does not have a credentialed nurse or other licensed nurse on site. Charter School's 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. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, the Charter School shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. The Charter School shall obtain a signed a notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if the Charter School does not have any volunteers, then Charter School shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

Prior to administering emergency anti-seizure medication, Charter School shall obtain annually a signed seizure action plan from the parent/guardian, that includes the parent/guardian's authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student's health care provider that includes all of the following information:

1. The student's name, the name and purpose of the medication, its prescribed dosage, method of administration and the frequency with which the medication may be administered;
2. Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of an emergency anti-seizure medication becomes necessary;
3. The circumstances under which the medication may be administered;
4. Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number;
5. A protocol for observing the student after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time they should be under direct observation; and
6. How and where the emergency anti-seizure medication will be stored at the school.

This plan shall be distributed to any Charter School personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the nurse or Deputy Superintendent or designee's office, as applicable.
Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all training will align with any minimum standards established by the California Department of Education ("CDE"), and will include:

1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;

2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and
3. Basic emergency follow-up procedures.

Any written materials used in the training shall be retained by the Charter School. Charter School shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification by Charter School for any and all civil liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.
Upon receipt of a parent/guardian's request to administer anti-seizure medication, Charter School shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;
- A description of the training that the volunteer will receive;
- The right of an employee to rescind their offer to volunteer; and
- A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff.
Upon administration of anti-seizure emergency medication by a volunteer employee, the Charter School's nurse shall be notified. If the Charter School does not employ a nurse, Charter School's Deputy Superintendent or designee shall be notified.

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:

1. Student's name.
2. Name of medication the student is required to take.
3. Dose of medication.
4. Method by which the student is required to take the medication.
5. Time the medication is to be taken during the regular school day.
6. Date(s) on which the student is required to take the medication.
7. Authorized health care provider's name and contact information.
8. 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.

Altus SCHOOLS SAN DIEGO

COMPREHENSIVE SAFETY PLAN

ALTUS SCHOOLS CSSD

&

ALTUS SCHOOLS AUDEO

SY 2025-2026

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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Table of Contents

SECTION ONE **4**

Executive Summary 4

SECTION TWO **5**

Facility Information and Street/Aerial Maps 5
Location Hazard Assessment Summary 51
Assessment of School Crime 51
Responses to Dangerous, Violent, and Unlawful Activity 52
Emergency Notification Information 52
Emergency Resource Information 55
Emergency Disaster Kit 55
Crisis Response Boxes 56
Emergency Operations Overview 57
Incident Team Command Overview 59
Notification to Staff of Dangerous Students 61
Anti-Discrimination and Harassment Policy 62
School-Wide Resource Center Dress Code 63
Going To and From Resource Center Safely 64
Safe Ingress and Egress Procedures 66
Loitering Law Compliance 67
Ensuring a Safe and Orderly Environment 69
Discipline Procedures 70
Child Abuse Reporting Procedures 72

SECTION THREE **75**

Evacuation Procedure 75
Shelter-In-Place Procedure 125
Emergency Lockdown Procedures 126
Parent Notification & Reunification Procedure 136
Earthquake Procedure 137
Fire Procedure 137
Active Shooter and Other Armed Assailant Drills 142
Suspension and Expulsion Policy and Procedures 153
Disaster-Related Administrative and Emergency Procedures 177
Emergency Responses 178

SECTION FOUR **213**

Emergency Plan Roles & Responsibilities 213
Altus Schools San Diego Instructional Continuity Plan 253
Immigration Enforcement Presence Notification Procedure 263

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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.

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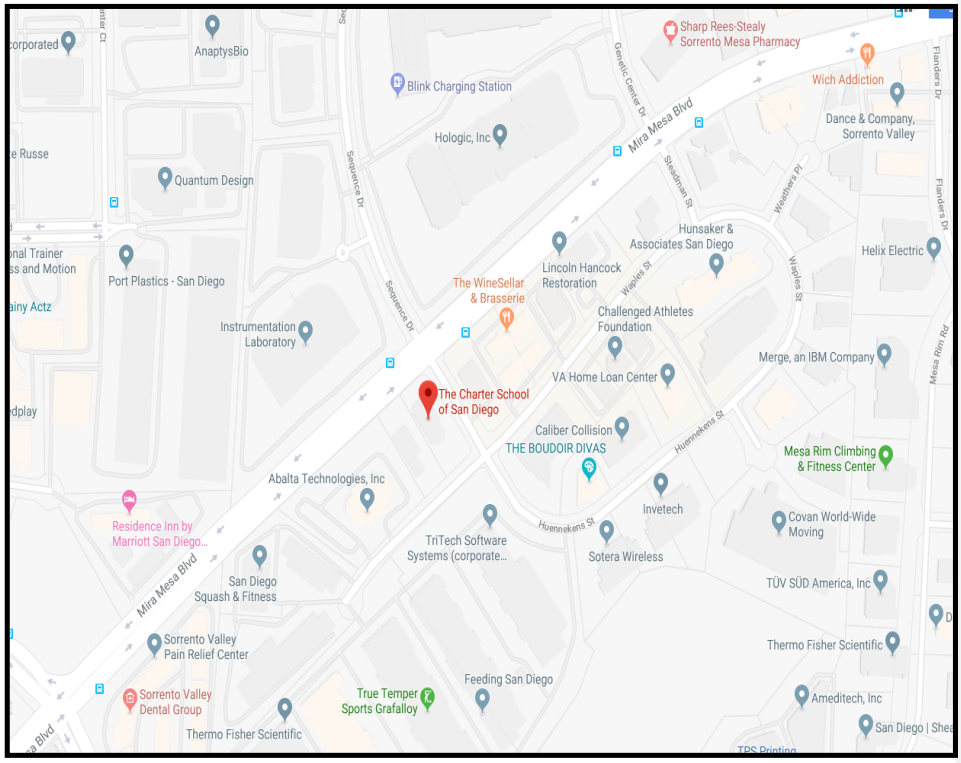
SECTION TWO

ALTUS SCHOOLS SAN DIEGO RESOURCE CENTERS
Facility Information and Street/Aerial Maps

Sorrento Mesa Resource Center– AS CSSD

RC Address:10170 Huennekens Street, San Diego, CA 92121
RC Public Phone Number: 858-678-2020
RC Direct Phone Number: 858-678-2044 (Mary Bixby)
Fax Numbers: 858-552-6660, 858-552-6666,



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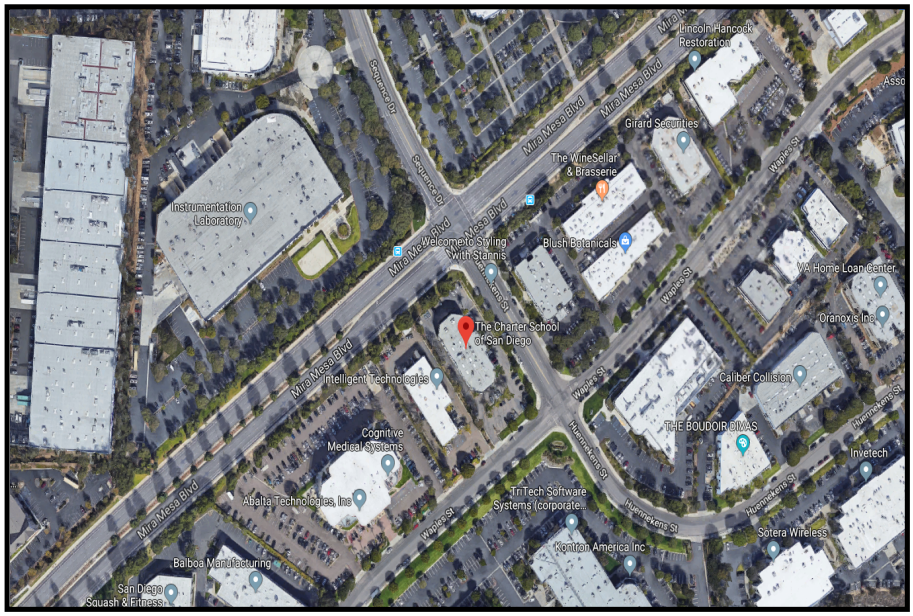
Sorrento Mesa Aerial Map



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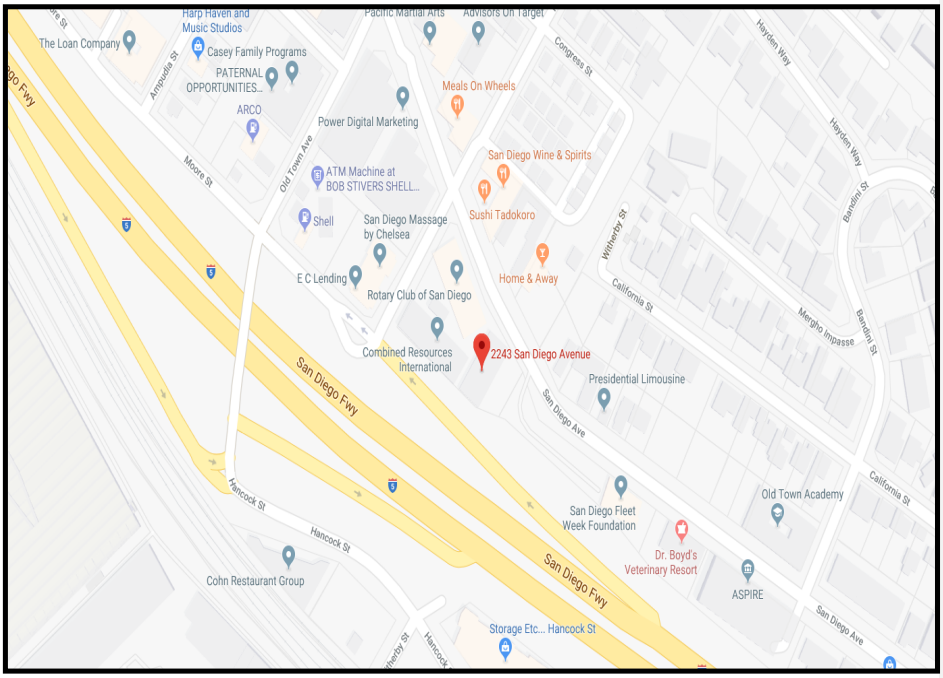
Old Town Resource Center- AS CSSD

RC Address: 2243 San Diego Avenue, Suite 115, San Diego, CA 92110
RC Public Phone Number: 858-678-2020
RC Fax Number: 619-299-6127



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Old Town Aerial Map

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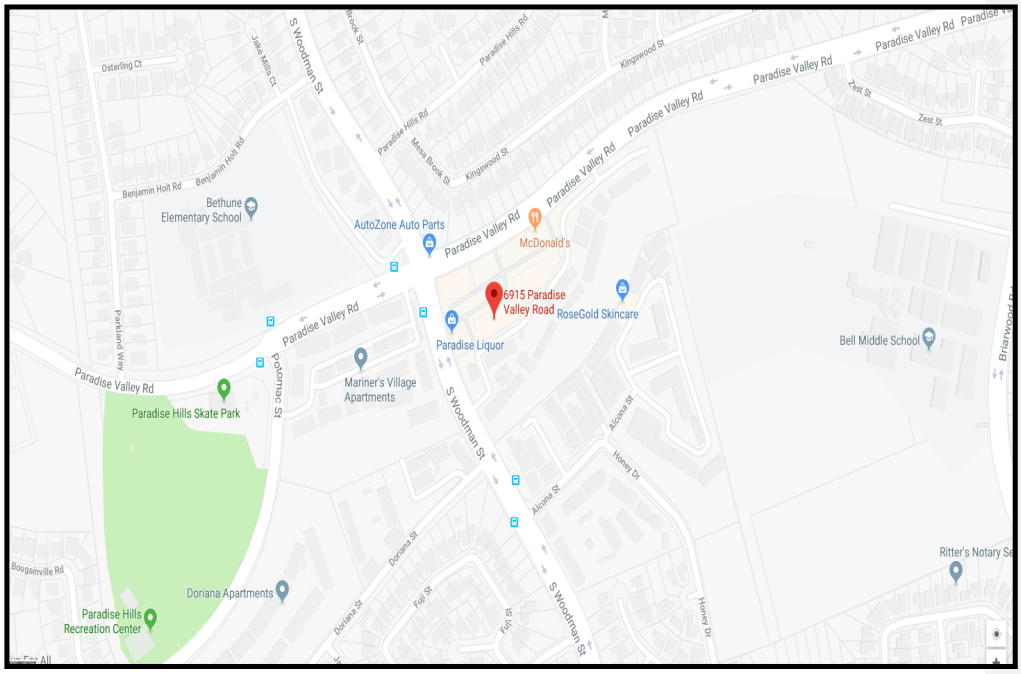
Paradise Hills Annex Resource Center—AS CSSD

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



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Paradise Hills Annex Aerial Map

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Mission Valley-West Resource Center—AS Audeo

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

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Mission Valley-West Aerial Map

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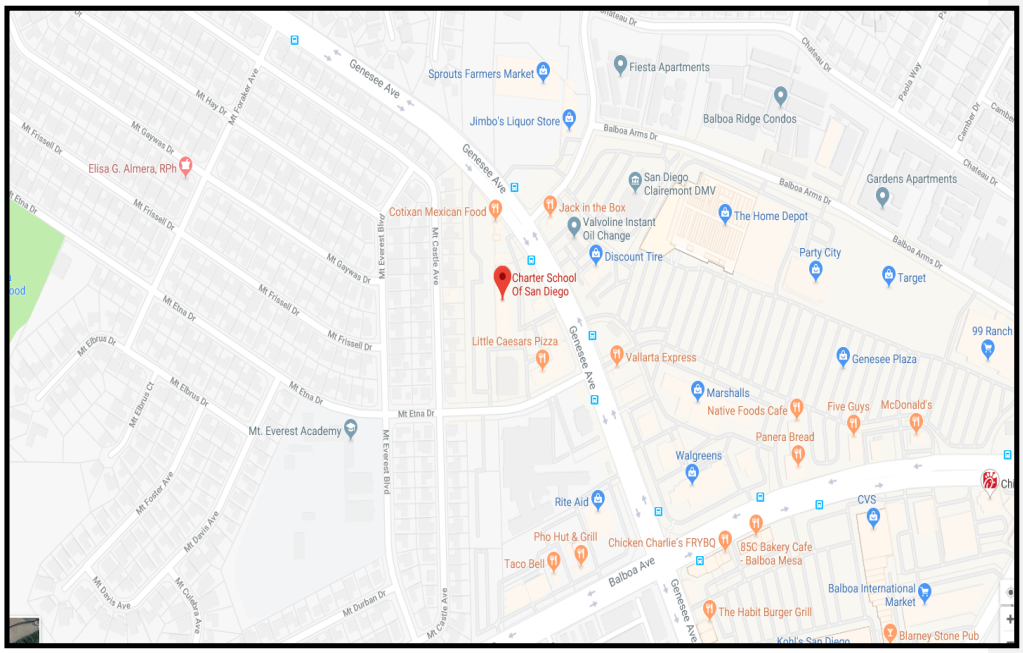
Clairemont Resource Center - AS CSSD

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



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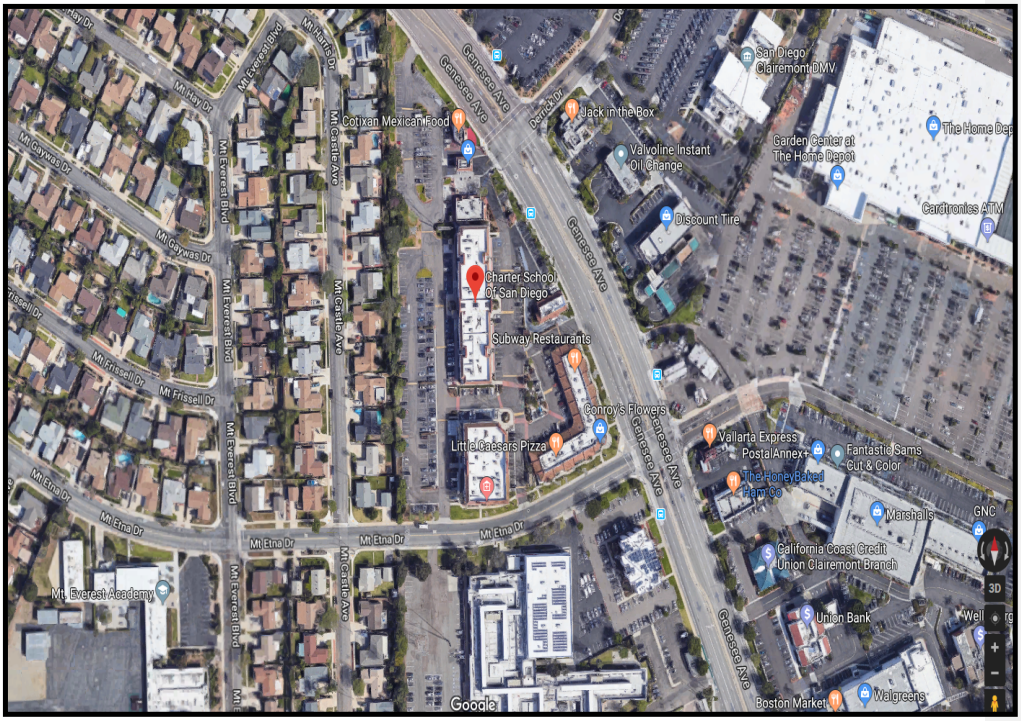
Clairemont Aerial Map



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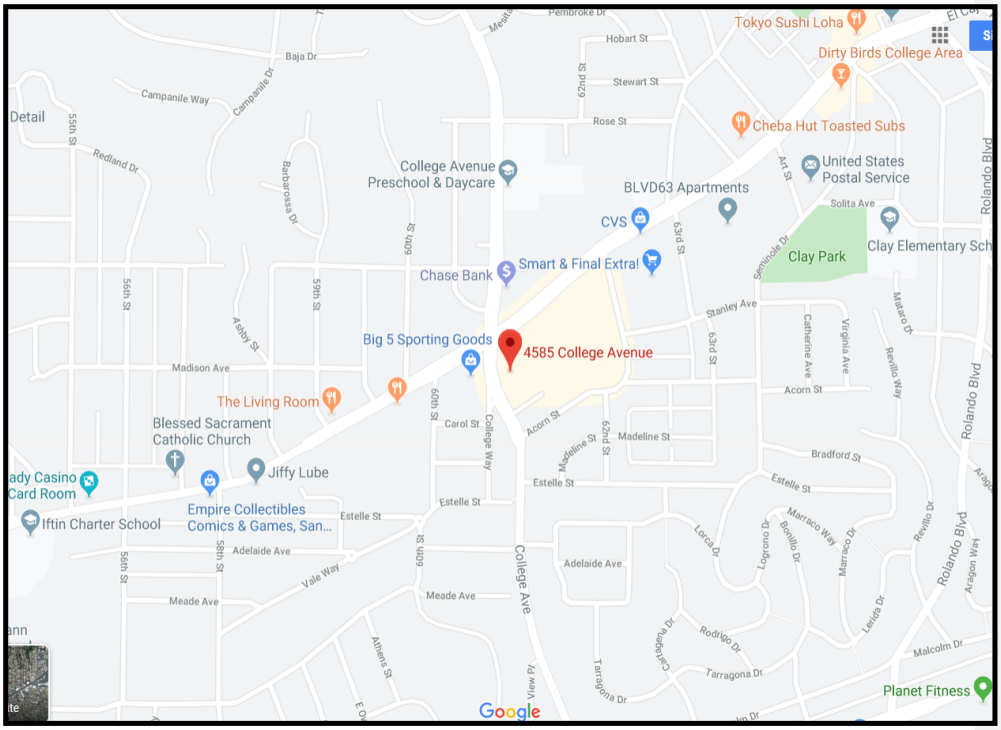
College Avenue Resource Center - AS CSSD

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



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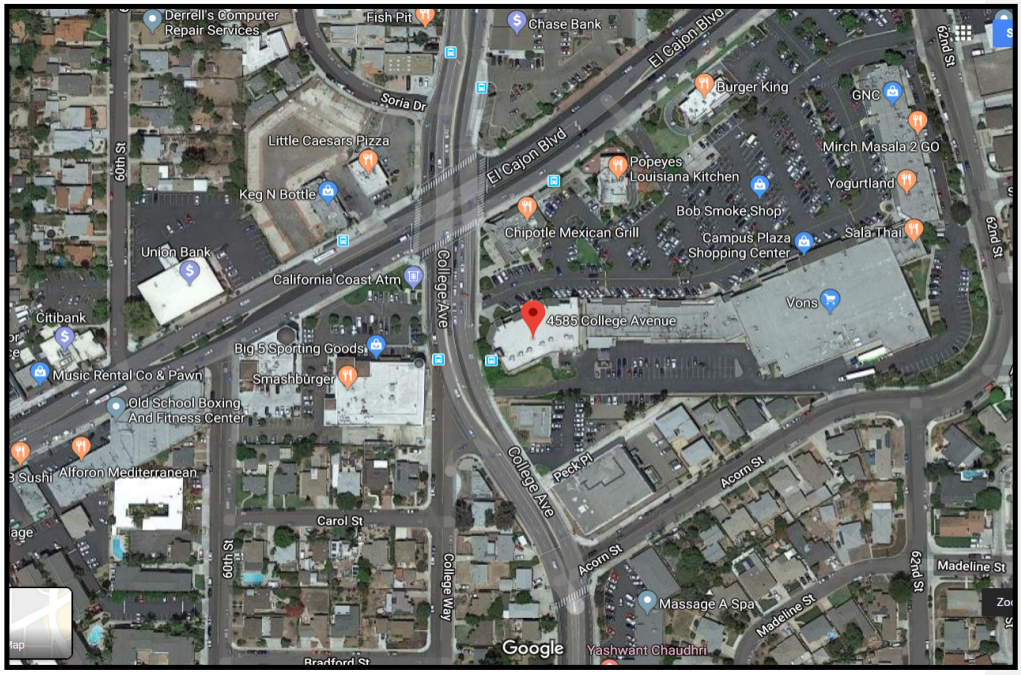
College Avenue Aerial Map



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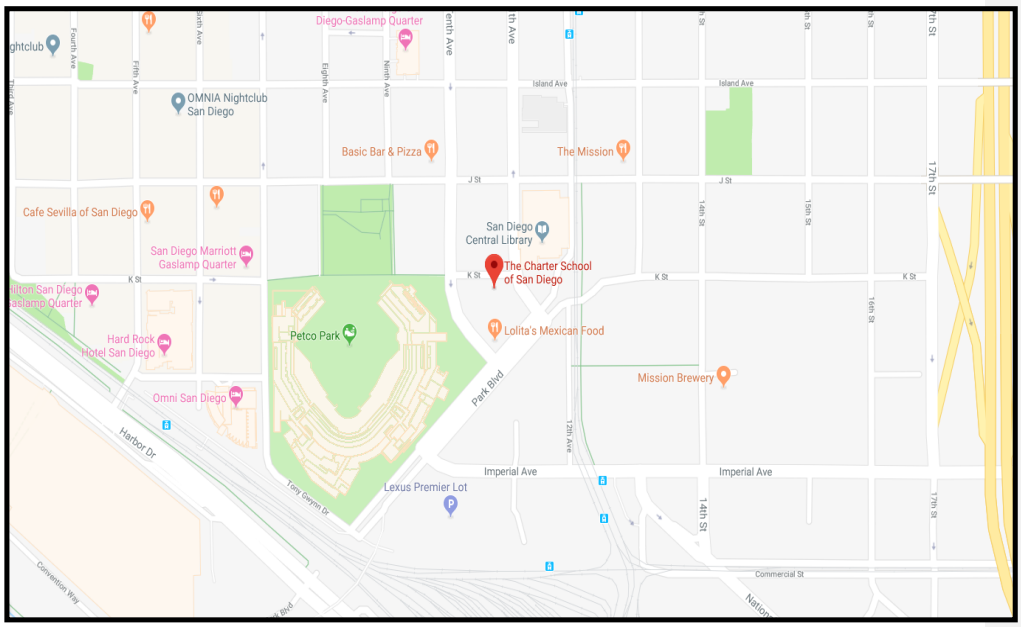
Downtown Resource Center - AS CSSD

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



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Downtown Aerial Map

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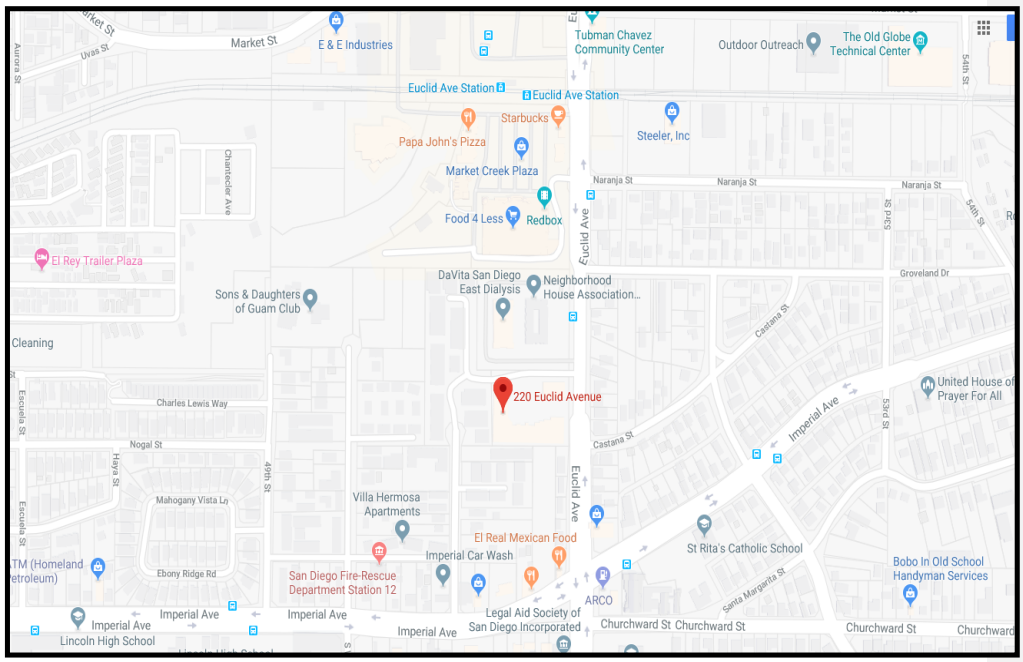
Euclid Resource Center - AS CSSD

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



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Euclid Aerial Map

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Kearny Mesa Resource Center – AS Audeo

RC Address: 7520 Mesa College Drive, San Diego, CA 92111
RC Public Phone Number: 858-678-2050
RC Fax Number: 619-280-8033

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Kearny Mesa Aerial Map

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La Jolla Resource Center - AS Audeo

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

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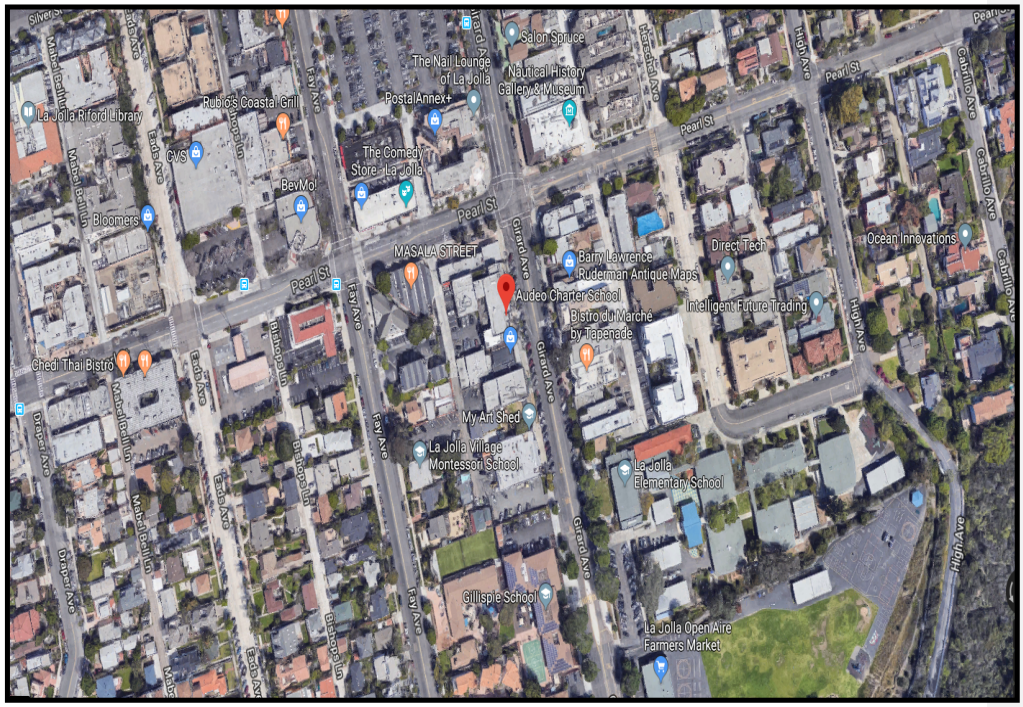
La Jolla Aerial Map



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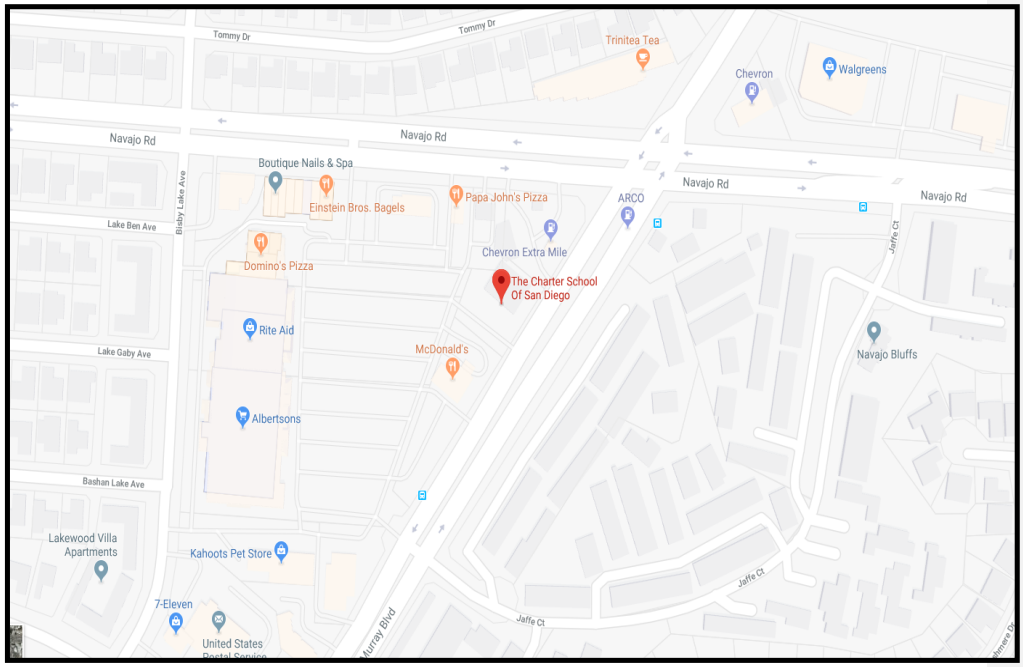
Lake Murray Resource Center - AS CSSD

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



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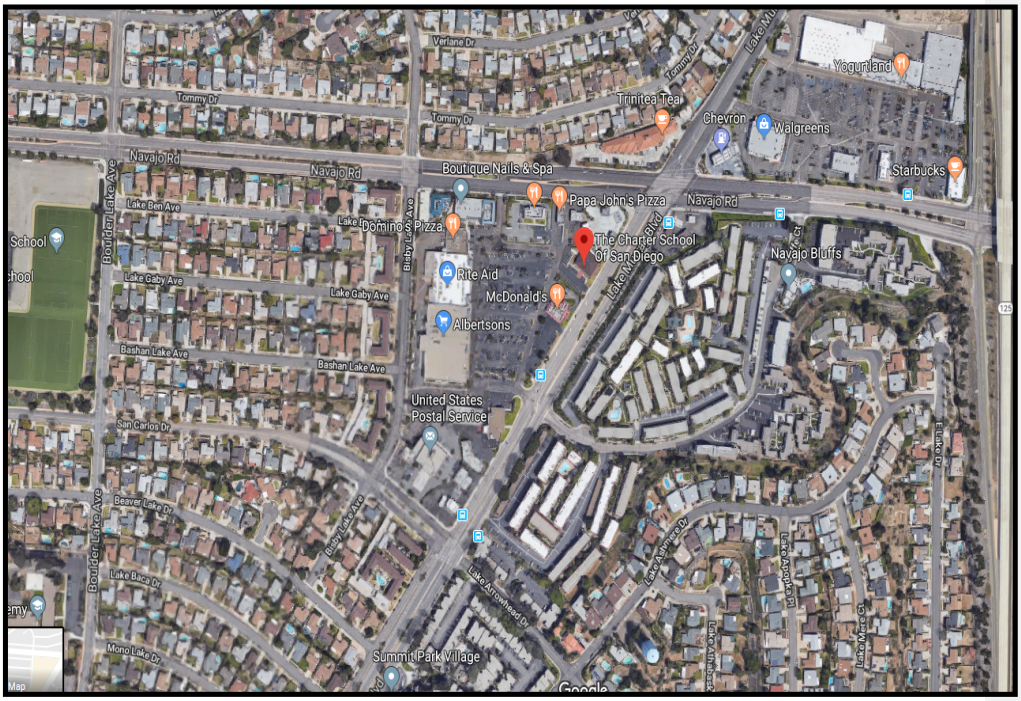
Lake Murray Aerial Map



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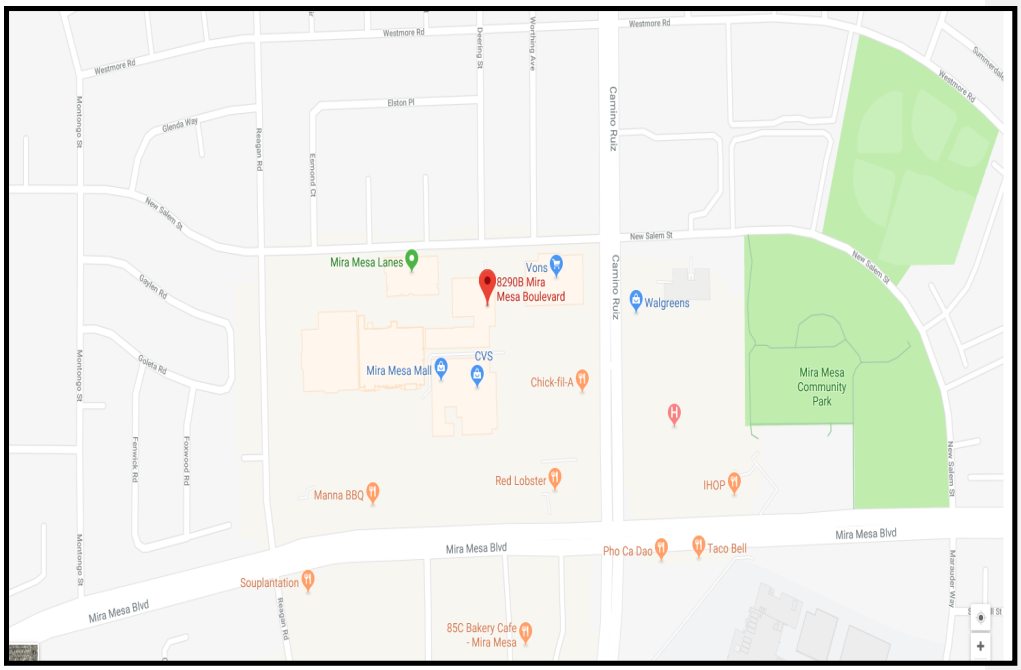
Mira Mesa Resource Center - AS CSSD

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



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Mira Mesa Aerial Map

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Mission Valley East Resource Center - AS 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

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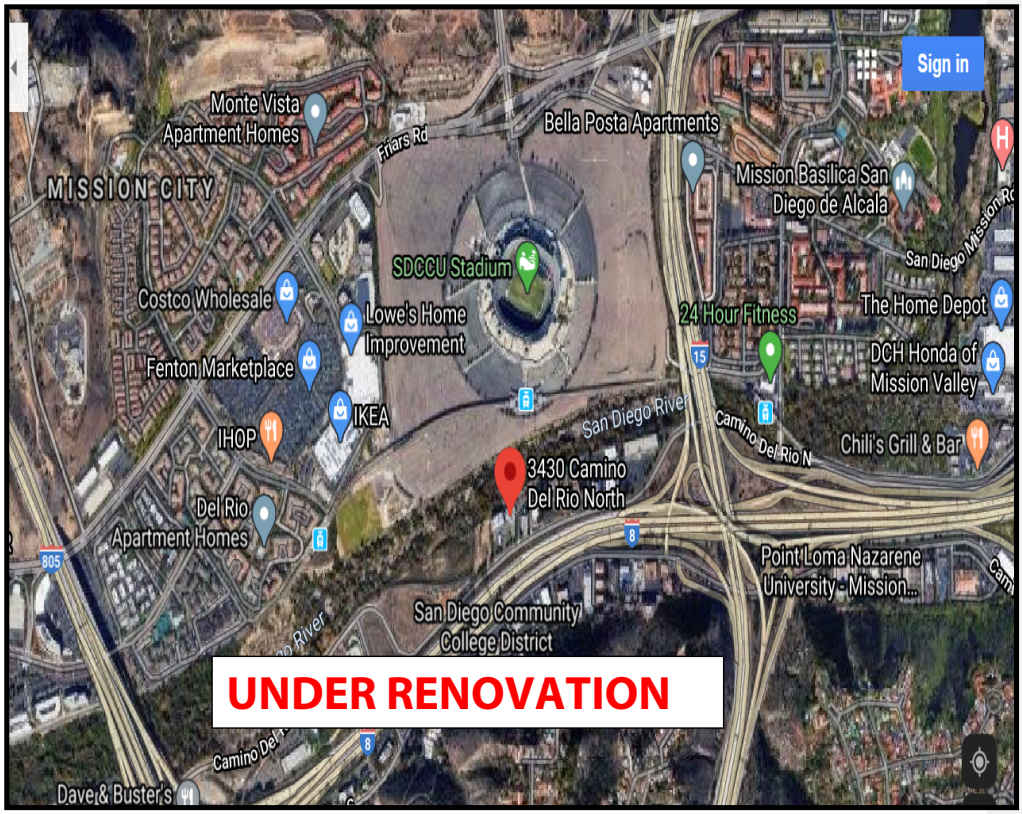
Mission Valley East Aerial Map



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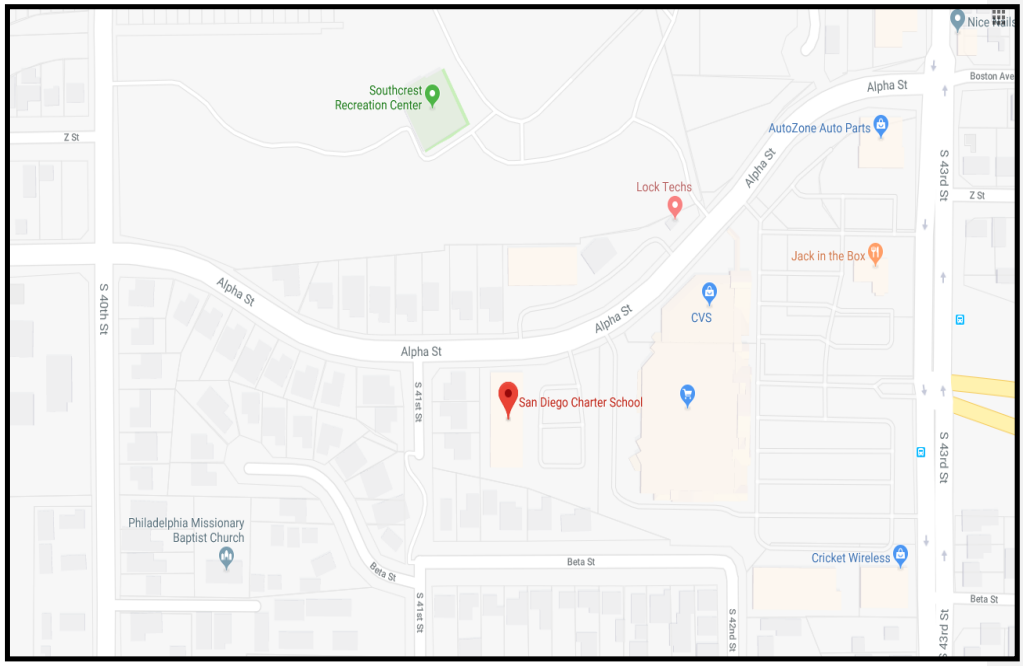
Northgate Resource Center - AS CSSD

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



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Northgate Aerial Map

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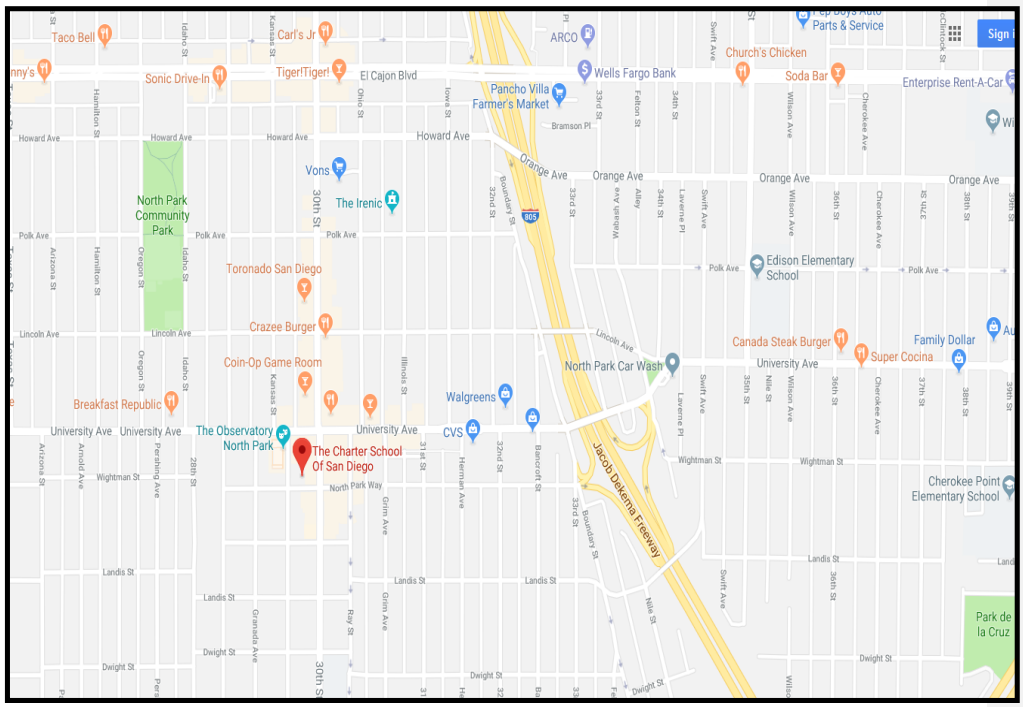
North Park Resource Center - AS CSSD

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



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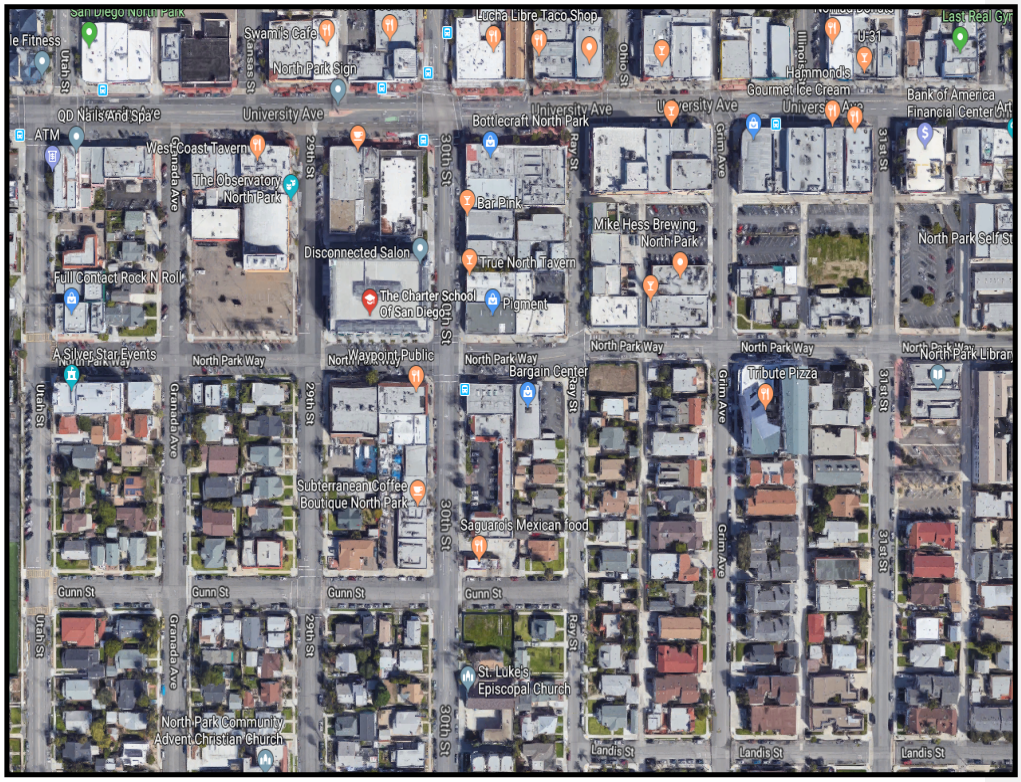
North Park Aerial Map



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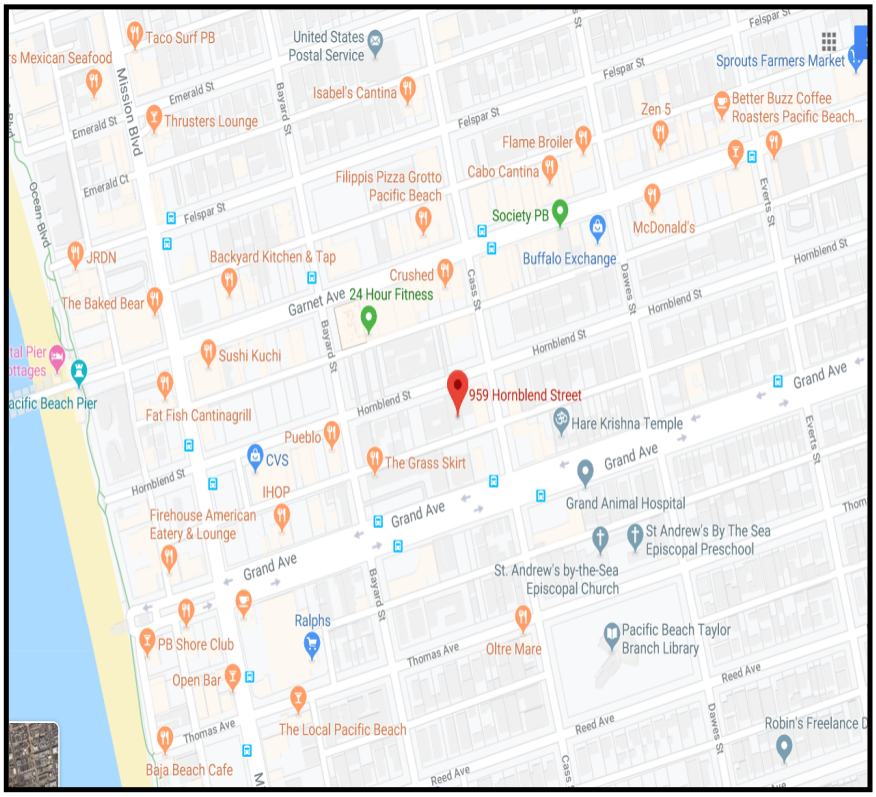
Pacific Beach Resource Center -AS Audeo

RC Address: 959 Hornblend St, San Diego, CA 92109
RC Public Phone Number: 858-678-2050
RC Fax Number: 619-280-8033



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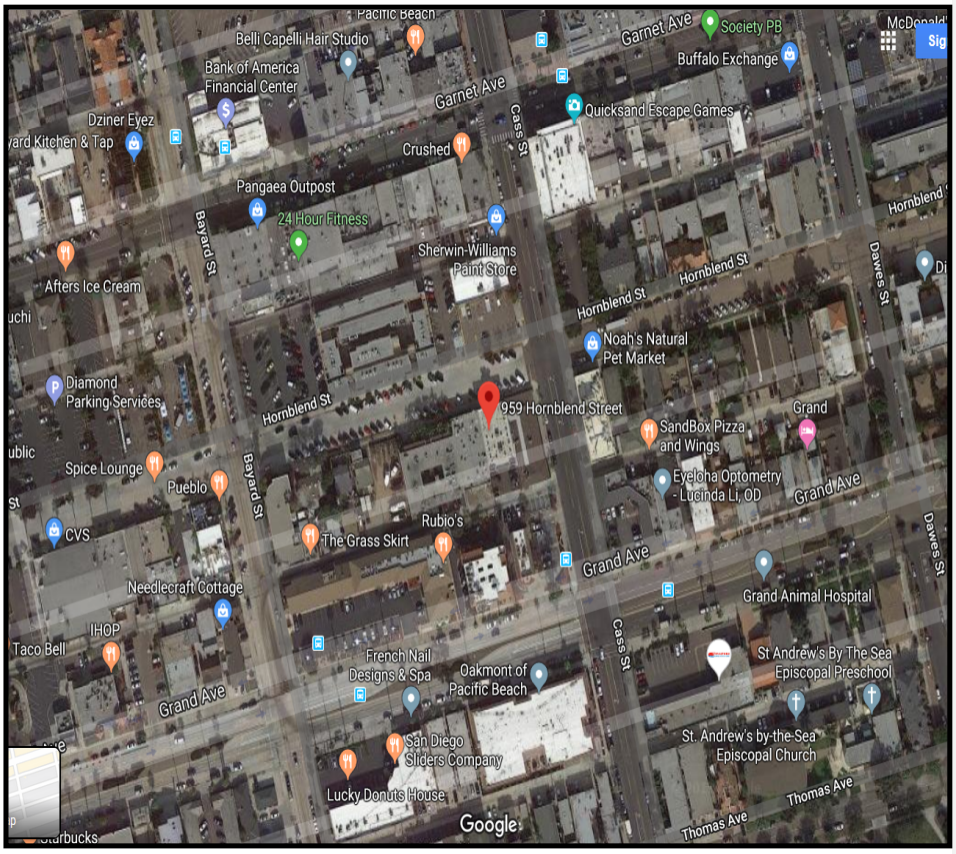
Pacific Beach Aerial Map



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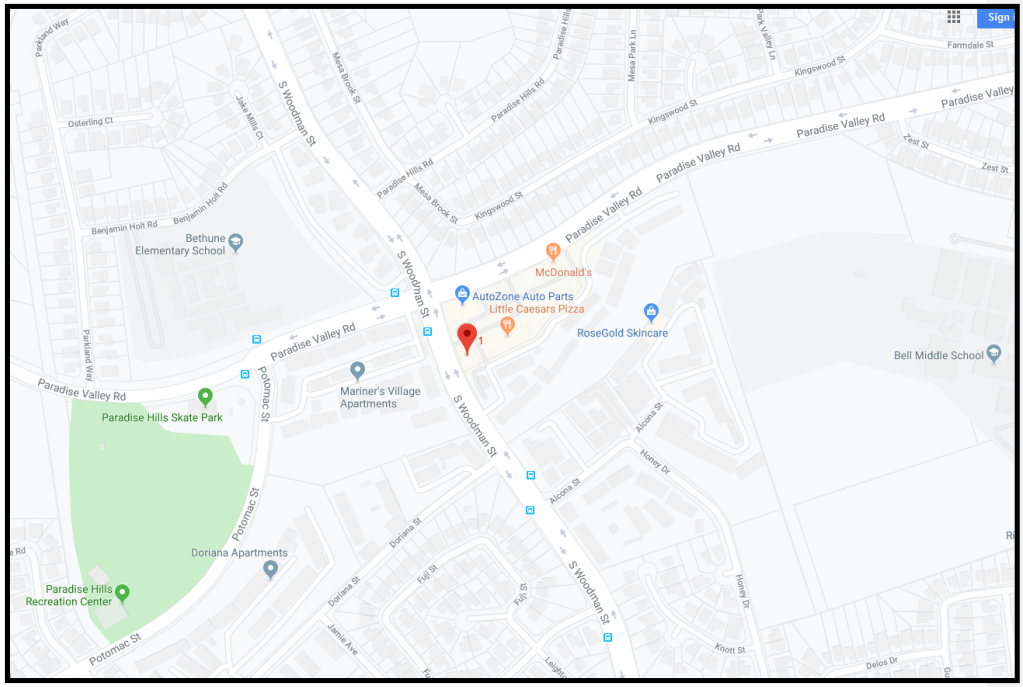
Paradise Hills Cadet Corp Resource Center-AS CSSD

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



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Paradise Hills Cadet Corp Aerial Map

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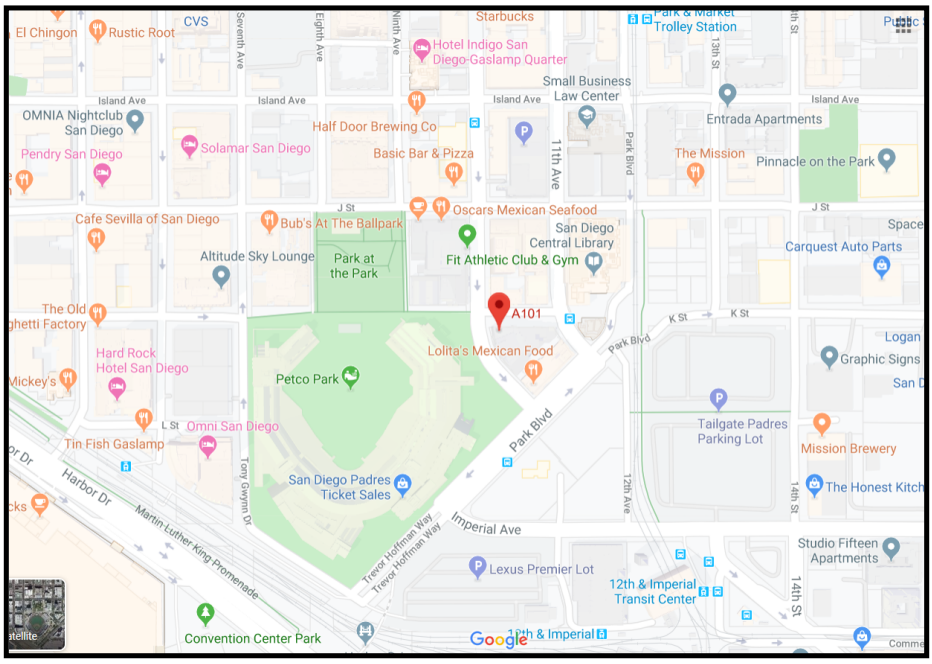
Petco Park Resource Center - AS CSSD

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



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Petco Park Aerial Map

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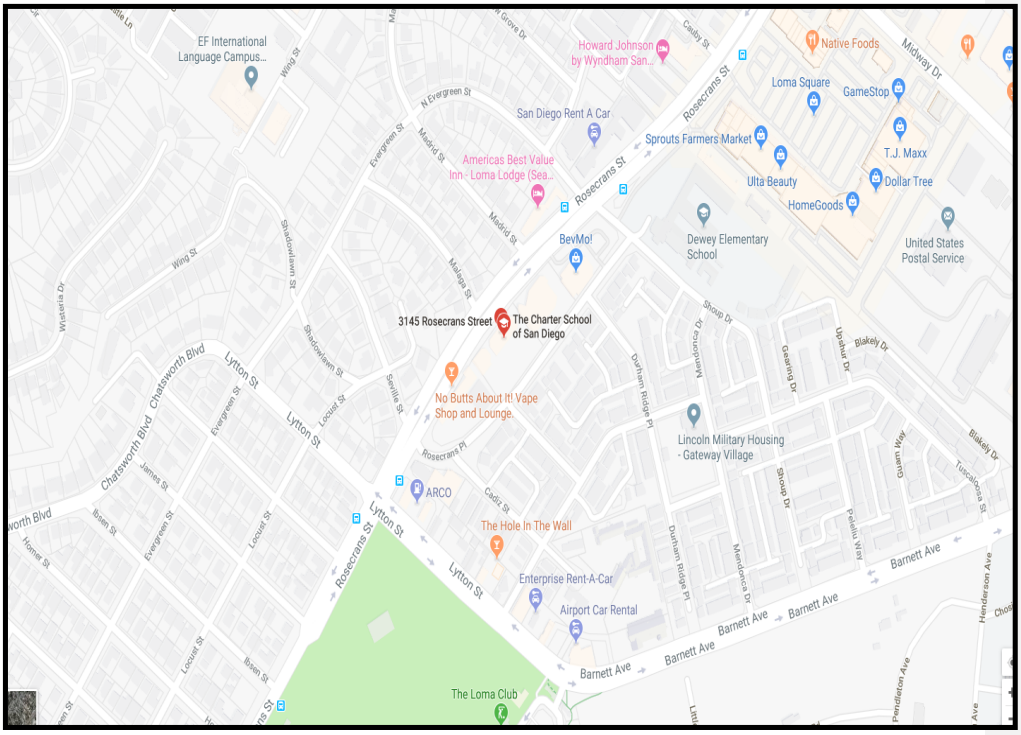
Point Loma Resource Center- AS CSSD

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



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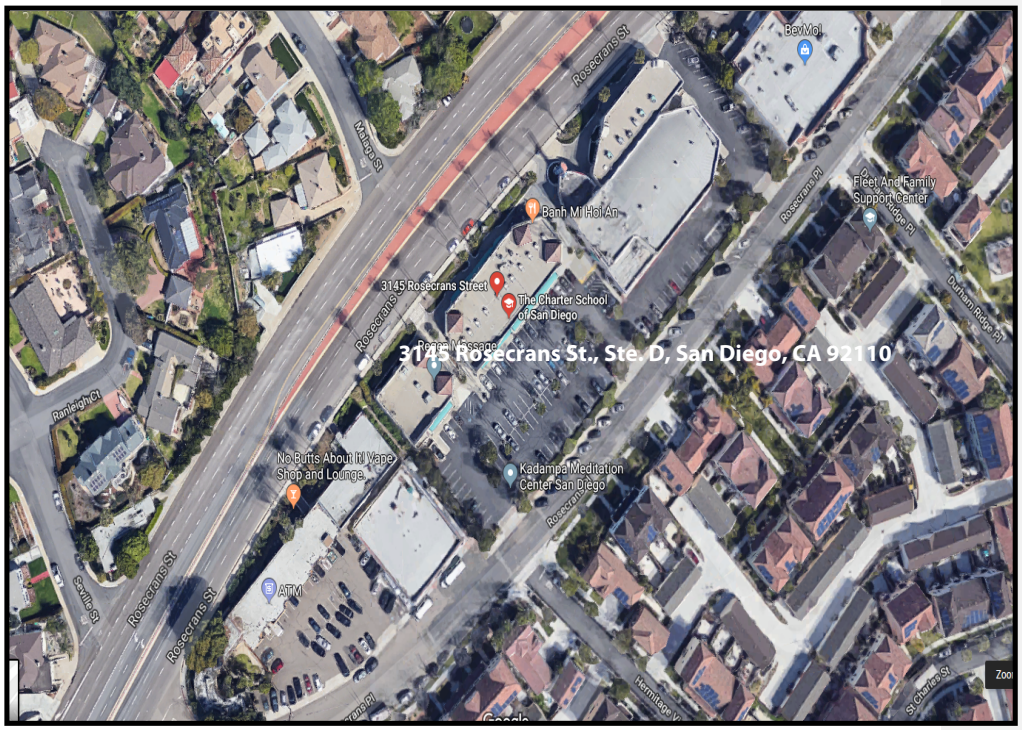
Point Loma Aerial Map



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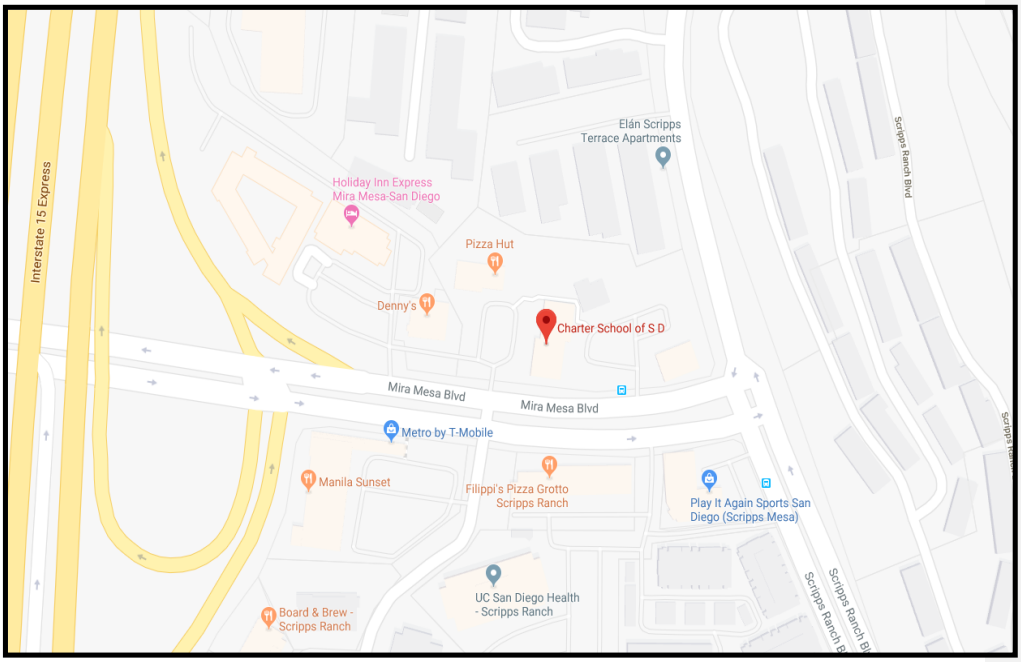
Scripps Ranch Resource Center - AS CSSD

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



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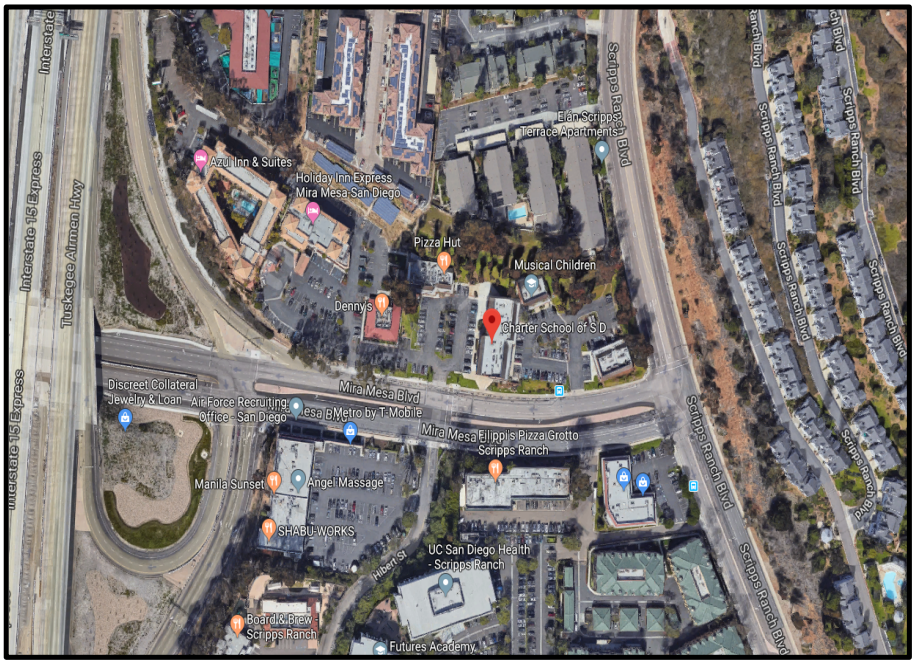
Scripps Ranch Aerial Map



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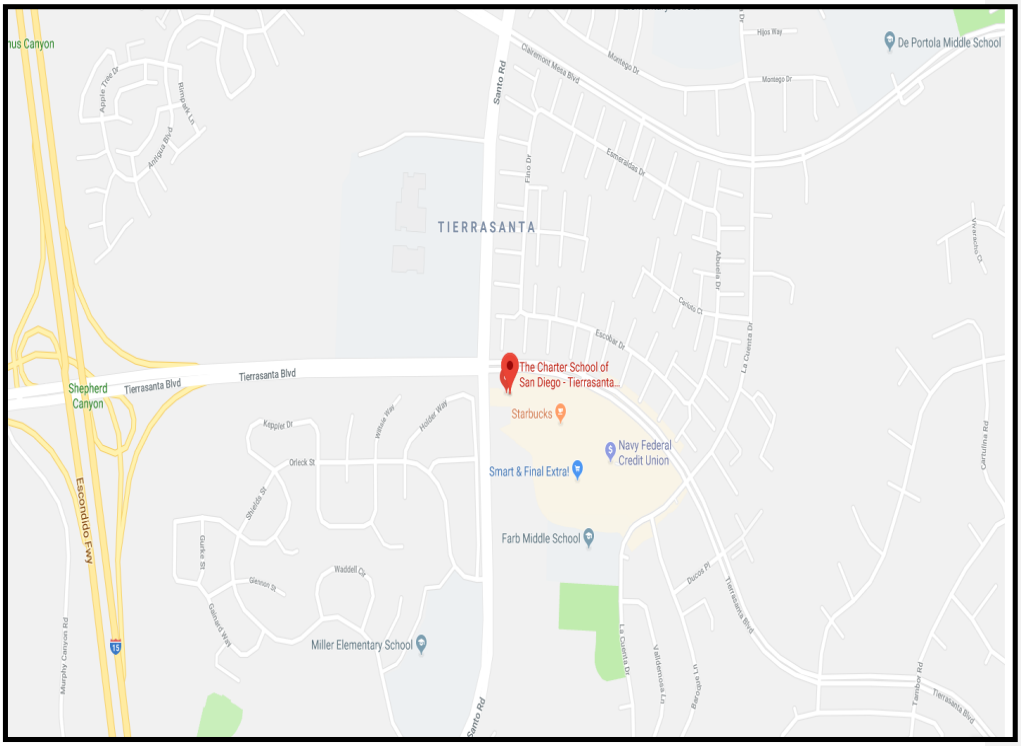
Tierrasanta Resource Center - AS CSSD

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



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Tierrasanta Aerial Map

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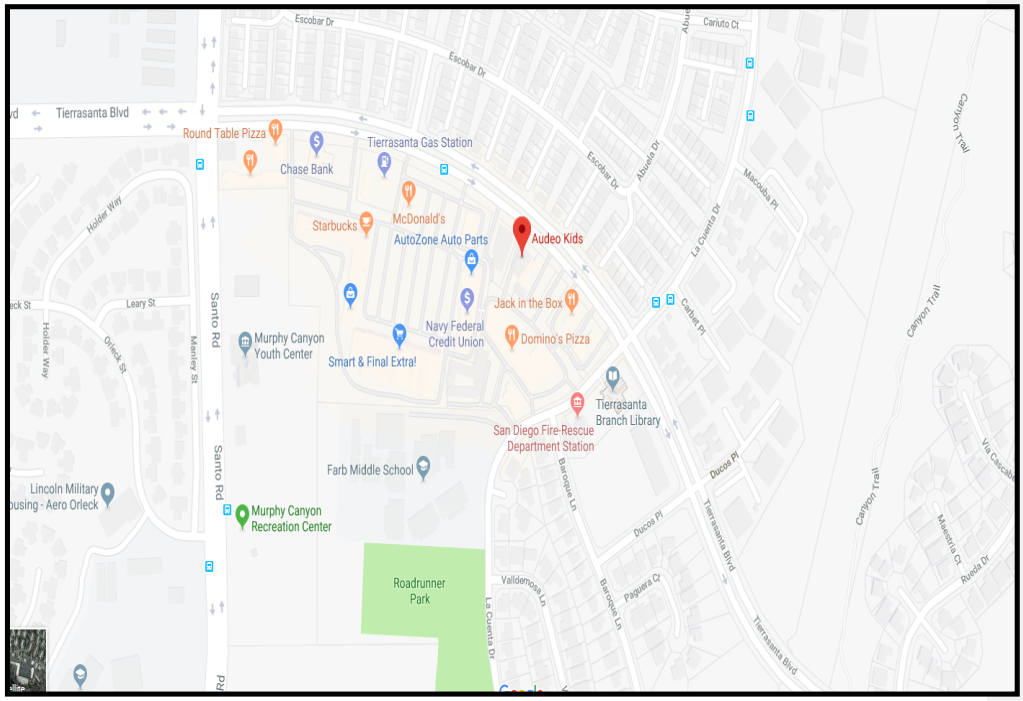
Altus Kids (Tierrasanta K- 5) Resource Center--AS Audeo

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



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Altus Kids (Tierrasanta K-5) Aerial Map

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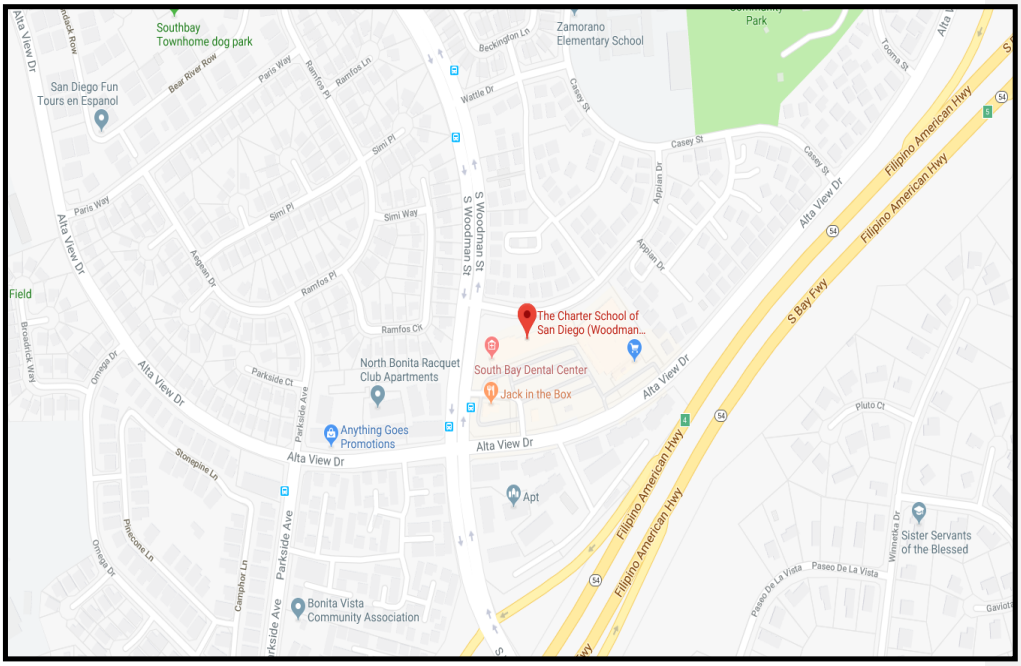
Woodman Resource Center - AS CSSD

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



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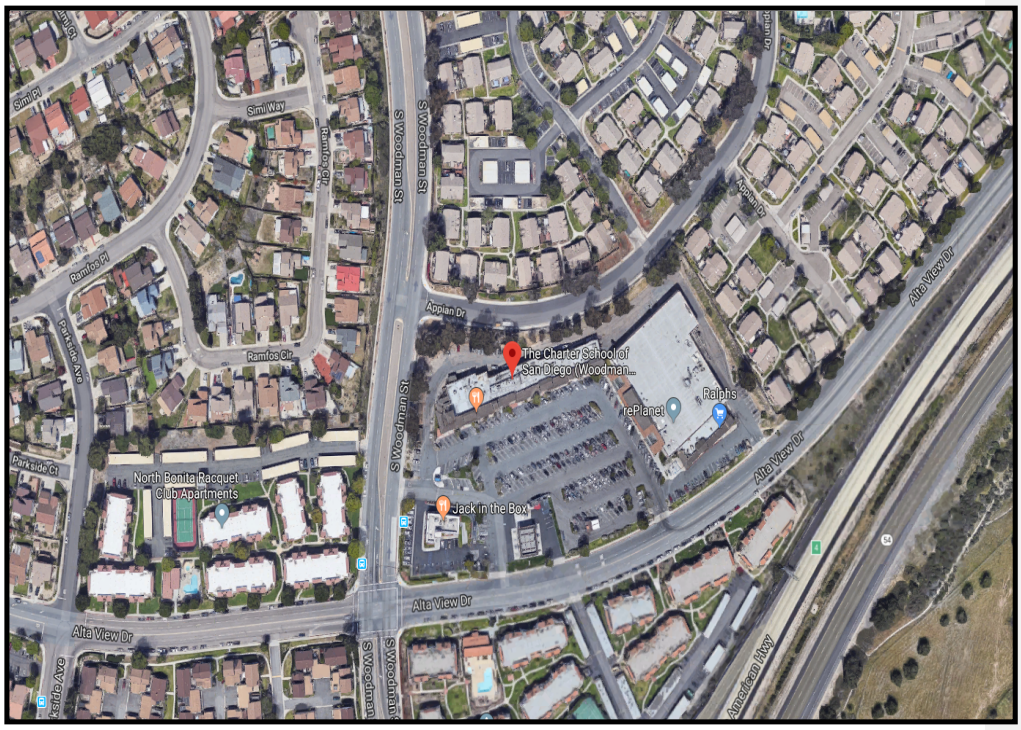
Woodman Aerial Map



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Location Hazard Assessment Summary
Assessment of School Crime

In assessing the crime rate for the last two school years at Altus Schools Audeo and Altus Schools Charter School of San Diego, 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.

	23-24yr	Rate	24-25yr	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 23-24yr	**1845**	**24-25yr**	**1825**		

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 hen 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.

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Responses to Dangerous, Violent, and Unlawful Activity

Altus Schools San Diego adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) o Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) o Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) o Any action that creates a **reasonable suspicion** that the student is preparing to commit a homicidal act related to school or a school activity	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) o dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun,any instrument that expels a metallic projectile, such as a BB or a pellet.

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.

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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 the Superintendent 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

EXTERNAL CONTACTS

CONTACT	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

Altus Schools CSSD / Altus Schools Audeo

CONTACT	EMERGENCY	NON-EMERGENCY
Life or limb Threatening		
Primary Contact: Executive Director	619-992-5740	858-678-2042 Sorrento Mesa RC
AS CSSD Safety Coordinator	619-757-0028	858-678-2045 Sorrento Mesa RC
AS Audeo Safety Coordinator	619-757-0028	858-678-2045 Sorrento Mesa RC
AS CSSD Administrator of Instructional Services	909-720-9216	858-678-2051 Sorrento Mesa RC
AS Audeo Kids Lead	850-637-7732	858-678-3919 Audeo Kids RC

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AS Audeo Administrator of Instructional Services	949-280-9499	858-678-2056 Sorrento Mesa RC
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Sorrento Mesa RC
Communications Team	858-678-4811	

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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

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Crisis Response Boxes

This RC maintains: 1 Crisis Response Box
The Crisis Response Boxes are located: Janitorial Closet and each Support Team Member

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

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

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

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

Primary: Incident Commander
Alternate: Operations Chief

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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 has been equipped with a copy of the guide. The guide provides basic directions 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

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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.

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Incident Team Command 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

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- 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 Sorrento Mesa RC 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.

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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.

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Anti-Discrimination and Harassment Policy

The Altus Schools Audeo and Altus Schools 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. Altus Schools Audeo and Altus Schools Charter School of San Diego 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 Altus Schools Audeo and Altus Schools Charter School of San Diego 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.

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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

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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 Altus Schools Audeo and Altus Schools Charter School of San Diego 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 Altus Schools Audeo and Altus Schools Charter School of San Diego students and parents to help prepare all the students for a safer journey.

1. Every Altus Schools Audeo and Altus Schools Charter School of San Diego 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

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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.

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Safe Ingress and Egress Procedures

All Altus Schools Audeo and Altus Schools Charter School of San Diego 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

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Loitering Law Compliance

ALTUS SCHOOLS SAN DIEGO

SY 2025-2026

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.

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- 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, 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: _____

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Ensuring a Safe and Orderly Environment

The Altus Schools Audeo and Altus Schools Charter School of San Diego are, and will remain, "a safe place" for students and adults.

Altus Schools Audeo and Altus Schools Charter School of San Diego 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.

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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 Altus Schools Audeo and Altus Schools Charter School of San Diego.

Severe Clause Bypasses

A majority of students at Altus Schools Audeo and Altus Schools Charter School of San Diego 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.

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- 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.

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Child Abuse Reporting Procedures

All Altus Schools Audeo and Altus Schools Charter School of San Diego 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 Altus Schools Audeo and Altus Schools Charter School of San Diego 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 member 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 immediately.

Instructions to Submitting a Suspected Child Abuse Report via Mandated Reporter Application, Child & Family Well-Being (CFWB), San Diego

1. Create a New Account: Log into the Mandated Reporter Application (MRA) on website: Cosdapps.sandiegocounty.gov/CWS/Landing Page

2. Complete Online Report: Complete the online Safety Questionnaire (required by State mandate) to determine if your report is non-urgent without needing to call the Child Abuse Hotline or submit a follow-up written report. Please complete every space on the online report. If you do not know certain requested information, type unknown or N/A.

3. If your report does not qualify as non-urgent, the system will not allow you to continue to report online.
   a. Mandated Reporter (MR) will need to call the San Diego Child Abuse Hotline at (858)560-2191. For immediate, life-threatening situation, call 9-1-1.

4. Once the Mandated Reporter has finished report submission, the Mandated Reporter will receive a pop-up verification that the report has been completed.

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5. Online option not available? Call immediately to make a report to (858)560-2191 and follow up with a written SS-8572 report within 36 hours.

https://www.sandiegocounty.gov/hhsa/programs/phs/documents/EMS-FormSS8572_SuspectedChildAbuse.pdf

6. Need Assistance with MRA Account? Contact the Child Abuse Hotline at (858)560-2192

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 childcare 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 childcare custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.

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

II. DEFINITIONS

"Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated student 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

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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.

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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

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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 Resource Center**:** 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

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Sorrento Mesa Plan—First Floor

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Sorrento Mesa Plan—Second Floor

Evacuation Meeting Area: Middle of South Parking Lot
Evacuation Area: Von's BT Store

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Old Town Resource 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

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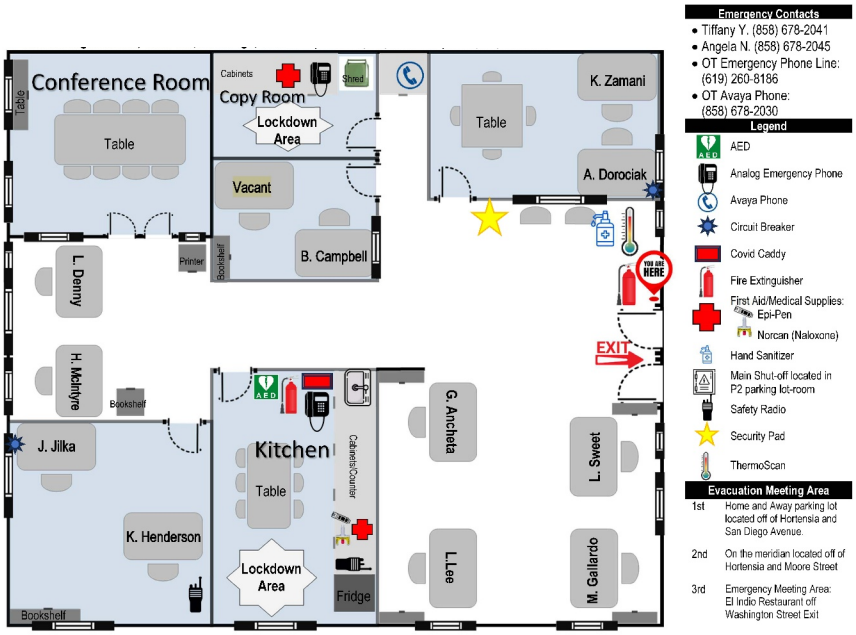
Old Town Plan



Updated: March 20, 2025

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

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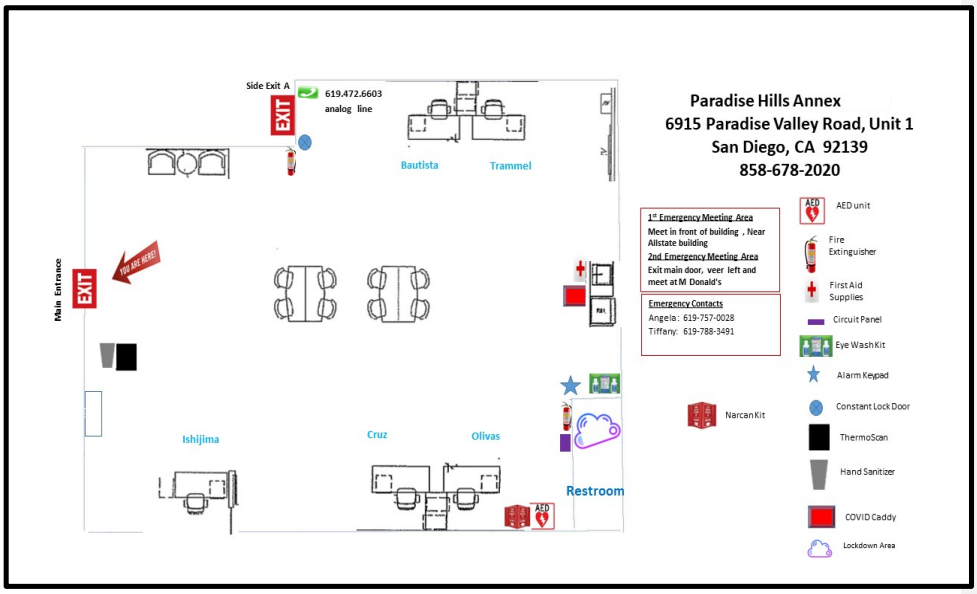
Paradise Hills Annex Plan



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

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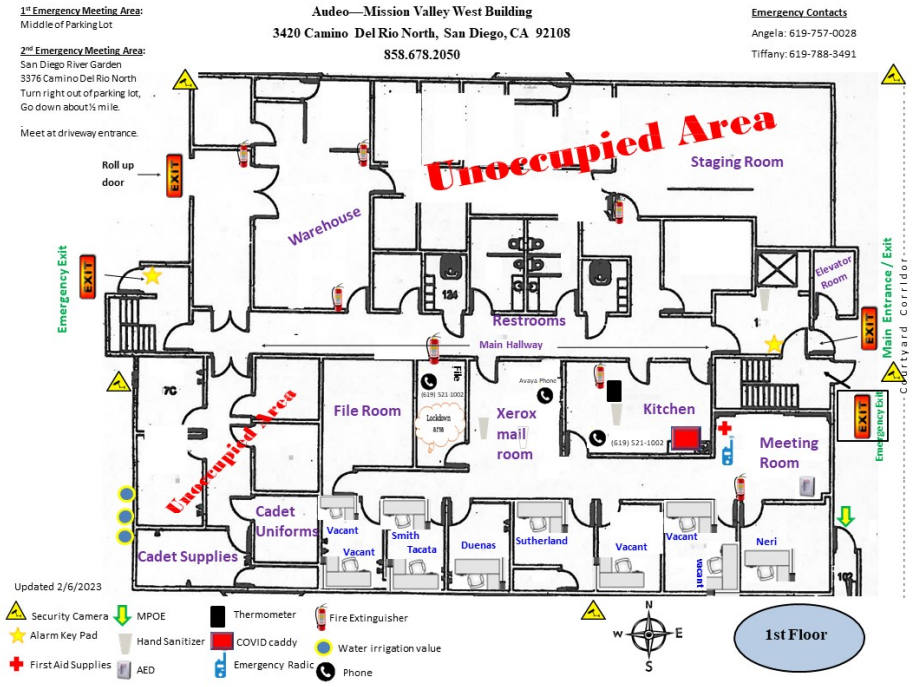
Mission Valley West Plan

UNDER RENOVATION



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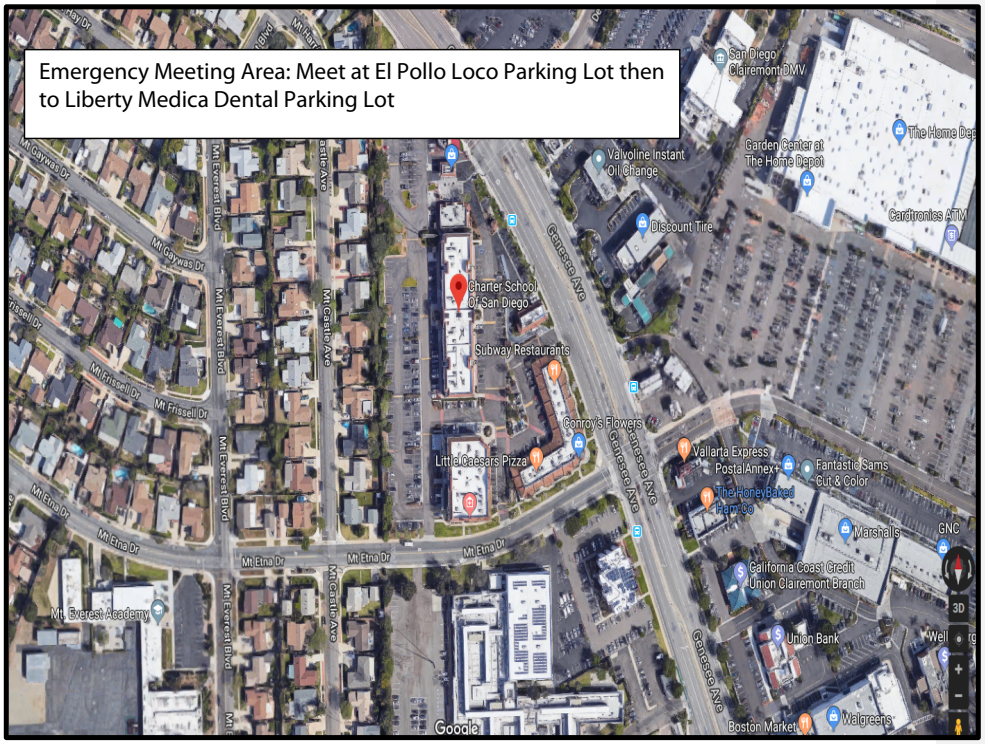
Clairemont Resource Center: 4340 Genesee Ave., Ste. 109, San Diego, CA 92117
Cross Street: Corner of Genesee Avenue and Mt. Etna Drive
Emergency Meeting Area: Meet at El Pollo Loco Parking Lot then Liberty Medica Dental Parking Lot



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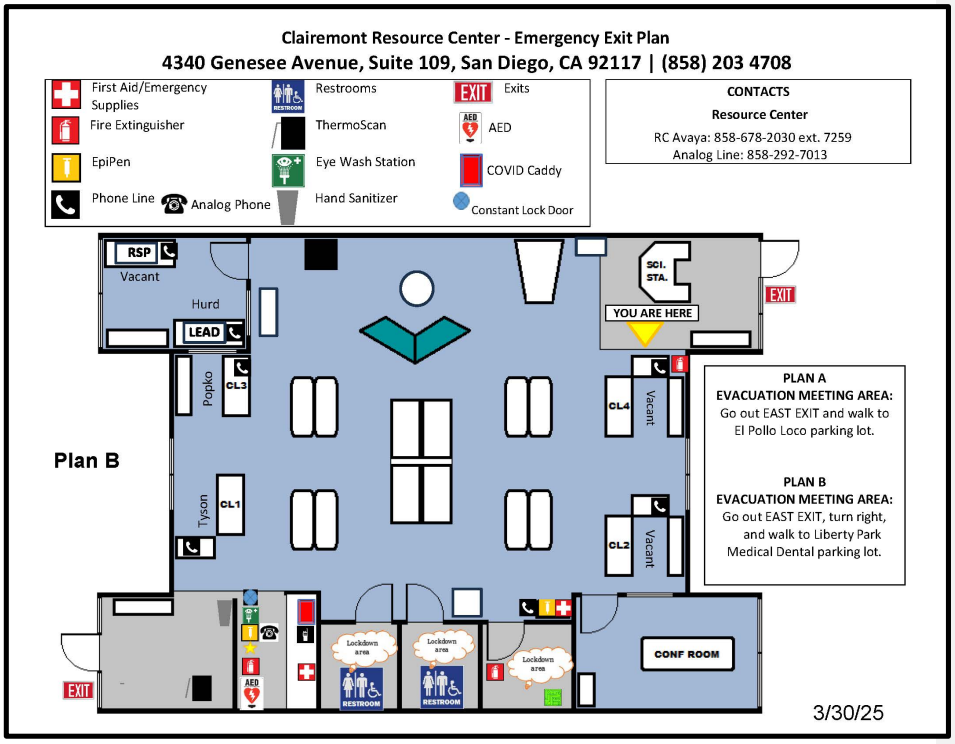
Clairemont Plan



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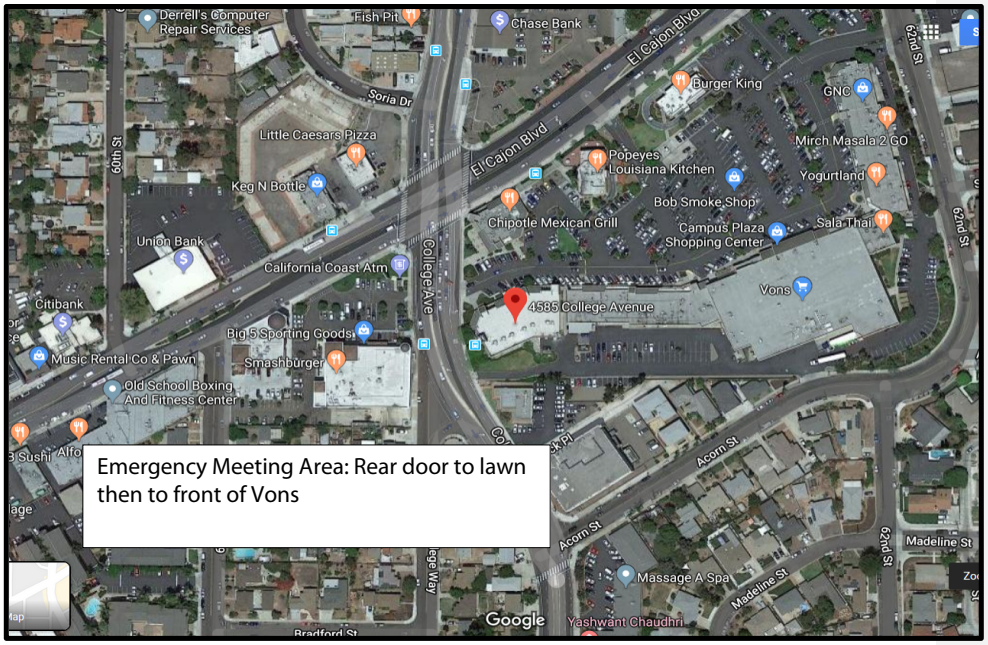
College Avenue Resource Center: 4585 College Ave., Stes. C1 & C2 San Diego, CA 92115
Cross Street : El Cajon Blvd.
Emergency Meeting Area: Rear Door to Lawn then to Front of Vons



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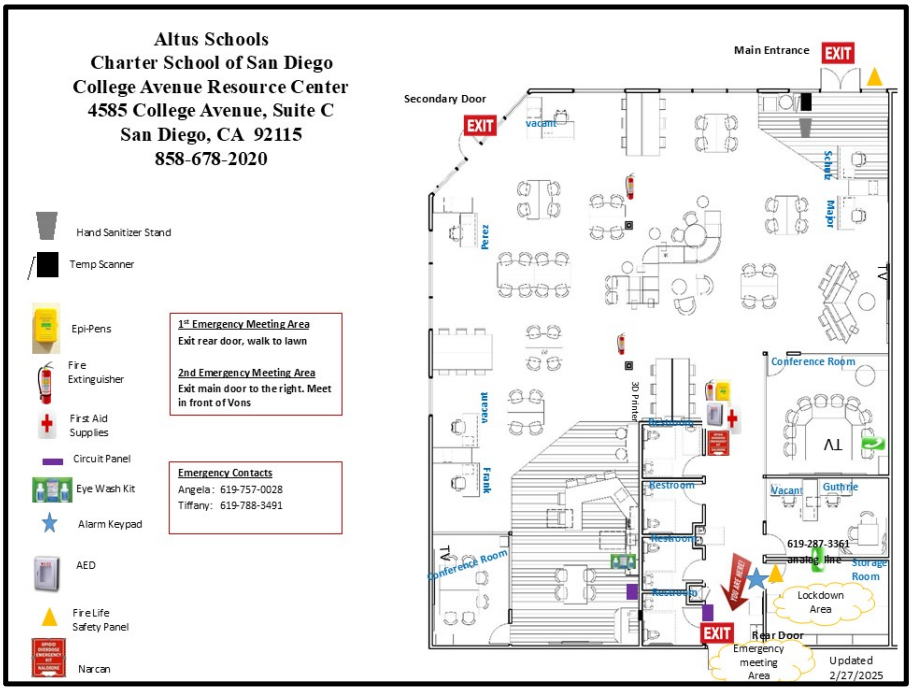
College Avenue Plan



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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

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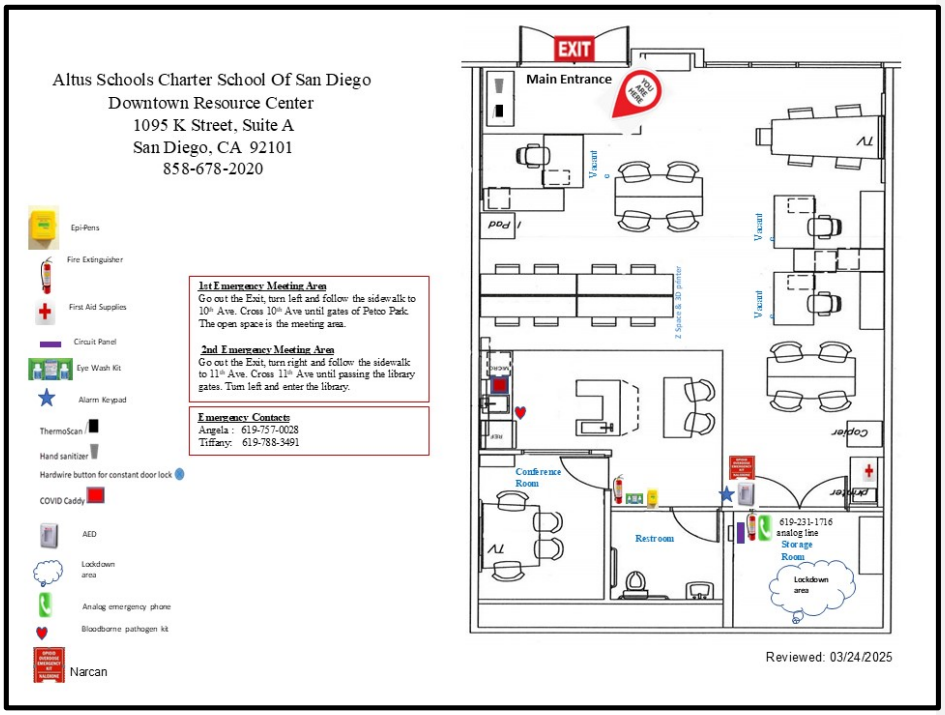
Downtown Plan



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Euclid Resource Center: 220 Euclid Avenue, Suite 80, San Diego, CA 92114
Cross Street: Imperial Avenue
Emergency Meeting Area: Meet next to marquee on grass area to St. Rita's Church, corner of Imperial Avenue

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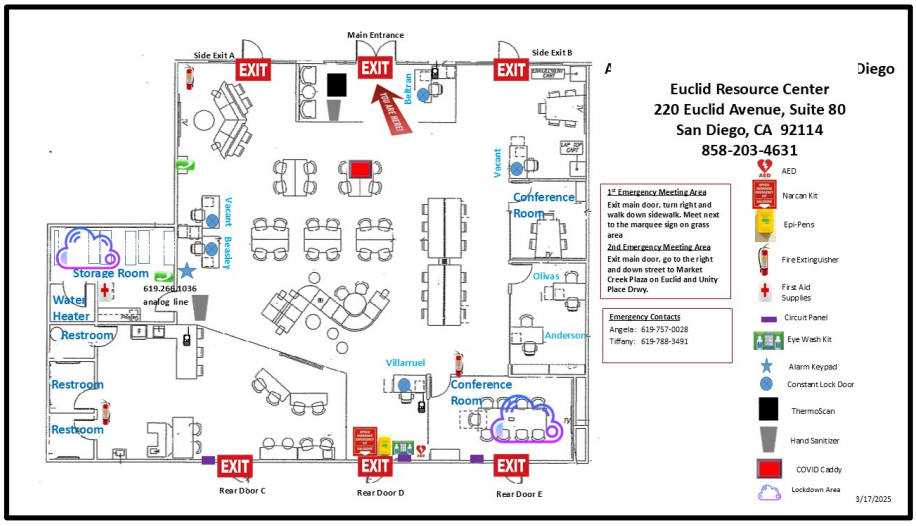
Euclid Plan



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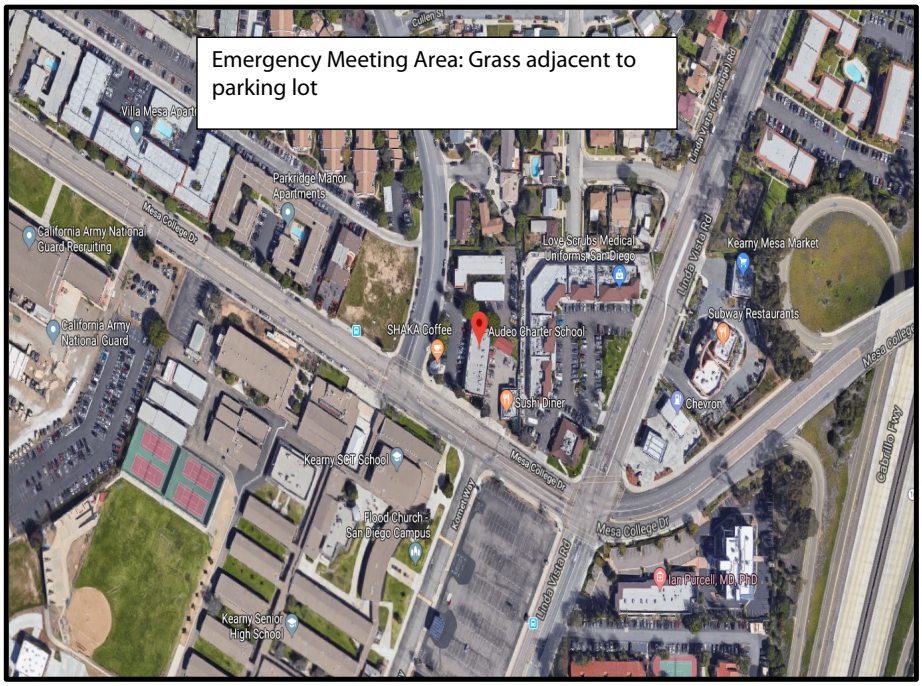
Kearny Mesa Resource Center: 7520 Mesa College Drive, San Diego, CA 92111
Cross Street: Ashford Street
Emergency Meeting Area: Grass adjacent to Parking Lot



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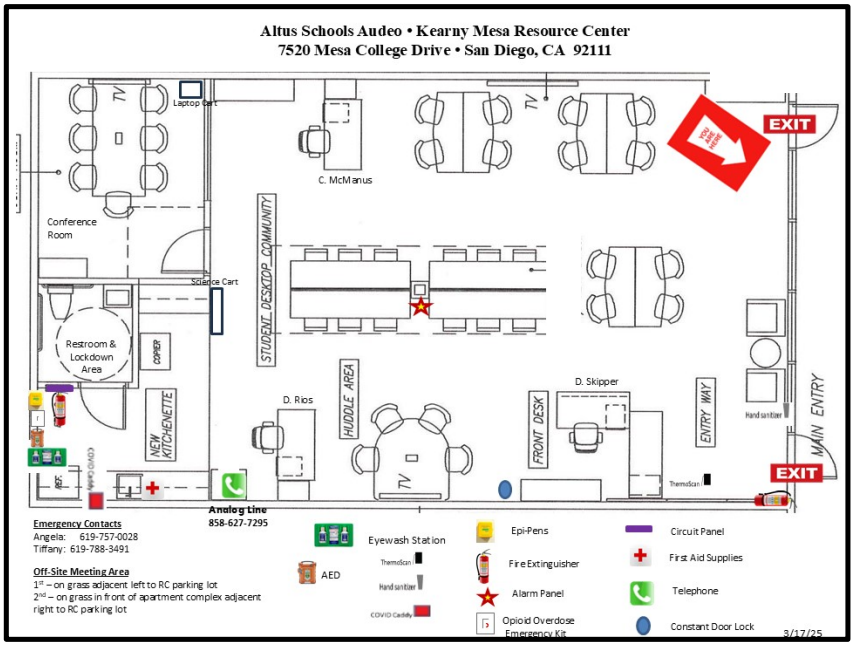
Kearny Mesa Plan



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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

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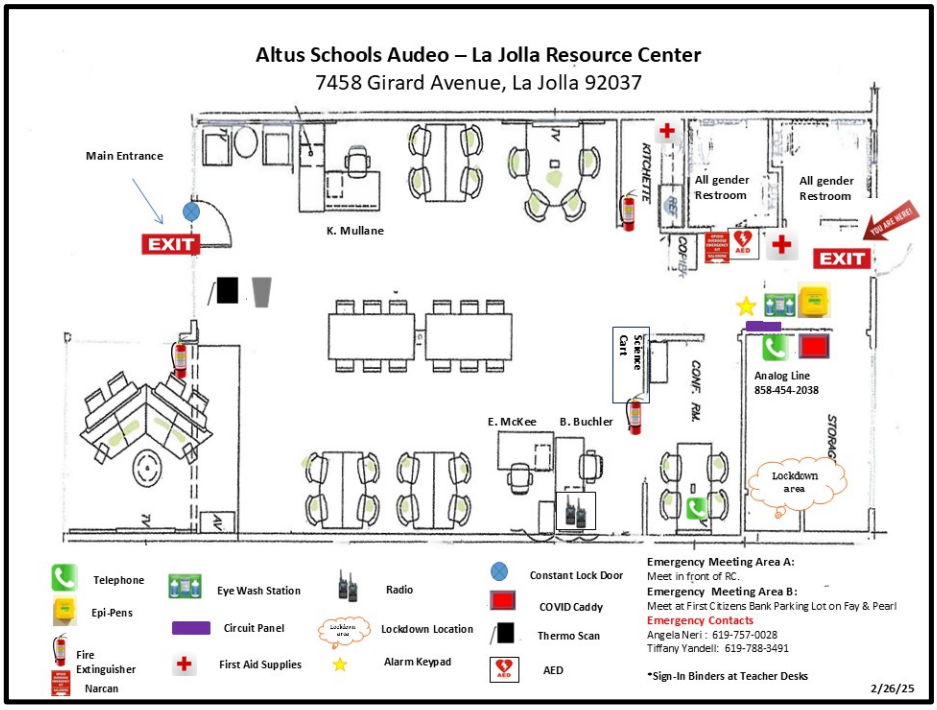
La Jolla Plan

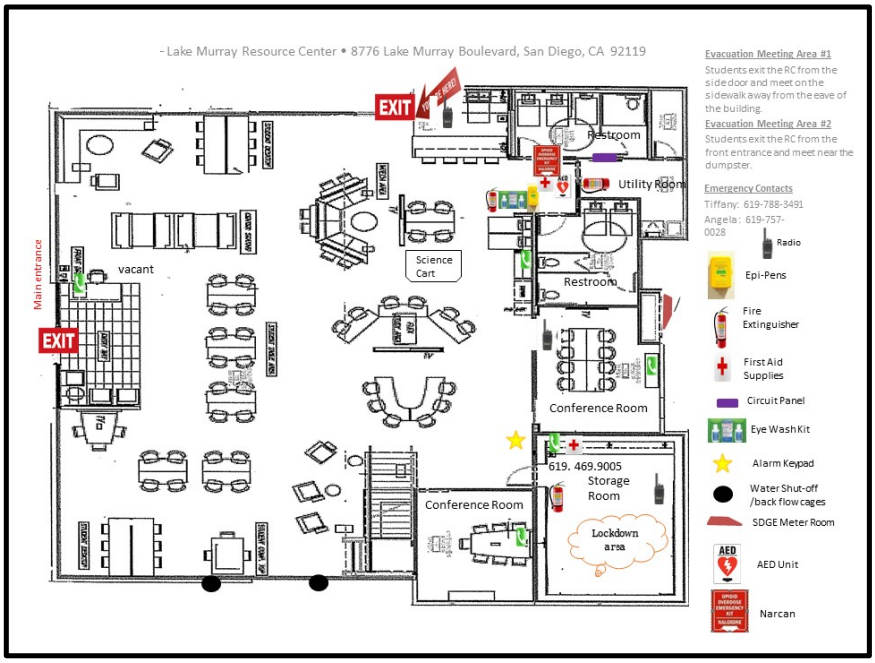


Deleted: 5/2025

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

Deleted: 5/2025

Lake Murray Plan—First Floor



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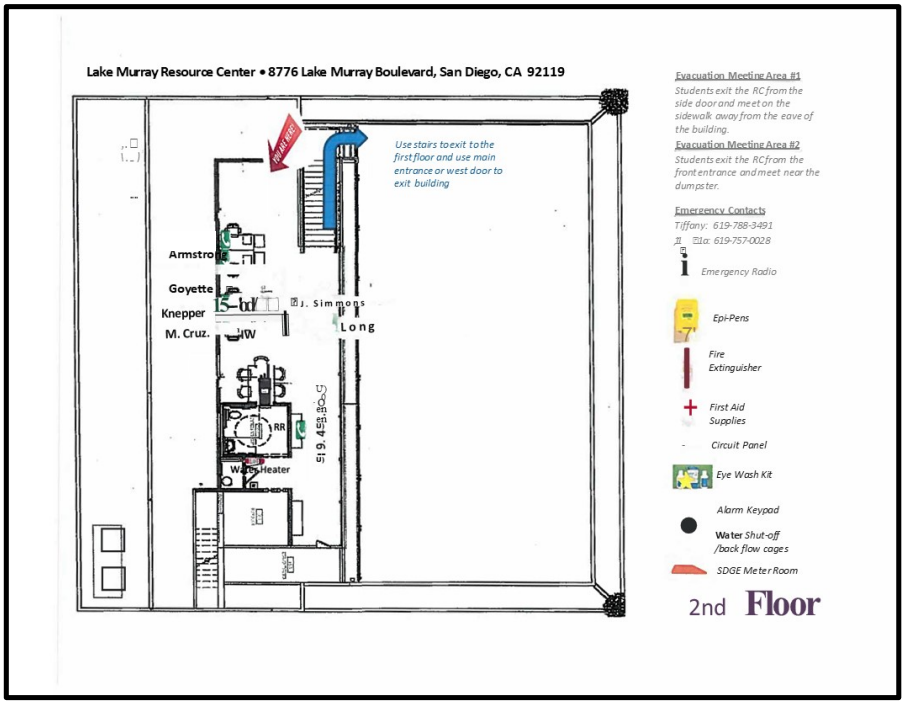
Lake Murray Plan—Second Floor



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

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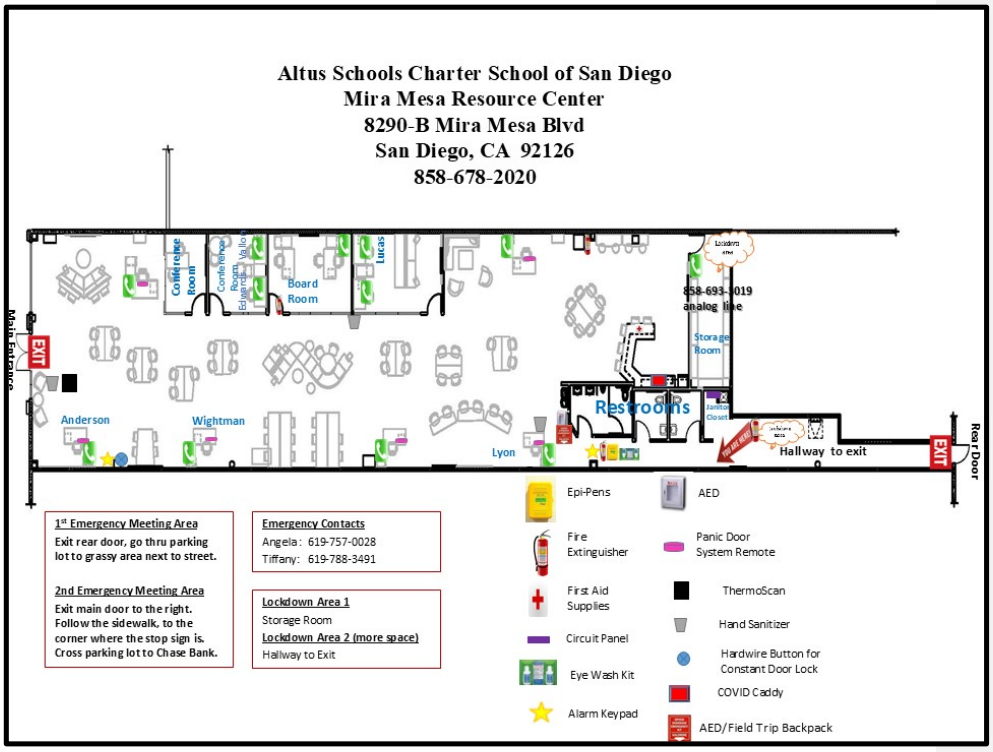
Mira Mesa Plan



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Mission Valley East 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

UNDER RENOVATION

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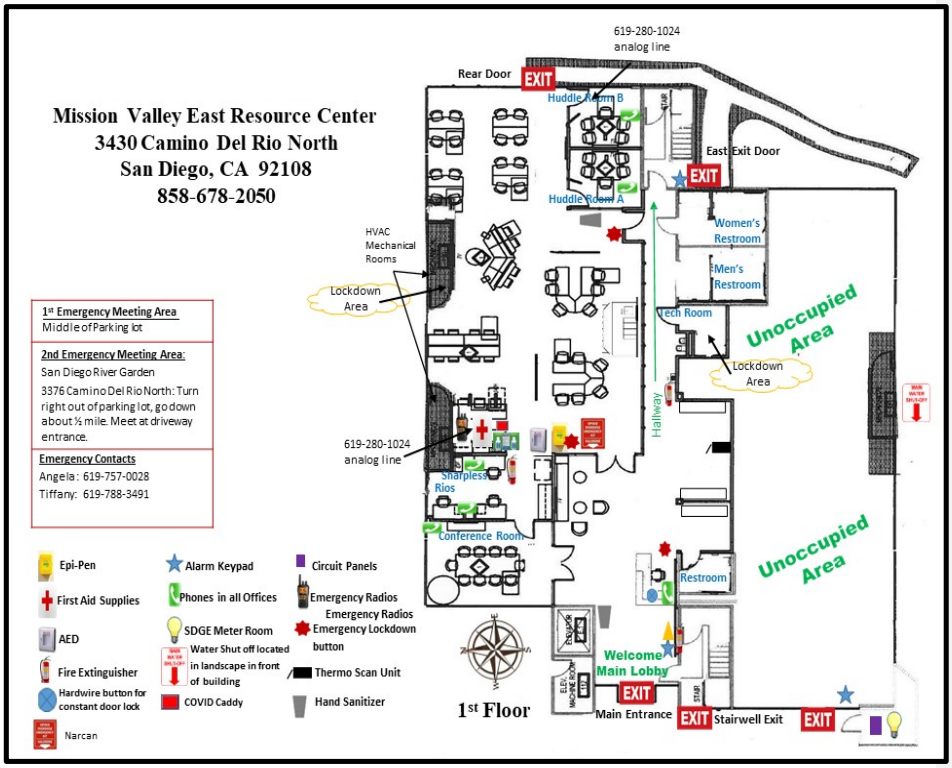
Mission Valley East Plan



UNDER RENOVATION

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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

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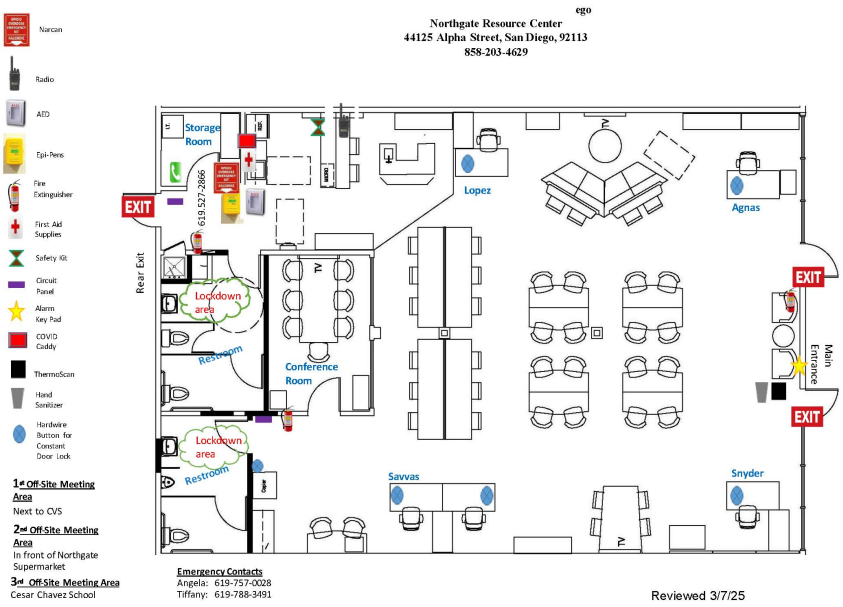
Northgate Plan



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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

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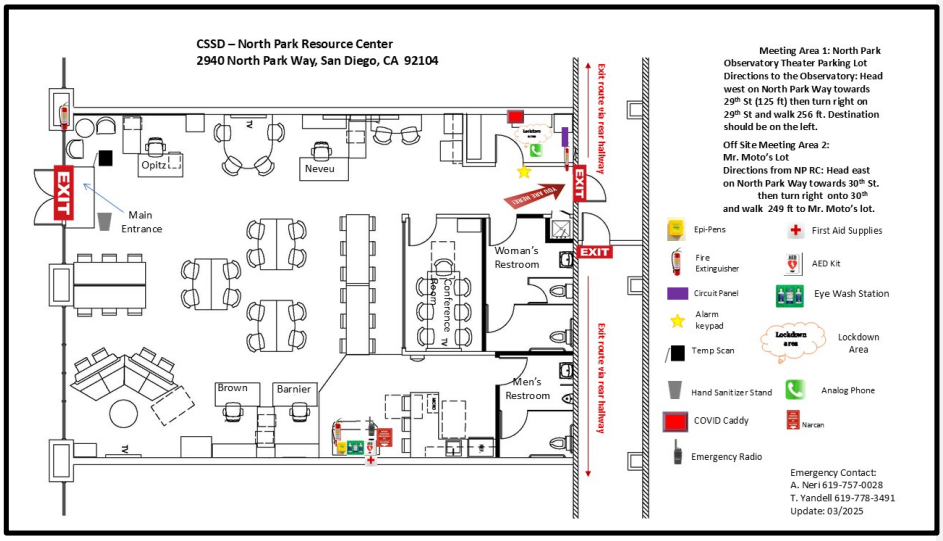
North Park Plan



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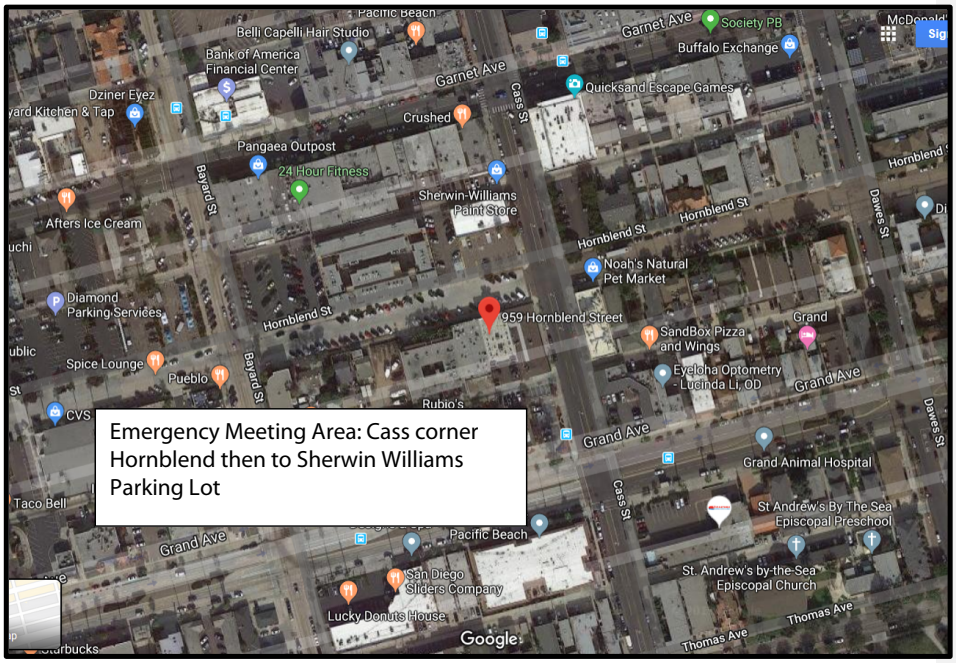
Pacific Beach Resource Center: 959 Hornblend St., San Diego, CA 92109
Cross Street: Cass St.
Emergency Meeting Area: Cass cor. Hornblend then to Sherwin Williams Parking Lot



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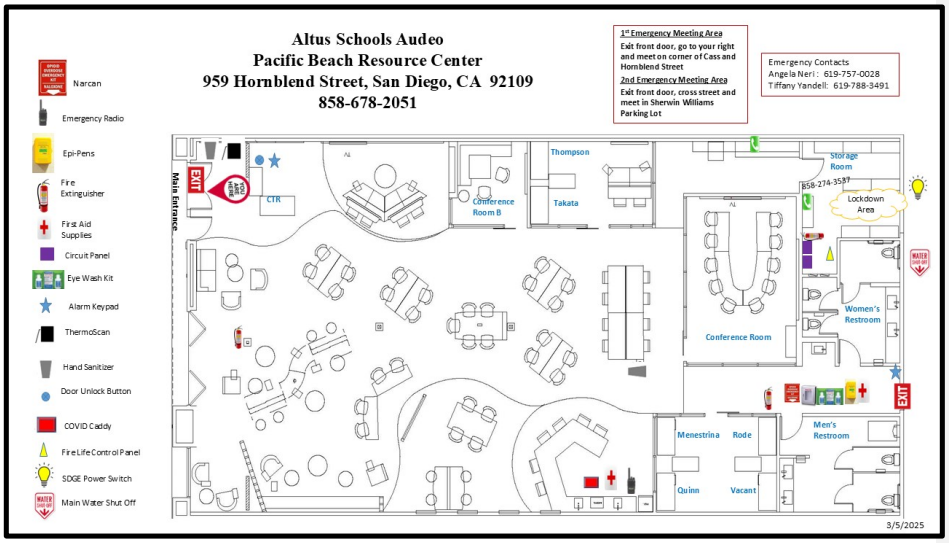
Pacific Beach Plan



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Paradise Hills Cadet Corp Resource Center: 6907 Paradise Valley Rd., Unit #1, SD 92139
Cross Street: S. Woodman St.
Emergency Meeting Area: First, Parking lot next to Autozone, then to Dialysis Center

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Paradise Hills Cadet Corp Plan

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

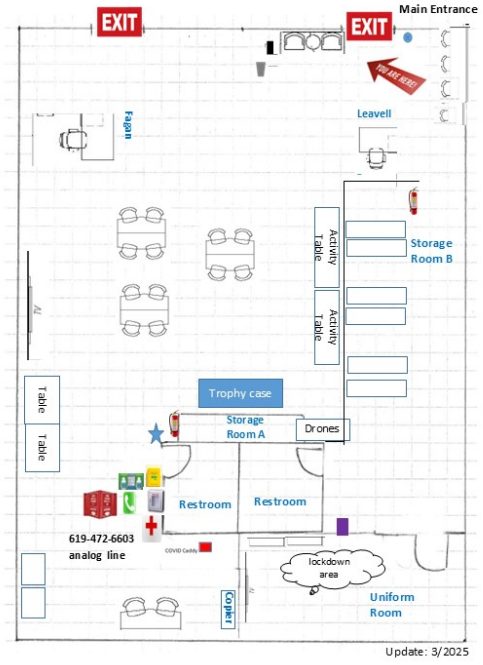
1st Emergency Meeting Area
Exit main door , walk across parking lot and meet in parking lot area next to Auto Zone.

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

Narcan Kit
ThermoScan
Hand sanitizer
Hardwire button for constant door lock
COVID Caddy



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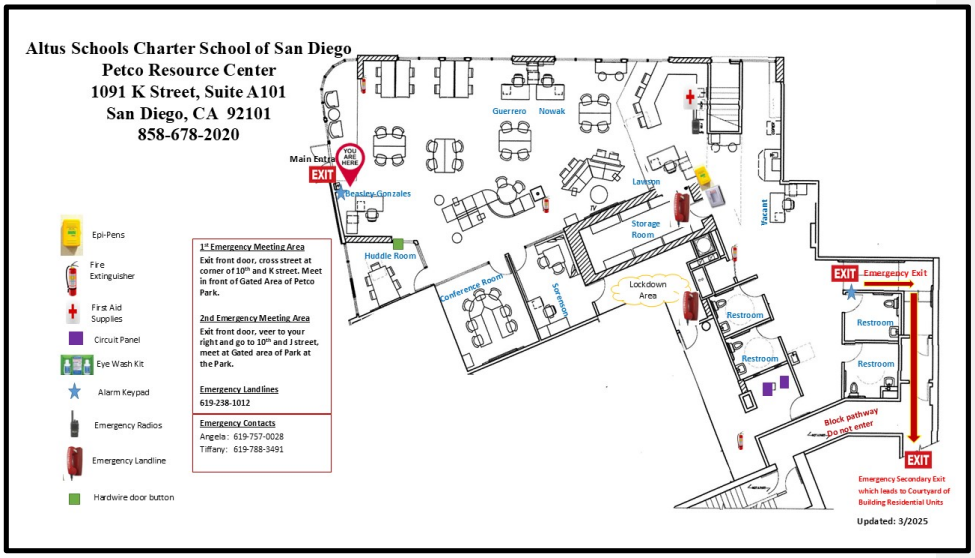
Petco Park Resource Center: 1091 K St., Suite A101, San Diego, CA 92102
Cross Street: 10th Street
Emergency Meeting Area: 10th or. K St. to gated area of Petco; 10th or. J St to gated area of Park at the Park

Deleted: 5/2025

Petco Park Plan



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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

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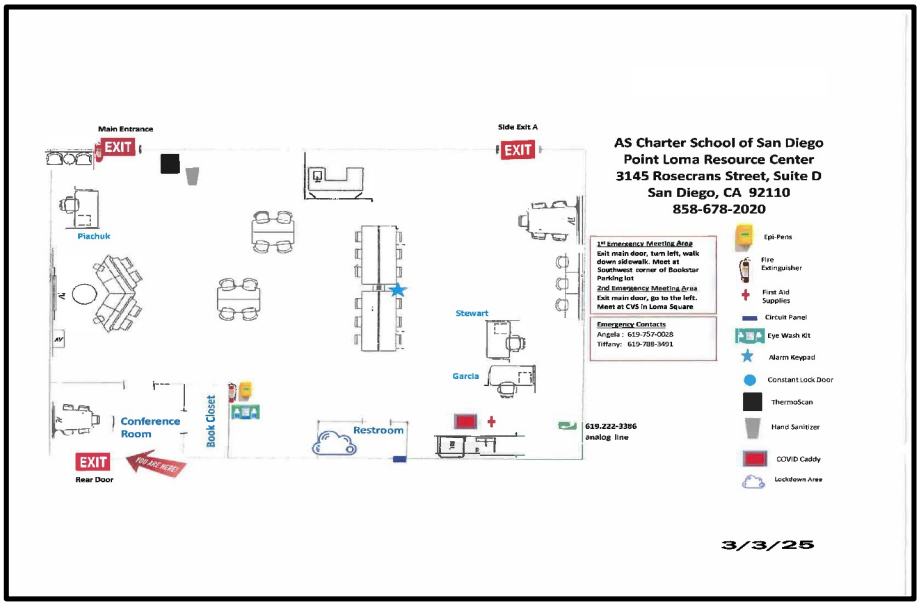
Point Loma Plan



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Scripps Ranch Resource Center: 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

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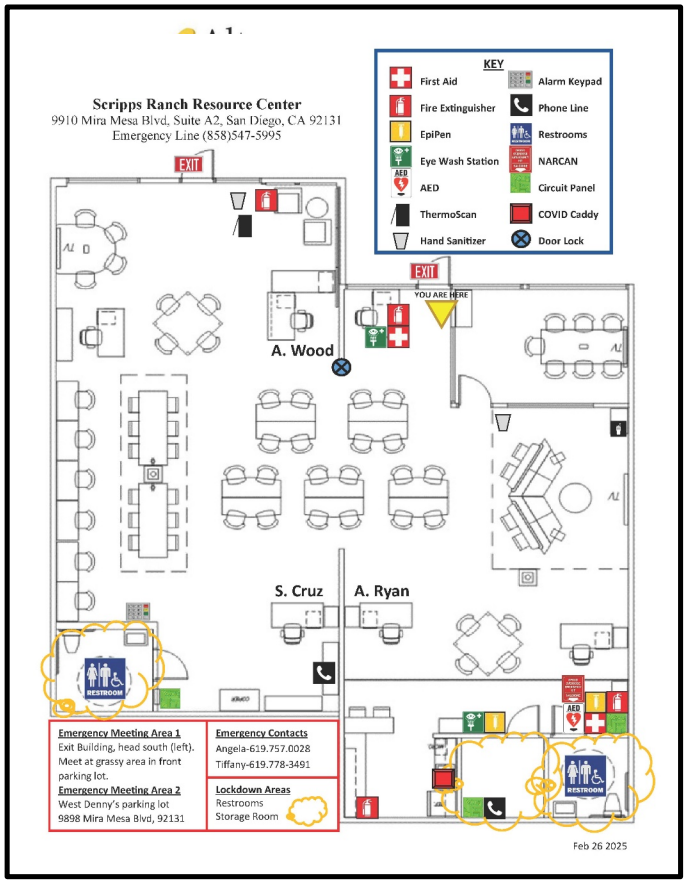
Scripps Ranch Plan



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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

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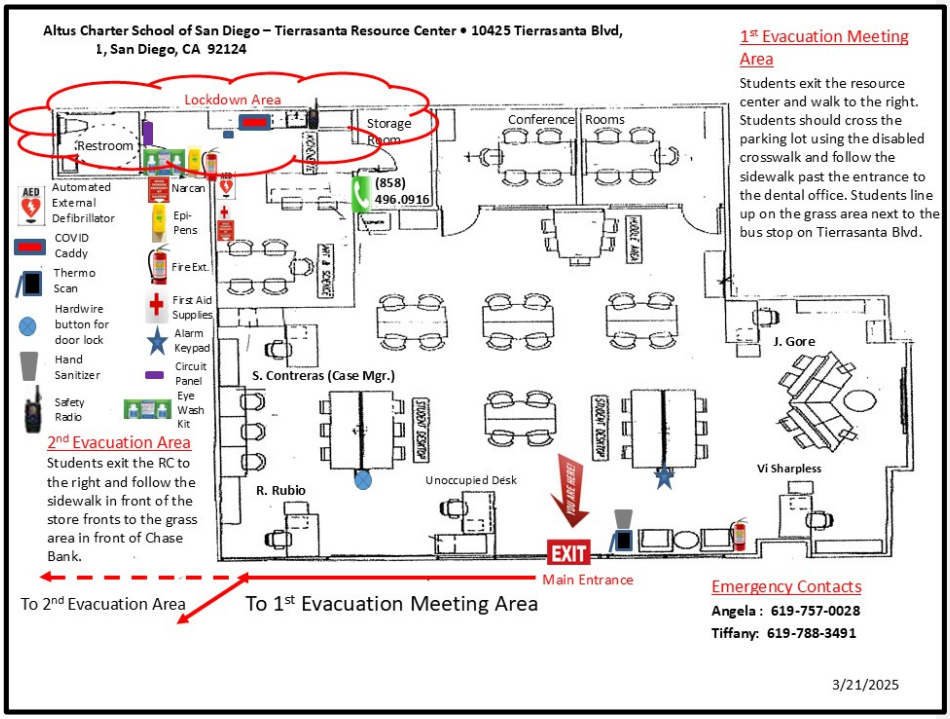
Tierrasanta Plan



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Altus Kids (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

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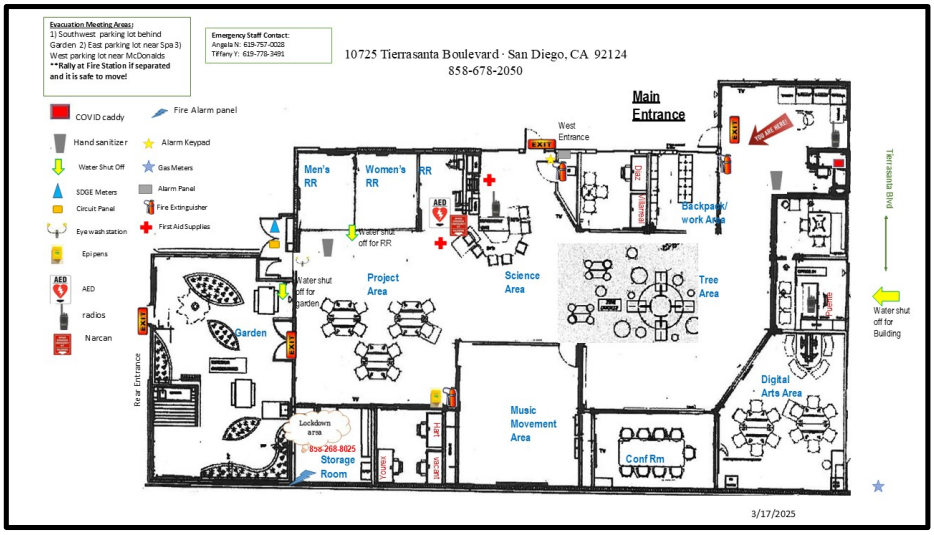
Altus Kids (Tierrasanta K-5) Plan



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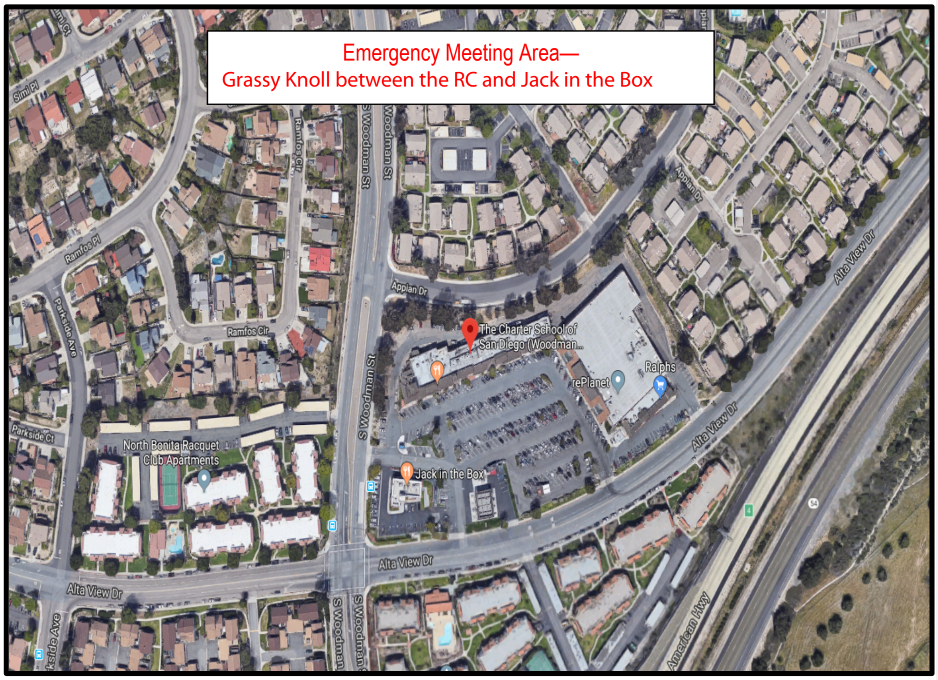
Woodman Resource Center: 2939 Alta View Dr., Stes. B & C, San Diego, CA 92139
Cross Street: S. Woodman Street
Emergency Meeting Area: Grassy knoll in between the RC and Jack in the Box



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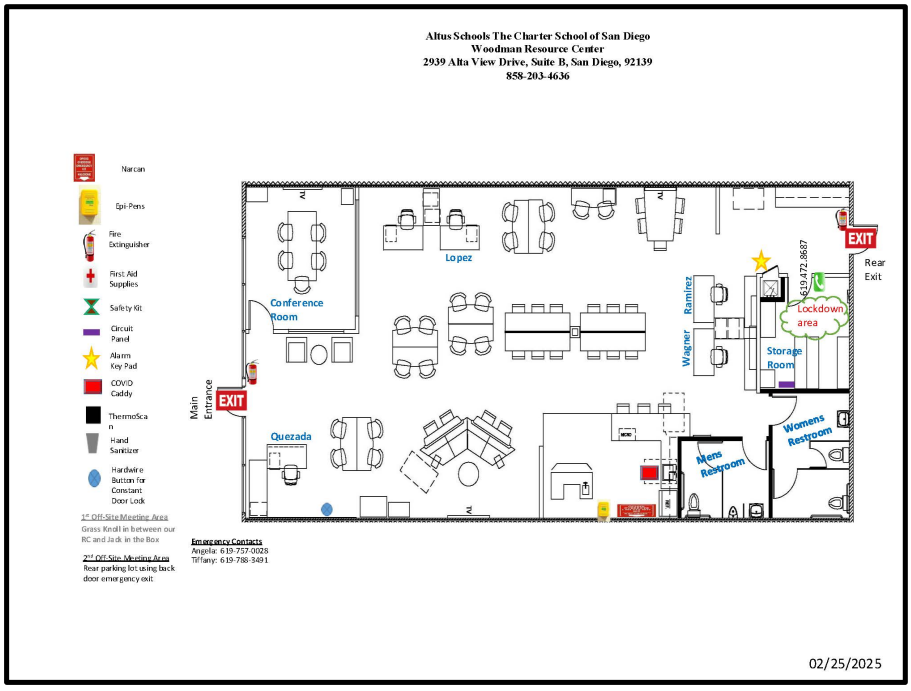
Woodman Plan



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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 Superintendent. 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

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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 Sorrento Mesa RC 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 Superintendent. 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

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Emergency Lockdown Procedures

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

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

Executive Safety Committee	RC 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 RCs.
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.

- 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 lockdown.

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:

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- 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:	

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1. Type of Incident/Brief Explanation:

2. Who declared the lockdown?

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

4. Were 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: _____

ASSD 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 sign in sheet below for **ALL** persons in the lockdown area.

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

	Last Name	**First Name**	**Position/Role**	**Signature**
1				
2				
3				
4				

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5				
6				
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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:

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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:

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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:

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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:

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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:

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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:

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Parent Notification & Reunification Procedure

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

Notification

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

Reunification

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

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

Primary: **Incident Commander**
Alternate: **Operations Chief**

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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

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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.

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Fire/Earthquake
Evacuation Drill Report

_____
School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the RC (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Safety Supplies have been reviewed?
   - ❑ See attached for needed items
   - ❑ Reviewed and NO items are needed at this time

Report prepared by: _____

Signature: Date: _____

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to

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cover large wounds
❑ Five Pairs Latex-free gloves, Medium
❑ Two Cold compress
❑ Twenty Cotton Tip Applicators
❑ Two Triangular Bandage
❑ Four Thermometers-disposable
❑ One CPR Mask
❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

❑ Wastebasket for supplies storage
❑ Marked spray bottle to create disinfectant solution
❑ Dishwashing Soap
❑ Sponge
❑ Gloves
❑ Zip lock baggies
❑ Roll of paper towels
❑ Brush and dust pan
❑ Wastebasket size plastic liners
❑ Kitty litter
❑ Disposable plastic aprons
❑ Written instructions for the use of the BBP kit and materials
❑ 1 pair Goggles
❑ 2 pairs Shoe Covers

Backpack Survival Kit

❑ Emergency Preparedness Binder (contains
❑ Safety Plan and other documents) Transistor AM/FM radio
❑ Wired Phone
❑ Safety glow sticks - 2
❑ Candles - 2
❑ Emergency Blanket
❑ Waterproof Matches
❑ Whistle (located on the end of the "Life Gear" glow stick)
❑ Flashlights
❑ Duct Tape
❑ Pad of Paper Marker

Field Trip First Aid Kit

❑ Ten Sterile gauze pads, 2"x2"
❑ Two Gauze roller, 4"
❑ Four Gauze roller, 2"
❑ Fifteen Band-Aids, Regular size, 1"x3"
❑ Five Band-Aids, large
❑ Two Triangular bandage
❑ One Adhesive tape, 1"
❑ One Hand sanitizer, 2oz bottle
❑ One First Aid Antiseptic, 2oz bottle
❑ One CPR Mask
❑ Written instructions for first aid kit use

Science Cart First Aid Kit

❑ One Absorbent Compress
❑ Ten Antibiotic Cream
❑ Ten Antiseptic Towelettes
❑ Ten Burn Cream
❑ Five Fabric fingertip bandages
❑ Four Fabric Knuckle Bandages
❑ One First Aid Tape
❑ One Forceps 4"
❑ Four Gauze pads 3x3
❑ One Gauze roll, 2" x 6 yd
❑ One Instant Ice Pack 5x7"
❑ 2 large Nitrile Gloves
❑ Sixteen Plastic Bandages 1x3"
❑ One Scissors 4"
❑ One Sting Wipes 1 x2"
❑ One Triangular Bandage 40x40x56"
❑ First Aid Facts Guide

COVID Caddy

❑ One Disinfectant wipes
❑ Two Disinfectant spray
❑ Paper towels
❑ One box of Masks
❑ One box of Gloves
❑ One Thermometer with Batteries
❑ Hand sanitizer

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Notes:

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.

A. 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

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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.

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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

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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.

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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

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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

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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

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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.

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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:

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- 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.

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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.

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Suspension and Expulsion Policy and Procedures

3300

Suspension and Expulsion Policy and Procedures Approved: March 11, 1998
Amended: May 13, 2009; September 14, 2017; February 17, 2021, June 22, 2023, February 28, 2024, June 26, 2024, February 27, 2025

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools San Diego in order to promote learning and protect the safety and well-being of all students at the following schools: Altus Schools Audeo and Altus Schools Charter School of San Diego (hereinafter collectively referred to as "Charter School").

In adopting this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The 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 shall serve as the 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. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be distributed annually as part of the Student Handbook which 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 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 this Policy and Procedures are available upon request from the School Administrator.

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

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A student identified as an individual with disabilities or for whom the 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 requires additional or different procedures. The 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 the Charter School 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 and shall inform the student and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/ guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian, 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, 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).

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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)

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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

Discretionary Suspension Offenses: Students may be suspended when the School Administrator or designee determines the student:

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 1105311058, 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 a student's own prescription products by a student.

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.

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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 Policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this Policy, "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 Policy, "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 their own safety or for their 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 their 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

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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 Provision shall apply to students 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 Education Code Section233(e). This section shall apply to students 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 provision shall apply to students 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.

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

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

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.

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(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.

a) A student 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 student 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).

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

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

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

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3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:

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 1105311058, 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 their own prescription products by a student.

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.

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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 student 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 student. 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 their own safety or for their 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 their 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

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offensive educational environment. This section shall apply to students 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 students 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 students 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.

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2) "Electronic Act" means the creation or transmission originated on or off the school location, 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

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(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

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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 student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 when it is determined pursuant to the procedures below that 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 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 as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 for 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 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

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instances, the student 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 "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 the student's 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.

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At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student'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 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 student and the student's guardian shall be invited to a conference to determine if the suspension for the student 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 studentand the student's parent/guardian unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student'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

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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 ASSD Board of Directors following a hearing before it or by the neutral and impartial ASSD 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 student nor a member of the ASSD 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 student 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 ASSD Board of Directors for a final decision whether to expel. The hearing shall be held in confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student 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 via email or other means at least ten (10) calendar days before the date of the

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hearing. Upon mailing the notice, it shall be deemed served upon the student. 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 the 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. An explanation of 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. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of 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

The 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 the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies,, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The 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.

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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 the complaining witness 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 the complaining witness 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 the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the 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 their 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 student being expelled, the complaining witness shall have the right to have their 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.

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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 student, 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 their testimony heard in a session closed to the public.

I. Expulsion Decision

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

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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 their previous 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 and 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 the Charter School.

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

K. Disciplinary Records

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

L. No Right to Appeal

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

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M. Expelled Students/Alternative Education

Students 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. The 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 the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student 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 student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student 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 of Directors following the meeting regarding the their 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 student's readmission is also contingent upon the 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. Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on

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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 noncompliance with independent study requirements shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

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

1. Notification of SELPA

The 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 the 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, the 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 parent/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

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b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the 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 the 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/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the 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 the 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 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, 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 the 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

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provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

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

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

5. Special Circumstances

The 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 the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the

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Charter School had knowledge that the student was disabled before the behavior occurred.

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

The 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.

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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

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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:

- ☑ If imminent risk, call 911.
- ☑ Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).
- ☑ Notify the Administrator of Instructional Services.
- ☑ Assist in getting Epinephrine Delivery Systems 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 an Epinephrine Delivery System).
- ☑ 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 Epinephrine Delivery System in the RC 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:

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- 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.

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- ☑ 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.

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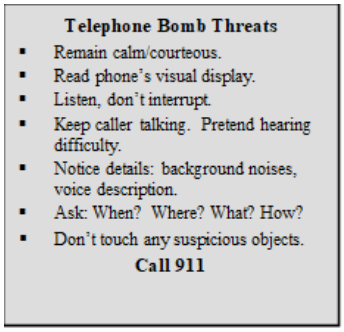

Person Receiving Threat By Telephone:

- ☑ 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.

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- ☑ 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, 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.

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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@cisa.dhs.gov

BOMB THREAT CHECKLIST

DATE: TIME:

TIME CALLER HUNG UP: PHONE NUMBER WHERE 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
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	Other Information:	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

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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 Sorrento Mesa RC.
- ☑ 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.

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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.

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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 the SorrentoMesa RC.
- ☑ Do not take unsafe actions such as returning to the resource center before it has been declared safe.

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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:

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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 doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

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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 the Sorrento Mesa RC 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: _____

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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.

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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.

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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, , 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.

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EMERGENCY RESPONSE –PANDEMIC INFLUENZA

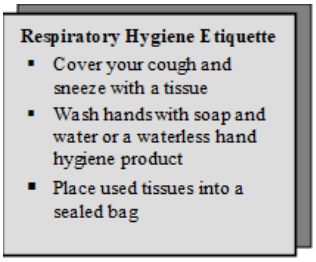
Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- 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.

Administrator of Instructional Services/Safety Ambassador 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).

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- ☑ 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.

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EMERGENCY RESPONSE -Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

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

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

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

    a. **Act immediately** if you or your students:
    - hear a sound that might be gunfire.
    - see something that looks like a weapon being carried or used on or near the campus.
    - sense any other indication of active shooter / armed assailant threat.

    b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
    c. **Be decisive.** Communicate your plan to your students and act quickly.
    d. **Call 911 and the Sorrento Mesa RC** as soon as it is safe to do so.

2. **Options: Run*, Hide or Fight***

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

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- If you encounter people along the way…
  - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
  - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.
- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call (insert phone #) to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
  - Construct a strong barricade.
  - If you have another way out (a window or back door) use it while the assailant is attempting to get in.

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- If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
    a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

    a. Provide as much information as possible (slow down – be calm):
        - State the emergency: "I hear gunfire." "I saw..."
            - Give information on people who are wounded.
        - Location of the assailant (if known):
        - Description of the assailant (if known):
        - Your precise location: "room __"
        - The number of children with you:
    b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

    a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

        - *Run* – If you encounter injured persons while you are trying to get out of danger…
            - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

        - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
            - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

        - *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.

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- If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
- If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers…
   - Immediately raise your hands in the air and display your open palms.
   - Don't run up to officers or attempt to hug or talk to them.
   - Don't talk unless they ask you a question.
   - Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
   - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
   - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. School Activities: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

SCHOOL COORDINATORS/SAFETY AMBASSADOR ACTIONS:

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

Deleted: 6/2025

- Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
  - Activate the district's Emergency Operations Center
  - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.

- **Emergency Area Reunification**
  - The Operations Section should prepare an emergency evacuation area for reunification.
    - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
    - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
    - School staff and students will remain in lockdown until evacuated on a room-by-room basis.
    - Vans should be placed on standby for evacuation.
    - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
  - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
  - This team will also provide ongoing support throughout the recovery phase of the emergency response.
  - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
  - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

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EMERGENCY RESPONSE FIRE (Outside Fire/Wildfire)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan. If needed, contact van dispatch for **EMERGENCY EVACUATION**.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the school district where the school has relocated and post a notice on the RC door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
- X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- X Take attendance at the assembly area. Report any missing students to the School Administrator/Safety Ambassador and emergency response personnel.
- X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.
In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and

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capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.
If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

Goals:

1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
2. Develop the capacity of staff to lead students through appropriate response options
3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s):

- Goal 1 Objectives

a) Coordinate with local fire department to ensure an effective response to a Wildfire
b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Develop a clear chain of command with staff
d)

- Goal 2 Objectives

a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure

- Goal 3 Objectives

a) Store combustible materials in fireproof containers
b) Follow Fire Code and district rules regarding fire prevention
c) Provide fire prevention training to staff
d) Hold Fire Drills
e) Maintain an adequate supply of fire extinguishers
f) Ensure proper maintenance of fire prevention equipment

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

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Goal 2 Actions

a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

-
- Goal 3 Actions

a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
b) Ensure combustible materials are stored in fireproof containers
c) Hold fire extinguisher training for staff
d) Ensure adequate supply of fire extinguishers are appropriately maintained
e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONS

Goal 2 Actions

a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals:

1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s):

- Goal 1 Objectives

a) Conduct appropriate wildfire response actions in a timely manner
b) Conduct accountability procedures in a timely manner
c) Activate school location Incident Command Team, as necessary

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Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- Goal 1 Actions

a) Work with the Sorrento Mesa RC, local fire department and other responders to determine best course of action
b) Use the "Wildfire Evacuation Decision Tree" following this section.
c) Communicate plan of action to staff and students:
   - voluntary evacuation
   - early dismissal
   - mandatory evacuation
   - shelter-in-place
   - resource center closure

d) Consider the following while implementing response action
   - Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
   - Food and water
   - Transportation
   - Security and Safety
   - Communications

e) Contact families to notify of planned course of action

f) Activate school Incident Command Team, as necessary

   - Reunification Team

g) Ensure all staff and students are accounted for

h) Ensure that access roads are kept open for emergency vehicles

i) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity

j) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

- Goal 2 Actions

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a) Remind staff to close doors when exiting resource centers

b) Notify appropriate utility company of suspected breaks in utility lines or pipes.

c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)

- Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival

d) Notify the Sorrento Mesa RC of situation

STAFF ACTIONS:

Goal 1 Actions

a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure

b) If evacuating or sheltering-in-place, take emergency backpack and student kits

c) Maintain control of the students a safe distance from the fire and firefighting equipment

d) Take attendance. Report missing students to the School Coordinator/designee and emergency response personnel

e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family

f) Serve in any designated position on the Incident Command Team

Shut resource center door after all individuals have exited

Provide information to School Coordinator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s):

Goal 1 Objectives

a) Provide information to staff, parents, and students

b) Provide information to the Sorrento Mesa RC

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Goal 2 Objectives

a) Conduct After-Action Report process

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADORACTIONS

Goal 1 Actions

a) Provide critical information to the Sorrento Mesa RC in order to develop effective key messages
b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
c) Work with appropriate district department to draft talking points for phone calls and media requests

Goal 2 Actions

a) Conduct an after-action report process and implement necessary actions for improving future responses
b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
c) Identify steps to improve future responses
d) Implement steps to improvement

STAFF ACTIONS

Goal 2 Actions

a) Participate in the after-action report process
a) Participate in any determined corrective actions discovered in the after-actions process

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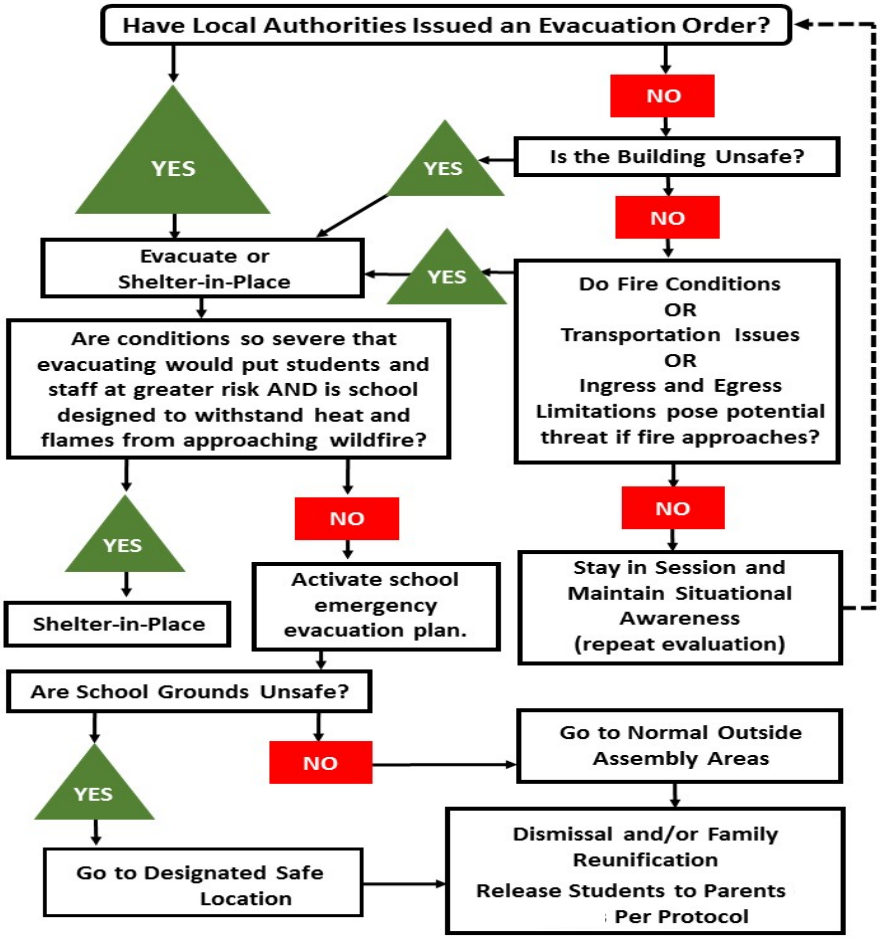
WILDFIRE DECISION TREE



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EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Altus Schools Audeo and Altus Schools Charter School of San Diego have established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Altus Schools Audeo and Altus Schools Charter School of San Diego's primary goal in the fight against opioids and fentanyl use is prevention.
Altus Schools Audeo and Altus Schools Charter School of San Diego will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
  - How opioids and fentanyl affect the body's systems.
  - Refusal strategies
  - The signs and symptoms of use/abuse
  - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

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Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.
- If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.
- For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

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AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.
Altus Schools Audeo and Altus Schools Charter San Diego **use intranasal spray.**

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

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SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and
naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.
Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.

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- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.
- Chest compressions for adults involve the following steps:
- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.) Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated students, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

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- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: Additional Support

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better.
- Debrief with students and staff present and assess further needs for support.
- Complete an Accident Report Form.
- Follow up with assigned school nurse for additional support.

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SECTION FOUR

Emergency Plan Roles & Responsibilities

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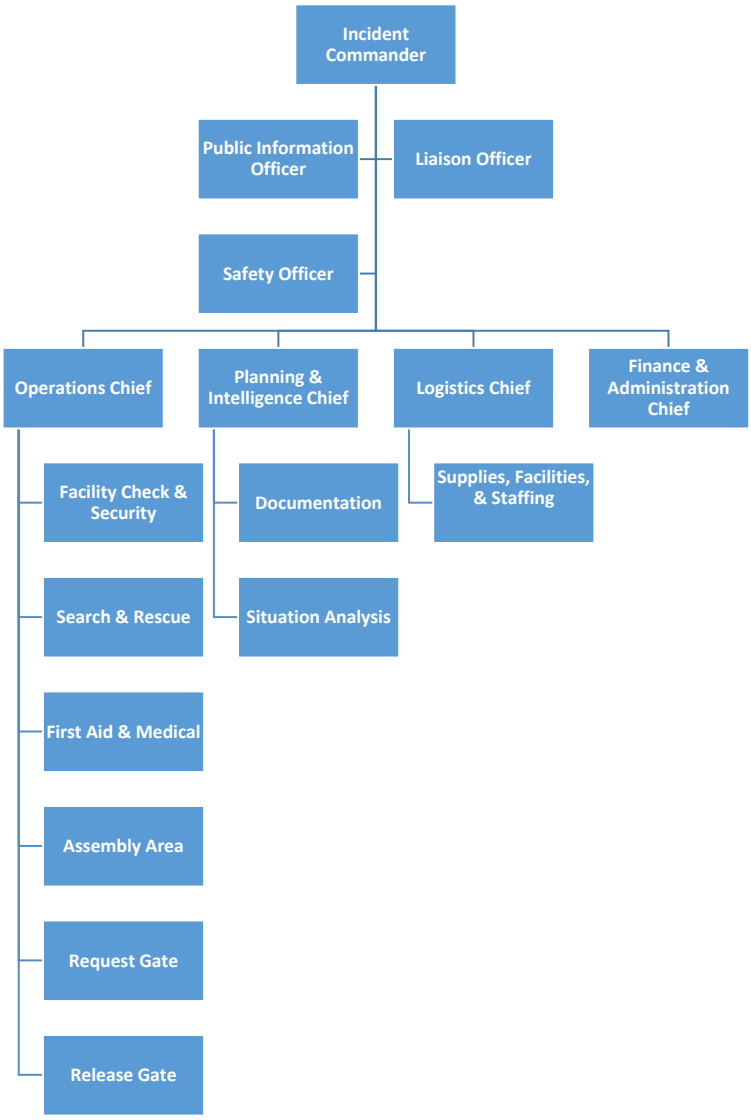
INCIDENT COMMAND TEAM
Organizational Chart



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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
Elizabeth Orona	Public Information Officer (PIO)	Eleanor Pe
Eleanor Pe	Liaison Officer	Elizabeth Orona
Tim Tuter	Operations Chief	Angela, Neri, Eleanor Pe
Angela Neri	Facility Check/Security	V. Vallon, J. Cammack, D. Hurd, H. Puente
RC Safety Lead by Location	Search & Rescue Team Leader	V. Vallon, , D. Hurd, J. Cammack, H. Puente
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
Administrator of Instructional Services	Assembly Area	J. Garrity
Safety Ambassadors (per location)	Request Gate	V. Vallon, , D. Hurd, J. Cammack, H. Puente
Safety Ambassadors (per location)	Release Gate	V. Vallon, , D. Hurd, J. Cammack, H. Puente
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

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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.

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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.

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- ☐ 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 the Sorrento Mesa RC 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 Superintendent.

After:

- ☐ Authorize deactivation of sections or units when they are no longer required.
- ☐ At the direction of the Superintendent, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the Sorrento Mesa RC 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.

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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.

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Section: Command
Position: Public Information Officer

Primary: Elizabeth Orona

Alternate: Eleanor Pe

Reports To: Incident Commander

Staffing Characteristics: It is common for the Incident Commander or the School's Communications Team 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.

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- ☐ 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.

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Section: Command
Position: Liaison Officer

Primary: Eleanor Pe

Alternate: Elizabeth Orona

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.

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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.

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Section: Operations
Position: Facility Check & Security

Primary: Angela Neri

Alternate: Learning Leads/Administrator of Instructional Services (David Hurd, Jennifer Cammack, Jay Garrity, Vanessa Vallon, H. Puente)

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.

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- ☐ 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.

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Section: Operations
Position: Search & Rescue Team Leader

Primary: School Designated Safety Leads*

Alternate: Learning Leads/Administrator of Instructional Services (David Hurd, Jennifer Cammack, Vanessa Vallon, Jay Garrity, Hannah Puente)

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.**

Deleted: 6/2025

- ☐ 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.

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Section: Operations
Position: Search & Rescue Team

Primary: School Designated Safety Leads*

Alternate: Learning Leads/Administrator of Instructional Services (David Hurd, Jennifer Cammack, Vanessa Vallon, Jay Garrity,, Hannah Puente)

Reports to: Search & Rescue Team Leader

Staffing Characteristics: Trained in Search & Rescue

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

Special Equipment:

☐ Search & Rescue Team Member Backpack

Start-Up Activities:

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

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.

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- ☐ 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.

Deleted: 6/2025

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.

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- ☐ 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.

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- 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.

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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 fromHealth Team
- ☐ 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.

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- ☐ 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

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Section: Operations
Position: Assembly Area

Primary: Administrator of Instructional Services

Alternate: Learning Leads (Jennifer Cammack, David Hurd, Vanessa Vallon, Hannah Puente)

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.

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- ☐ 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.

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Section: Operations
Position: Request Gate

Primary: Safety Ambassadors (Per Location)

Alternate: Learning Leads/Administrator of Instructional Services (David Hurd, Jennifer Cammack, Vanessa Vallon, Jay Garrity, Hannah Puente)

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.

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- ☐ 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.**

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Section: Operations
Position: Release Gate

Primary: Designated Per Location

Alternate: Learning Leads/Administrator of Instructional Services (David Hurd, Jennifer Cammack, Vanessa Vallon, Jay Garrity, Hannah Puente)

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.

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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.

Deleted: 6/2025

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.

Deleted: 6/2025

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.

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After:

- ☐ Collect and file all paperwork and documentation from deactivating sections.
- ☐ Securely package and store these documents for future use.

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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.

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☐ **Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer**.

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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.

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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.

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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:

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- ☐ 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.

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ALTUS SCHOOLS SAN DIEGO

RC/Facility Planning Teams

Safety Ambassadors*

SY 2025-2026

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/RCA 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/RCA supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three days (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, Epinephrine Delivery Systems and Eye Wash Stations

Deleted: Epi-Pen

Deleted: 6/2025

AS AUDEO

Resource Center	Safety Ambassador
Kearny Mesa	Courtney McManus
K5 Home School	Tiffany Hart
La Jolla	Kasey Mullane
Mission Valley-East	RENOVATION/Vi Sharpless
Mission Valley-West	RENOVATION/Rosan Duenas
Pacific Beach	Chad Menestrina

AS CHARTER SCHOOL SAN DIEGO

Resource Center	Safety Ambassador
Clairemont	Madeline Tyson
College Avenue	Jeanette Perez/Ciel Major
Downtown	Erica Nowak
Euclid	Eddie Beltran
Lake Murray	David Goyette
Mira Mesa	Nicholas Anderson
North Park	Jeanette Brown
Northgate	Bridget Snyder
Old Town	Miriam Gallardo/Alaura Dorociak
Paradise Hills Annex	Constance Bautista
Paradise Hills Cadet	Dan Leavell/Michael Fagan
Petco Park	Julee Guerrero
Point Loma	Denise Piatchuk
Scripps Ranch	Ashley Ryan Low
Sorrento Mesa	1st Floor – Rose Mooney/ Natasha Dunnells 2nd Floor – Tiffany Yandell/Aida Garcia
Tierrasanta	Roman Rubio
Woodman	Michelle Ramirez

Updated 5/ 2025

Deleted: 6/2025

SY 2025-2026

Instructional Continuity Plan

ALTUS SCHOOLS SAN DIEGO

ALTUS SCHOOLS AUDEO

ALTUS SCHOOLS CHARTER SCHOOL OF SAN DIEGO

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Altus Schools San Diego
Instructional Continuity Plan

General Information

At Altus Schools San Diego (ASSD), we prioritize uninterrupted learning. This Instructional Continuity Plan (ICP) embodies our proactive commitment to ensuring education continues seamlessly, regardless of circumstances. By establishing robust systems for remote instruction and communication *now*, we are prepared to transition swiftly and effectively to virtual learning environments should any emergency or unforeseen event occur. Our integrated online learning platforms, video conferencing capabilities, and digital communication tools form the bedrock of this preparedness. Furthermore, this ICP details clear decision-making pathways, empowering a designated leadership team to act decisively, activate appropriate remote learning phases, and keep our staff, students, and families informed, ensuring learning remains constant.

Engagement Protocol

In the event of an emergency, ASSD is committed to ensuring that students' educational experiences continue with minimal disruption. The school will engage students and families within 5 calendar days using a variety of communication methods to ensure everyone stays informed and connected. Examples of the two-way communication tools include phone calls, SMS text messaging, email, video conferencing, social media, and app notification through ParentSquare. The ParentSquare communication platform integrates with our Student Information System, providing all enrolled students and families with a centralized and accessible communication channel to receive updates and information from school administrators, teachers, and support staff. Given the instructional model of the school, it is common practice for teachers to be in touch with students and/or families daily. This routine communication ensures that in the event of an emergency, there will be no disruption in the connection between teachers, students, and their families. Teachers will continue to provide academic support, share resources, and address any concerns through the established communication channels.

Following an emergency, ASSD will utilize our Multi-Tiered System of Supports (MTSS) to ensure all students receive the appropriate level of support based on their individual needs. Healthy Youth Therapists on staff are available to assist in supporting students' social-emotional and mental health needs through individual or group therapy sessions.

ASSD strives to maintain a strong and supportive learning environment, even in the face of emergencies. By leveraging multiple communication methods and providing comprehensive support through MTSS, we aim to ensure the continuity of education and the well-being of our students and their families.

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Instructional Access Plan

ASSD is an independent study program that offers both in-person and hybrid learning options for students. Resource Centers are strategically located within the neighborhoods and communities where students reside. Thanks to our multiple physical locations, state-of-the-art video conferencing technology, and independent study format, ASSD can quickly adapt if a Resource Center becomes inaccessible due to an emergency or natural disaster. Students can continue in-person learning at an alternative neighborhood Resource Center or temporarily switch to virtual learning.

Every student at ASSD has a Pathways Personalized Education Plan (PPEP). This plan is used by staff to analyze each student's current academic levels, grades/credits, educational goals, learning styles/preferences, interests, and post-high school pathways. The PPEP is developed and continually revised in collaboration with the student, parent, teacher, counselor, and school instructional leader.

As part of the PPEP and Instructional Plan, the school staff administer a fall benchmark assessment, NWEA Measures of Academic Progress (MAP), to all students to measure academic levels and proficiency in Reading, Language, and Mathematics. Teachers and instructional leaders use these assessment results to make data-informed decisions, such as increasing individual tutoring support in specific academic domains or utilizing specialized instructional strategies, curriculum, and programs to improve student skills.

Monitoring student academic progress and growth is a key element of the PPEP. When students do not demonstrate improved academic growth over time, instructional staff initiate and increase academic intervention efforts and support. ASSD utilizes a Student Intervention Program aligned with the Multi-Tiered System of Support (MTSS). This intervention model provides instructional staff with a system to quickly identify and match the needs of all students. Each intervention completed by a teacher, counselor, or school support staff is documented in the school information system. The school's Data and Assessment department provides staff with a Monthly Storybook summarizing specific interventions completed. School leaders use this intervention data to monitor effectiveness and ongoing student needs. This plan ensures academic progress is not disrupted if a student must switch locations or modalities due to an emergency or natural disaster.

As an independent study school, students will naturally continue their learning through their existing textbook-based curriculum, aligned with state standards and developed by subject matter experts, in the event of an emergency or natural disaster. This curriculum will remain accessible within 10 instructional days of an emergency scenario. The Curriculum Department has already implemented digital lesson guides and online textbooks to support independent learning. For families needing hard copies, textbooks, lesson guides, and supplemental materials can be distributed via non-contact methods.

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Edgenuity is the platform used to deliver online curriculum. Through Edgenuity, students have access to multiple scaffolds essential for English Learners and Students with Disabilities, including digital notetaking, transcripts in multiple languages, graphic organizers, glossaries, academic language tools, digital sticky notes, extended time, video closed captioning, text translation, and read-aloud features.

Students who lack access to a computer or home internet can be issued data-enabled laptops through the Altus Connect Program, ensuring they can access the Edgenuity platform, virtual meetings & tutoring sessions, and other online resources from home.

School staff are dedicated to maintaining high levels of student engagement and supporting academic achievement. Setting high expectations helps students achieve their daily, weekly, and monthly goals. Key instructional strategies include virtual and/or in-person one-on-one meetings and small group tutoring sessions, where teachers guide instruction and assess mastery of content standards, providing additional instruction as needed. Teachers also offer instructional support during scheduled student hours, both virtually and in-person. Additionally, teachers monitor academic progress and engagement through online forms, surveys, screencast videos, virtual events, and other communication tools, ensuring students remain on track with their educational goals.

Communication Strategy

In a school emergency or natural disaster, clear and timely communication is critical. Our multi-faceted approach prioritizes the safety and well-being of students and families by ensuring a consistent flow of vital information through multiple accessible channels, strengthening the school-to-home partnership.

Initially, ParentSquare can serve as our central hub for rapid dissemination of alerts and critical updates regarding the situation, safety protocols, evacuation procedures (if necessary), and school status. Simultaneously, the school website and the Altus Schools Health and Wellness Hub will be updated with the same crucial information, offering additional reliable sources.

Following immediate alerts, instructional staff will use secure text messaging, emails, and phone calls for more direct updates on student well-being and specific instructions. Virtual conferences via Microsoft Teams and Zoom may also be used for broader informational meetings or individual check-ins, as circumstances permit.

Recognizing potential challenges with digital communication, school staff will be prepared to conduct home visits to provide direct updates, ensure student safety, and deliver essential resources or instructions.

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To ensure equitable access, our dedicated bilingual staff will communicate critical emergency information in both English and Spanish.

Access to Devices, Materials, and Connectivity

To ensure students have access to online schoolwork, ASSD conducts multiple needs assessments and satisfaction surveys with students and parents to identify families requiring home technology. Teachers maintain regular communication with students and parents through secure text messages, phone calls, virtual conferences, and emails to identify ongoing needs or unique circumstances. As a result, the school has successfully deployed Chromebooks and data plans to all students in need. When new students enroll, school clerks and counselors conduct a technology needs assessment with each family and promptly provide devices to ensure all barriers to learning are eliminated.

Occasionally, school-issued devices require repair or service. In such cases, devices are collected and submitted to the school's Operations Department for maintenance. Students are issued replacement devices to ensure continuous access. Inventory is reviewed regularly by the Operations Department to ensure necessary stock levels are maintained to accommodate student need.

The school has also enhanced its websites and technology tools. To minimize confusion and redundancy for students and parents, the school has created an online landing page, www.altusgo.com, which provides students and families with access to curriculum and instructional supports. From this landing page, students can access essential school technology programs such as Edgenuity, Naviance, Renaissance (Illuminate), Achieve 3000, and BrainPOP.

For students who prefer or require hard copy materials, staff will work with the family to distribute as needed.

Special Populations and Support Services

Even in a shift to remote learning, our school remains dedicated to providing equitable and personalized education for all students through our key process: Pathways Personalized Educational Plan (PPEP). This collaborative plan, developed with teachers, students, parents, counselors, and instructional leaders, inherently addresses diverse needs, including those of English Learners, Students with Disabilities, and Foster/Homeless Youth. Our dedicated Homeless and Foster Youth Liaison will continue to provide comprehensive case management services remotely, ensuring uninterrupted support through virtual check-ins and resource coordination. Existing PPEPs, outlining individual goals and learning preferences, will guide personalized remote learning experiences, and our Multi-Tiered Systems of Supports (MTSS) framework will deliver tailored online interventions.

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For English Learners, we ensure continued language development through both integrated and designated ELD support via online educational platforms and digital resources like Summit K12, BrainPOP EL, and Ellevation. Integrated ELD is embedded within virtual content lessons, while designated ELD focuses on explicit language and literacy skill-building through virtual small groups and individualized online activities, all aligned with the school's English Learner Plan. Students with Disabilities will continue to receive Free Appropriate Public Education (FAPE) through the virtual implementation of their IEPs. Specialized Academic Instruction (SAI) will be provided via distance learning by Education Specialists through secure video conferencing and online learning platforms. Curriculum will be adapted for digital accessibility, and instruction will be differentiated using online platform features and Universal Design for Learning (UDL) principles. Special education case managers will actively monitor student progress remotely through regular virtual check-ins and ongoing collaboration with general education teachers.

Furthermore, we are committed to supporting the holistic well-being of our students in a remote setting. To address mental health and social-emotional needs, we will provide virtual counseling sessions with our school counselors and offer readily accessible resource directories for additional support services. Recognizing the importance of basic needs, we will also ensure families have access to critical nutrition services and other wraparound supports by providing comprehensive information on accessing local food banks and other essential resources.

Instructional Continuity and Independent Study Readiness

As a WASC-accredited, non-classroom-based independent study program, our school has established and implemented written policies to govern our independent study program. All students and parents/care givers sign a board-approved, year-long independent study Master Agreement contract, which includes required elements such as Contact Information, Methods of Study, Evaluation Procedures, Attendance and Participation Requirements, Outreach Methods, Maximum Time for Assignments, and Number of Missed Assignments.

ASSD is dedicated to delivering high-quality, rigorous, and standards-aligned curriculum and instruction entirely through accessible online platforms. Our model inherently ensures that *all* students can be effectively supported remotely. Leveraging a robust digital curriculum, versatile communication tools, and interactive videoconferencing systems, we guarantee seamless continuity of learning, regardless of external circumstances such as emergencies or natural disasters. This instructional approach will ensure that students can receive virtual daily one-on-one meetings, weekly small group tutoring sessions, readily available virtual student hours, and additional personalized check-in meetings. This will ensure every learner receives the individual support they need to thrive in the event of a natural disaster or emergency.

Assessment and Student Progress Monitoring

In the event of an emergency or natural disaster, the school will maintain continuous learning through the following established procedures: Teachers will consistently monitor student

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learning daily using varied formative assessments and robust tracking methods implemented remotely. Data on participation in online activities, coursework completion, assessments, and communication will be analyzed to inform responsive instruction. Teachers will utilize a Course of Study Record (CSR) and Participation/Credit Tracker to closely follow daily progress virtually, while students will maintain a Student Learning Log, reviewed and archived by teachers in the SPSIS. Attendance will be certified remotely via School Pathways Student Information System (SPSIS) at the end of each Independent Study Learning Period.

In the virtual environment, remote instruction will be shaped by continuous formative and summative assessments, incorporating a variety of online activities to gauge student learning and personalize instruction. Assignments will receive virtual feedback, and scores below 70% will automatically activate tailored virtual remediation plans, ensuring targeted support. Furthermore, teachers and instructional staff will leverage the school's MTSS framework to address the holistic academic, behavioral, and social-emotional needs of each student; these strategies may include additional virtual tutoring, participation in specialized programs like IXL Math, or meetings with guidance counselors or healthy youth therapists.

Leveraging secure video conferencing, educators can deliver dynamic live instruction, foster real-time communication, and implement immediate learning evaluations through engaging virtual activities such as quick writes and collaborative group projects. These interactive sessions bridge the physical distance, enabling active participation and timely feedback.

The SPSIS Gradebook will serve as the central platform for recording all virtual assignments, and teachers will provide summary comments on student progress at the end of each Learning Period. This information will be accessible to students and parents via the School Pathways Portal, with ongoing virtual training and support provided to ensure seamless access and engagement.

Professional Development for Staff

Altus University (“AU”) serves as the professional learning platform for the school, offering both in-person and virtual sessions to accommodate the diverse needs of our staff. Altus University includes a fully online component, called AU in the Cloud, which is available to all segments of the workforce and aligned with the California Quality Professional Learning Standards (QPLS).

AU sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each session includes an evaluation for participants to provide feedback on participation, satisfaction, usefulness, learning, and areas for follow-up. This feedback is used by the school’s curriculum departments as part of their ongoing Professional Learning Communities (PLCs) and to plan additional AU sessions.

Both in-person and virtual AU sessions provide instructional staff with the time and space to explore curriculum content necessary for quality instruction. Instructors build participants'

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capacity to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. Assessment and instructional strategies are incorporated into the sessions so that teachers can use formative assessment strategies to inform instruction for a diverse student population.

Teachers have undergone Leading Edge Certification (LEC), a national certification for educational technology, to become effective online and blended learning teachers. For new teachers, the school continues the certification process through the LEC FLEX program. School instructional leaders provide feedback on new skills acquired through AU sessions during virtual tutoring session observations. Instructors model how to differentiate curriculum and scaffold instruction to support all students. These sessions uphold the school's values by increasing participants' capacity to enhance students' participation, engagement, connection, sense of belonging, and emotional well-being.

Instructional strategies are presented through an equity lens, ensuring access and equity for all students. Data informing AU sessions is disaggregated by gender, race, special needs, foster youth, and socio-economic indicators, allowing for the identification of student instructional needs focused on specific groups. All participants can access AU sessions through registration on the Altus University Portal. Sessions are generally held on the same day of the week and time, allowing teachers to plan instruction around the professional learning sessions they wish to attend. Recorded sessions are available on demand for staff members who are unable to attend live sessions.

Instructors for AU sessions include Administrators, Teachers on Special Assignment, Special Education, General Education teachers. They maintain a positive learning environment for all participants, who can use the chat feature within Microsoft Teams to ask questions without interrupting the flow of instruction and can unmute their microphones to participate verbally. Instructors engage participants through Web 2.0 tools learned from the Leading Edge Certification (LEC). AU instructors understand that student Social Emotional Learning is paramount, focusing on connecting with students first, followed by content.

By combining virtual and in-person professional learning, Altus University ensures that all staff have the resources and support they need to succeed in any learning environment.

Criteria for Returning to In-Person Learning

Following a school emergency or natural disaster, the decision to resume in-person learning will be made in close coordination with state and county emergency management and education agencies, prioritizing the safety and well-being of students and staff. Return to school sites will occur only when deemed safe by these authorities and when the following critical conditions are met:

- Lifted Evacuation Orders: All evacuation orders affecting the school site and the surrounding areas necessary for safe travel of students and staff must be officially lifted.

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- Safe Air Quality and Clean Water**:** Air quality must be at levels deemed safe by relevant environmental agencies, and access to potable, clean water must be fully restored at the school site.
- Restored Utilities: Essential utilities, including power, gas, and functioning sanitation systems, must be reliably restored to ensure a safe and healthy learning environment.
- Debris Removal: School grounds and access routes must be cleared of any hazardous debris that could pose a risk to students and staff.
- Staffing and Food Service Readiness: Sufficient staffing levels across all essential functions, including instructional, administrative, and support roles, must be ensured. Additionally, food service operations must be ready to provide necessary meals for students.

Upon confirmation that these conditions are met and clearance is received, the school will implement clearly defined return-to-school plans and protocols aligned with the most current guidance from the California Department of Education (CDE) and county education offices. These protocols will be proactively communicated to all students and staff.

Collaboration and Site-Based Planning

The collaborative spirit at our school ensures that our Instructional Continuity Plan (ICP) and School Comprehensive Safety Plan are living documents, shaped by the diverse perspectives of our entire educational community.

Administrators actively champion the development and review processes for both plans. They initiate discussions, provide resources, and ensure that feedback is thoughtfully integrated. Staff members, including teachers, counselors, and support personnel, contribute their invaluable frontline experiences through surveys, focused meetings, and professional development sessions, directly influencing the practical elements of the plans.

Parents and family members play a vital role as essential partners. Their insights into students' needs and home environments are gathered through surveys, school events, parent-teacher conferences, and dedicated meetings, ensuring a holistic approach to both instructional continuity and safety.

Our students' voices are also crucial in this collaborative endeavor. Meaningful feedback is solicited through age-appropriate surveys, student forums, and representative participation in school events, providing a unique and important perspective on safety and learning continuity.

The School Site Council serves as a cornerstone of the annual review process for both the ICP and the School Comprehensive Safety Plan. This body, comprised of administrators, teachers, staff,

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parents, and students, reviews the plans, analyzes feedback gathered throughout the year, and provides critical input for revisions and improvements, ensuring that our safety and instructional strategies remain responsive and effective. This ongoing cycle of collaborative development and review ensures that our plans reflect the collective wisdom and shared commitment of our entire school community.

Plan Review and Updates

Our Instructional Continuity Plan (ICP) is a living document designed to adapt to the evolving needs of our school community. To maintain its effectiveness, we conduct an annual review and update process.

The Altus Schools Executive Safety Team is central to this process. Each year, they examine the ICP, ensuring its alignment with current best practices and any changes in our school environment or local context. This comprehensive review includes:

- Data Analysis: The Executive Safety Team (EST) analyzes year-long data, including feedback from surveys, meetings, and training involving administrators, staff, parents, and students. The EST contributes critical insights related to safety protocols and potential risks, allowing us to pinpoint the plan's strengths and areas needing improvement.
- Stakeholder Input: We actively seek and value input from all stakeholders through surveys, focus groups, and school events. The EST thoroughly addresses all safety-related concerns raised during this engagement process and integrates guidance from the School Site Council's review of the Comprehensive School Safety Plan and Instructional Continuity Plan.
- Plan Evaluation: The EST assesses the ICP's effectiveness in addressing potential disruptions to instruction, such as natural disasters, emergencies, and other unforeseen events. The EST lends its expertise to evaluate the clarity of safety procedures, the adequacy of resources, and the practicality of implementation.

Based on this thorough analysis, the Executive Safety Team recommends necessary revisions to the ICP.

The updated ICP then undergoes the following steps:

- Documentation and Communication: All revisions are clearly recorded within the ICP and shared with key educational partners.

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- Implementation: The updated ICP is put into practice school-wide, with any required training or professional development provided to staff. The Executive Safety Team actively supports the implementation of all safety-related components.

This annual cycle of review and updates, driven by the active involvement of the Executive Safety Team, guarantees that our ICP remains a relevant and effective instrument for ensuring instructional continuity, demonstrating our unwavering commitment to the safety and academic success of every student.

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Immigration Enforcement Presence Notification Procedure

Notification is required only when immigration enforcement is confirmed *on* a school site and is not required when enforcement is occurring *near* a school site. The notification may include a link to school or state informational resources for families.

For purposes of this procedure, "school site" includes any Resource Center operated by the school, administrative offices where students receive in-person services, locations where school-sponsored activities are occurring, and school-provided transportation.

For procedures regarding how school personnel respond to and interact with immigration-enforcement officers on school grounds, including warrant verification, information requests, visitor access, student interviews, and documentation requirements, the school follows its Board-adopted *Educational Equity & Immigration Status Policy*, which remains in full effect and is referenced herein.

1. Confirm Presence of Onsite Immigration Enforcement
   Any employee who becomes aware of possible immigration enforcement activity shall immediately notify the Administrator of Instructional Services. The Administrator of Instructional Services will verify whether immigration enforcement is present on the school site and notify the Deputy Superintendent School Services and Founding Director.

2. Determine Notification Timing
   The Deputy Superintendent School Services and Founding Director will determine whether notification should be:

Required Criteria

Is real-time notification necessary to protect students from harm?	Send Real-Time Notification
Is real-time notification necessary to inform parents about conditions that could impede student arrival or departure?	Send Real-Time Notification
Neither applies	Send Follow-Up Notification

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3. Notification Content

All notifications must include only the following information:

a. Date the immigration enforcement presence was confirmed,
b. Time the presence was confirmed, and
c. General location of the enforcement activity.

The notification must *not* include:

a. Names or identifying details of any student, family member, or staff
b. Any information relating to actual or perceived immigration status.

Optional (per state guidance):

a. Link to school or state informational resources for families

4. Notification Distribution

Notifications will be issued using the school's standard communication systems (i.e., ParentSquare, SMS, or email) and provided to:

- All parents/guardians of students enrolled at affected Charter School site
- All teachers, administrators, and school personnel assigned to that site

5. Continuity of School Operations

School operations should continue normally unless otherwise directed by the Deputy Superintendent School Services and Founding Director or designee.

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