



## TACMO Board Meeting - September 17, 2024 Agenda

Sep 17th 2024 6:30pm - 8:30pm

Blue Oak Academy (Multi-Purpose Room) and Sycamore Valley Academy (Multi-Purpose Room)

In order to ensure that members of the public are provided a meaningful opportunity to address the Board on non-agenda items or agenda items that are within the Board's jurisdiction, non-agenda items may be addressed at the public comment portion of the agenda and agenda items may be addressed at the time the matter is considered by the Board. During the evening, many of the Board members will be speaking on various subjects. It should be noted that each Board member expresses only his/her opinion and not the opinion of the entire Board. Teleconferencing may be used for all purposes in connection with any meeting. All votes taken during a teleconferenced meeting shall be by roll call.

If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent at [dball@theacademiescharters.org](mailto:dball@theacademiescharters.org) and the complete packet will be shared electronically.

This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 and (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

### 1. OPENING BUSINESS

6:30pm

#### 1.1. ADA ACCOMMODATIONS

1.1.1 **This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 at CMO Home Office forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 or (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.**

1.1.2 **If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by**

emailing the Superintendent (dball@theacademiescharters.org), and the complete packet will be shared electronically.

1.2. CALL PUBLIC SESSION TO ORDER

1.3. ADJOURN TO CLOSED SESSION

1.4. PUBLIC COMMENT ON CLOSED SESSION TOPICS

- 1.4.1 General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

1.5. IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION

2. CLOSED SESSION

- 2.1. PERSONNEL (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for the position of: Kindergarten Teacher and After School Program Aide

3. REGULAR SESSION RECONVENED

3.1. CALL PUBLIC SESSION TO ORDER

3.2. REPORT ACTION TAKEN IN CLOSED SESSION (if any)

- 3.3. General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

4. CONSENT AGENDA

4.1. ADMINISTRATIVE SERVICES

- 4.1.1 There are no Administrative Services items to discuss this evening.

4.2. SUPERINTENDENT'S OFFICE

- 4.2.1 Approval of Minutes of the board meeting on August 20, 2024 (Enc. No. 1)

 [TACMO BOD 08202024 Meeting Minutes DRAFT.pdf](#)

**4.2.2 Approval of the August 2024 Check Register Report (Enc. No. 2)**

 [TACMO August 2024 Combined Board Check Register.pdf](#)

**4.2.3 Donation Recognition (Enc. No. 3)**

 [Donations August 2024.pdf](#)

**4.2.4 Monthly Attendance Reports for BOA and SVA (Enc. No. 4)**

 [Month 1 BOA Attendance Report .pdf](#)

 [Month 1 SVA Attendance Report.pdf](#)

**5. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION**

- 5.1. There are no Public Recognition/Proclamations items to include this evening.

**6. PROGRAM UPDATE & BOARD DEVELOPMENT**

Presentation/Public Hearing/Public Comment/Board Discussion

**6.1. Program Update**

- 6.1.1 There are no Program Update items to include this evening.

**6.2. Board Development**

- 6.2.1 There are no Board Development items to include this evening.

**7. COMMUNITY REPORTS**

Presentation/Public Hearing/Public Comment/Board Discussion

**7.1. Teacher Representative Report**

**7.2. Human Resources Director Report**

**7.3. Operations Director Report**

**7.4. Superintendent Report**

**7.5. Board Member Report**

**7.6. Principal Report**

7.6.1 **Outcomes of September 16 Staff Professional Development Day and Focus for October 11 PD at Blue Oak Academy**

7.6.2 **Outcomes of September 16 Staff Professional Development Day and Focus for October 11 PD at Sycamore Valley Academy**

**8. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS**

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

8.1. **There are no Administrative Panel items to discuss this evening.**

**9. GENERAL AGENDA**

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

**9.1. Monthly Financials Presentation for (Enc. No. 5) ACTION**

 [TACMO Sep 24 Board Presentation-FY24 UA and FY25 Jul.pdf](#)

**9.2. Unaudited Actuals 2023-24 Fiscal Year for Blue Oak Academy (Enc. No. 6) ACTION**

 [BOA- FY24 UAR SACS Alt Form.pdf](#)

**9.3. Unaudited Actuals 2023-24 Fiscal Year for Sycamore Valley Academy (Enc. No. 7) ACTION**

 [SVA- FY24 UAR SACS Alt Form.pdf](#)

**9.4. DRAFT Operations Director Job Description (Enc. No. 8) ACTION**

 [DRAFT Operations Director Job Description 2024\\_CMO.pdf](#)

**9.5. DRAFT Principal Job Description (Enc. No. 9) ACTION**

 [DRAFT Principal Job Description 09-2024\\_CMO.pdf](#)


**9.6. DRAFT Custodian Job Description (Enc. No. 10) ACTION**

 [DRAFT Custodian Job Description 2024\\_CMO.pdf](#)

**9.7. BR 24-006 Hiring Mackenzie Souza on a Administrative Services Variable Term Waiver (Enc. No. 11) ACTION**

 [DRAFT BR 24-006 Hiring Souza on a Waiver 2024-25.pdf](#)

9.8. **BP 13-001 Harassment, Intimidation, Discrimination, and Bullying Policy (rev. 08-2024) (Enc. No. 12) ACTION**

 [DRAFT BP 13-001 Harassment, Intimidation, Discrimination, and Bullying Policy \(rev. 08-2024\).pdf](#)


9.9. **BP 24-003 Title XI Board Policy (Enc. No. 13) ACTION**

 [DRAFT BP 24-003 Title IX Policy \(eff. 08-2024\).pdf](#)

9.10. **2024 Comprehensive School Safety Plan Sycamore Valley Academy (Enc. No. 14) ACTION**

 [2024\\_Comprehensive\\_School\\_Safety\\_Plan\\_Sycamore\\_Valley\\_Academy\\_School\\_20240909.pdf](#)

9.11. **2024 Comprehensive School Safety Plan Blue Oak Academy (Enc. No. 15) ACTION**

 [2024 BOA Comprehensive School Safety Plan.pdf](#)

10. **ADJOURNMENT**

10.1. **The next The Academies CMO board meeting: October 15, 2024 at 6:30 PM.**

10.2. **Request for future Board Agenda items**

END  
8:30pm



---

# TACMO BOARD MEETING AUGUST 20, 2024

---

## Minutes



TUESDAY, AUGUST 20, 2024

6:30 PM – 8:30 PM PDT

Blue Oak Academy (Multi-purpose Room & Sycamore Valley Academy (Multi-purpose Room)

### IN ATTENDANCE:

Mary Aceves, Donya Ball, Shauna Dolin, Marilou Monsivais, Corey Morse, Stacey Nelson, Michelle Phillips, Harold Rollin, Staci Soares, Mackenzie Souza, Alex Tietjen, Claudia Van Groningen, Alexis Vance, Craig Wheaton

## **1. OPENING BUSINESS**

Others in attendance: Eric Anderson, Sheridyn Blain, Erica Galindo, Britney Heywood, Cristina Johnson, Lauren Ventura, Gina, Michelle

### **1.1. CALL PUBLIC SESSION TO ORDER**

Rollin called the meeting to order at 6:30 PM.

### **1.2. ADA ACCOMMODATIONS**

**1.2.1.** This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 at CMO Home Office forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 or (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

**1.2.2.** If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent (dball@theacademiescharters.org), and the complete packet will be shared electronically.

### **1.3. IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION**

Rollin identified closed session topics and moved them to the end of public session.

### **1.4. PUBLIC COMMENT ON CLOSED SESSION TOPICS**

There was no public comment this evening.

**1.4.1.** General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

### **1.5. ADJOURN TO CLOSED SESSION**

## **2. CLOSED SESSION**

Rollin called closed session to order at 8:08 PM.

**2.1. PERSONNEL** (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for the position of: Vice Principal, Enrichment

Teacher, Core Academic Teacher, Education Specialist, Instructional Aides, Special Education Aides, Enrichment Aides, After School Program Aides

- 2.2. PERSONNEL (Government Code §54957). It is the intention of this governing body to meet in closed session to consider the public employee performance evaluation for the position of: Superintendent

### 3. REGULAR SESSION RECONVENED

#### 3.1. CALL PUBLIC SESSION TO ORDER

Rollin called public session back to order at 8:50 PM.

#### 3.2. REPORT ACTION TAKEN IN CLOSED SESSION (if any)

Rollin reported the board voted 5-0 and 1 abstention to approve the following hires and appointments: Vice Principal, Enrichment Teacher, Core Academic Teacher, Education Specialist, Instructional Aides, Special Education Aides, Enrichment Aides, After School Program Aides.

- 3.3. General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

There was no public comment this evening.

### 4. CONSENT AGENDA

Rollin identified items 4.1 & 4.2. Items were adopted by general consent.

#### 4.1. ADMINISTRATIVE SERVICES

- 4.1.1. There are no Administrative Services items to discuss this evening.

#### 4.2. SUPERINTENDENT'S OFFICE

- 4.2.1. Approval of Minutes of the special board meeting on June 13, 2024 and the board meeting on June 18, 2024 (Enc. No. 1)
- 4.2.2. Approval of the May 2024 and June 2024 Check Register Reports (Enc. No. 2)
- 4.2.3. Donation Recognition (Enc. No. 3)

### 5. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION

- 5.1. Proclamation Honoring the Service & Dedication of Michelle Phillips (Enc. No. 4)

Rollin read the proclamation aloud and thanked Michelle for her service. Michelle accepted the proclamation, thanked the board and attendees, and left the meeting at 6:38 PM.

- 5.2. Proclamation Thanking the SVA PTO and BOA PTO (Enc. No. 5)



Rollin read the proclamation aloud and thanks the PTO president for their service.  
The proclamation was accepted by Sheridyn Blain.

## **6. PROGRAM UPDATE & BOARD DEVELOPMENT**

Presentation/Public Hearing/Public Comment/Board Discussion

### **6.1. Program Update**

**6.1.1.** There are no Program Update items to include this evening.

### **6.2. Board Development**

**6.2.1.** There are no Board Development items to include this evening.

## **7. COMMUNITY REPORTS**

Presentation/Public Hearing/Public Comment/Board Discussion

### **7.1. Board Member Report**

Aceves: None

Tietjen: Reported to happily attend the first meeting of the school year.

Commented on the beauty of the BOA campus now that construction has been completed after 2 years.

Monsivais: Reported she is glad to be back and looking forward to a school year of board meetings held at BOA.

Wheaton: Reported he is glad to be back and apologized for missing previous meetings.

Rollin: Reported it was good to be at BOA. Expressed gratitude to everyone on handling the challenges that were presented over the summer break, and acknowledged that all have done their parts in addressing and handling the challenges. Welcomed Alexis and Mackenzie (new BOA and SVA Vice Principals) to "the family."

### **7.2. Superintendent Report**

#### **7.2.1. 2024-2025 (Year 1) Action Plans (Enc. No. 6)**

Dr. Ball presented the enclosure noting a suggestion Mary had given her regarding labeling that could be found utilized on the handout. The handout provided tasks through October 2024. Dr. Ball stated already seeing evidence of the behavior management progress.

Tietjen commented that he appreciated the in-depth look at the plan and questioned how the team will gauge and apply feedback.

Dr. Ball responded that data will be analyzed and utilized to drive upcoming trainings.

#### **7.2.2. DRAFT Management Evaluations for 2024-25**

Evaluations are completed through Google form. Draft hard copies will be brought to the board meeting for review.

[Draft Superintendent Evaluation](#)

[Draft Certificated Management Evaluation](#)

[Draft Classified Management Evaluation](#)

Dr. Ball reported the drafts come from several long discussions stemming from the CSBA conference she and several board members attended in November 2023. Dr. Ball provided handouts to show the examples of three different evaluations, all of which begin with self-evaluation. Dr. Ball stated she was open for feedback and brought up the possibility of bringing in anonymous feedback from staff to help gauge the culture.

After board discussion, Dr. Ball reported she would send the next draft to board members in her weekly updates.

#### **7.2.3. 2024-25 Board Meeting Dates to Discuss October 2024 and April 2025 Non-Student Attendance Dates (Enc. No. 7)**

Dr. Ball noted that two future board meetings are scheduled to occur on non-instructional days, and she asked the board members if they would like to move either of the meetings. The board voted to keep October 15, 2024, and voted to move April 15, 2025 to April 22, 2025.

### **7.3. Principal Report**

#### **7.3.1. Opening of the Year at Blue Oak Academy**

Staci Soares reported she started the summer by stepping into Strategic Planning and worked with Corey on alignment between the schools. Staff, parents, and students are happy with the beginning of the school year, and she is grateful for everyone. BOA had their first PTO meeting of the school year and it went well.

#### **7.3.2. Opening of the Year at Sycamore Valley Academy**

Corey Morse reported a smooth start to the school year. Teachers worked hard to launch the new year and their classroom management plans. Mackenzie Souza has started the year with walk-throughs to help show the students how to be respectful students and reinforcing positives. SVA had a wonderful first day of school celebration to welcome students back. DigiCoach is being utilized during classroom walkthroughs. Football tryouts started today and SVA has joined a sports league along with nine other schools which will result in regular scheduled sports games. Morse reported the next SVA staff meeting will include training on their safety response system, ActivNet.

### **7.4. Operations Director Report**

Claudia Van Groningen reported it is her 10th year working with TACMO. She is grateful for BOA construction to now be completed and is excited for the school year and the changes coming. Van Groningen introduced Lauren Ventura as the new After School Program Coordinator.

**7.5. Human Resources Director Report**

Nothing to report.

**7.6. Teacher Representative Report**

Cristina Johnson reported all teachers are working to implement one gifted universal theme in their classrooms and gave in-class examples.

**8. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS**

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

**8.1.** There are no Administrative Panel items to discuss this evening.

**9. GENERAL AGENDA**

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

**9.1. DRAFT 2024-25 Salary Schedules Update (Enc. No. 8) ACTION**

Dr. Ball presented the enclosure for the salary schedules update, commenting that at this time we do not have the budget to add another column to the payscale, but will be able to offer longevity stipends to employees who have 20+ years of teaching experience.

The board discussed the change.

Tietjen requested to re-address the budget for adding a column to the payscale at the May 2025 meeting.

Rollin requested an update to the language in the schedule, "...year 30 pay, depending on length of service, but not all three simultaneously."

Wheaton moved to approve DRAFT 2024-25 Salary Schedules as appended; Monsivais seconded. Approved 5-0.

**9.2. 2024-25 TCOE Declaration of Need & Annual Statement of Need for BOA (Enc. No. 9) ACTION**

Shauna Dolin reported this is an annual item for both schools in order to get emergency permits through TCOE if needed.

Tietjen moved to approve 2024-25 TCOE Declaration of Need & Annual Statement of Need for BOA and 2024-25 TCOE Declaration of Need & Annual Statement of Need for SVA; Monsivais seconded. Approved 5-0.

**9.3. 2024-25 TCOE Declaration of Need & Annual Statement of Need for SVA (Enc. No. 10) ACTION**

Approved above.

**9.4. BR 24-005 Hiring Judah Tanner on a Administrative Services Variable Term Waiver (Enc. No. 11) ACTION**

Shauna Dolin reported this is a subsequent waiver recommended by Mr. Tanner's program.

Monsivais moved to approve BR 24-005 Hiring Judah Tanner on a Administrative Services Variable Term Waiver; Tietjen seconded. Approved 5-0.

**9.5. 2022–23 Teaching Assignment Monitoring Outcomes (TAMO) for Blue Oak Academy and Sycamore Valley Academy (Enc. No. 12)**

Since the 22-23 TAMO was published by CDE late, the law requires this information be presented to the governing board for information only.

Dr. Ball reported this item is required by law to be presented for information only. It covers various teaching assignment categories and how TACMO compares to TCOE, Tulare County, and the state of California.

**9.6. BP 12-020 Independent Study Policy (Enc. No. 13) ACTION**

SB 153 requires all LEA's update their Independent Study policy to reflect the following amendments:

- Independent Study can now be requested for as short as 1 day.
- Written agreements can be signed by parent at any time during the school year.
- Students must complete work products that equate to a full day of school determined by the IS teacher.
- A daily engagement record is required indicated staff:student engagement took place each day of the IS assignment.

Dr. Ball reported she worked with legal counsel to ensure our policy is in alignment with the Senate bill and discussed the new requirements.

Aceves moved to approve BP 12-020 Independent Study Policy; Wheaton seconded. Approved 5-0.

**9.7. TACMO Governing Board Election (Enc. No. 14) ACTION**

Tietjen reported they received six applications and held five interviews. After presented the questions asked to the candidates, Tietjen nominated Sheridyn Blain for the BOA representative on the TACMO Governing Board.

Tietjen moved to approve TACMO Governing Board Election; Aceves seconded. Approved 5-0.

**10. ADJOURNMENT**

**10.1. Request for future Board Agenda items**

Tietjen requested to re-address salary scale budgeting at the May 2025 meeting.

**10.2.** The next The Academies CMO board meeting: September 17, 2024 at 6:30 PM.

Rollin adjourned the meeting at 8:53 PM.

**Combined Board Check Register**



**School:** TACMO  
**Month:** August 2024

					<b>Total Paid By Check:</b>	\$ 144,611.38
					<b>Total Paid By Credit Card:</b>	\$ 16,079.56

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	8533	Self-Insured Schools of California	8/8/2024	Bill #August 2024--Billing Period: August 2024		\$ 67,471.55
Check	8534	EdTec	8/14/2024	Bill #204685--EdTec Monthly Back Office Service - August 2024		\$ 15,330.00
Check	8535	Amazon Capital Services	8/14/2024	Bill #14MV-6FM3-7GPV--Supplies Bill #1PCV-FYGG-7VPQ--Supplies Bill #1NMW-VFF9-N6H6--Supplies Bill #1XYC-LL9H-NK1M--Supplies Bill #19CJ-1DNG-PGRM--Supplies Bill #1KM4-MR6V-4P3C--Supplies Bill #177K-GJ4Y-4JTH--Supplies Bill #1XGN-YW6D-NHXR--Supplies Bill #1LPP-PM35-1906--Supplies		\$ 4,792.20
Check	8535	Amazon Capital Services	8/14/2024	Bill #1LTP-C3XQ-CVGV--Supplies Bill #1RLP-CLHT-MQH3--Supplies Bill #1737-PRWF-6V7X--Supplies Bill #16KY-R4GF-QCMC--Supplies Bill #1QY3-P6VV-PKVP--Supplies Bill #1GQX-VKQQ-16LN--Supplies Bill #1GRF-634W-DY7L--Supplies Bill #1NJV-HWK9-1YLM--Supplies Bill #19CJ-1DNG-7LLW--Supplies Bill #19CL-PC60-7THY--Supplies		Cont'd
Check	8536	Cline's Business Equipment, Inc.	8/14/2024	Bill #243290--Contract Usage charge: 07/01 - 07/31/24 Bill #243811--Desktop Printer Bill #243339--Contract Usage charge: 07/01 - 07/31/24 Bill #243644--Contract Usage charge: 07/01 - 07/31/24		\$ 1,207.12
Check	8537	Committee for Children	8/14/2024	Bill #2050092--Second Step Early Learning Classroom Kit		\$ 537.68
Check	8538	Shauna Dolin	8/14/2024	Bill #073124--Reimb: Mileage		\$ 75.31
Check	8539	First	8/14/2024	Bill #INV89483--First Remote Professional Development Single Training Seat: 07/31 - 08/01/24		\$ 600.00
Check	8540	J&D Lighting & Alarm	8/14/2024	Bill #371629--Intrusion Monitoring; 08/01 - 10/31/24		\$ 125.52
Check	8541	Lakeshore Learning Materials	8/14/2024	Bill #695180072624--Supplies		\$ 462.25
Check	8542	Stacey Nelson	8/14/2024	Bill #080124--Reimb: Mileage		\$ 91.39

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	8543	ODP Business Solutions, LLC	8/14/2024	Bill #374154604001--Supplies Bill #373922110001--Supplies Bill #376926652001--Supplies Bill #377181855001--Supplies Bill #374927556001--Supplies Bill #377304949001--Supplies Bill #374154600001--Supplies Bill #377043629001--Supplies		\$ 3,351.98
Check	8544	PikmyKid	8/14/2024	Bill #INV-22669--Subscription fee: 09/01/24 - 08/31/25		\$ 2,000.00
Check	8545	Regents of the University of Minnesota	8/14/2024	Bill #0290075421--IM4 Annual licence & Website Subscription		\$ 1,358.00
Check	8546	Steve Weiss Music Inc.	8/14/2024	Bill #INV1301569.2--Art & Music Supplies Bill #INV1301569.1--Art & Music Supplies		\$ 760.44
Check	8547	Lauren Ventura	8/14/2024	Bill #072224--Reimb: Summer enrichment camp		\$ 13.02
Check	8548	Foundation for Educational Administration	8/14/2024	Bill #154645--ACSA - Payroll Period: 08/01 - 08/31/24		\$ 797.29
Check	8549	Blick Art Materials	8/14/2024	Bill #3447509--Art Supplies		\$ 266.41
Check	8550	Classic Charter, Inc.	8/14/2024	Bill #172009BAL--Vehicle Charge		\$ 136.25
Check	8551	Adam Gonzales MS, BCBA	8/14/2024	Bill #002--Behavior Systems Consultation		\$ 720.00
Check	8552	Gopher, Inc.	8/14/2024	Bill #IN388247--PE Supplies		\$ 1,296.88
Check	8553	Law Offices of Young, Minney & Corr, LLP	8/14/2024	Bill #11790--Legal Svcs thru: 07/25 - 07/31/24		\$ 1,575.00
Check	8554	Miller Brothers Screenprinting	8/14/2024	Bill #21-345--T-shirts & Printing Bill #21-344--T-shirts & Printing		\$ 6,558.20
Check	8555	ODP Business Solutions, LLC	8/19/2024	Bill #374928427001--Supplies Bill #376108766001--Supplies Bill #376083213001--Supplies Bill #375966272001--Supplies		\$ 1,285.00
Check	8556	Parent Square	8/19/2024	Bill #2024-14678--Engage Premium: 2023		\$ 7,220.00
Check	8557	Raptor Technologies, LLC	8/19/2024	Bill #INV130907--Books & Supplies		\$ 2,258.00
Check	8558	Brandon Morse	8/19/2024	Bill #24-025--Install ActvNet Signs Blue Oak		\$ 1,112.00
Check	8559	Teachers' Curriculum Institute	8/19/2024	Bill #INV125395--Middle School (6-8) Social Studies: Teacher License		\$ 289.00
Check	8560	Teacher Synergy, LLC	8/19/2024	Bill #270503675--Middle School Stem Challenges		\$ 142.98
Check	8561	Tulare County Superintendent of Schools	8/19/2024	Bill #250151--9X12 Gate Signs		\$ 28.93
Check	8562	Paradise Playland	8/19/2024	Bill #002--Field trip fees for trip on 9/13/24		\$ 400.00
Check	8563	Amazon Capital Services	8/27/2024	Bill #1W7R-1YJT-QCLL--Supplies Bill #1TMH-VFC3-99CW--Supplies Bill #14K9-QYF7-TQJ7--Supplies Bill #1VVJ-N667-7PMY--Supplies Bill #1XTW-1YLY-Q3LX--Supplies Bill #1NTF-P1TG-PM31--Supplies Bill #1PGY-RXOH-OLRR--Supplies		\$ 1,060.18

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	8564	Cline's Business Equipment, Inc.	8/27/2024	Bill #244016--Standard min Charge Bill #244015--Contract Usage charge: 07/13 - 08/12/24 Bill #244135--Contract Usage charge: 07/12 - 08/11/24 & Standard min Charge Bill #244017--Contract Usage charge: 07/13 - 08/12/24		\$ 677.30
Check	8565	Demco	8/27/2024	Bill #7514532--Books & Supplies		\$ 86.08
Check	8566	Gopher, Inc.	8/27/2024	Bill #IN391789--PE Supplies		\$ 181.56
Check	8567	Jocelyn Hendershot	8/27/2024	Bill #080824--Reimb: School Supplies Folders Storage bins		\$ 237.84
Check	8568	Stephanie Kulp	8/27/2024	Bill #080524--Reimb: Summer Olympic & Flash Cards		\$ 36.42
Check	8569	Jennifer Leonardo	8/27/2024	Bill #072524--Reimb: Classroom materials		\$ 475.94
Check	8570	ODP Business Solutions, LLC	8/27/2024	Bill #377760101001--Supplies Bill #374188705001--Supplies Bill #378699747001--Supplies Bill #377755644001--Supplies		\$ 1,205.33
Check	8571	S&S Worldwide, Inc	8/27/2024	Bill #IN101445209--Supplies		\$ 28.19
Check	8572	TCG Administrators, a HUB International Company	8/27/2024	Bill #180915--Monthly Administration Fees		\$ 30.00
Check	8573	Todo Balloons	8/27/2024	Bill #1015--Balloon Columns		\$ 90.00
Check	8574	Lauren Ventura	8/27/2024	Bill #081224--Reimb: Table Cloths Bill #080824--Reimb: Food for ASP Staff		\$ 40.91
Check	8575	Investors Property Management	8/27/2024	Bill #September 2024--TACMO Home Office Monthly Rent		\$ 900.00
Check	DB080224	LEAF	8/2/2024	DB080224 - Monthly copier service		\$ 322.73
Check	DB080624	Samantha Bowman	8/6/2024	DB080624 - TACMO Home Office weekly cleaning		\$ 50.00
Check	DB080624-1	SoCalGas	8/6/2024	DB080624-1 - TACMO Home office monthly gas bill		\$ 15.94
Check	DB081224	Southern California Edison	8/12/2024	DB081224 - TACMO home office monthly electricity bill		\$ 586.94
Check	DB081324	Samantha Bowman	8/13/2024	DB081324 - TACMO home office weekly cleaning		\$ 50.00
Check	DB081624	Cardmember Service	8/16/2024	DB081624 - Community West Bank Visa 8054		\$ 15,961.98
Check	DB082024	Samantha Bowman	8/20/2024	DB082024 - TACMO home office weekly cleaning		\$ 50.00
Check	DB082024-1	LEAF Capital Funding, LLC	8/20/2024	DB082024-1 - Monthly copier service		\$ 211.64
Check	DB082724	Samantha Bowman	8/27/2024	DB082724 - TACMO home office weekly cleaning		\$ 50.00
Credit Card	9515-8054	VMO*VIMEO.COM	8/14/2024	07/22 - VMO*VIMEO.COM - Monthly TACMO videos service		\$ 144.00
Credit Card	9515-8054	Elan (8054)	8/14/2024	08/08 - Elan (8054) - FRGN TRANS FEE - Foreign Transaction fee for ABC Canopy purchase		\$ 5.81
Credit Card	9515-8054	Apple.com	8/14/2024	07/29 - Apple.com - Cube Cart for classrooms		\$ 969.70
Credit Card	9515-8054	GRUBHUBPANERABREAD	8/14/2024	08/01 - GRUBHUBPANERABREAD - Management & Instructional Coach lunch 7/31/24		\$ 138.32
Credit Card	9515-8054	Corner Bakery Cafe	8/14/2024	08/05 - Corner Bakery Cafe - Breakfast for all staff pre-inservice		\$ 810.77
Credit Card	9515-8054	PARTYWORKS	8/14/2024	08/07 - PARTYWORKS - Utinsels for pre-inservice		\$ 82.46
Credit Card	9515-8054	Panera Bread	8/14/2024	08/08 - Panera Bread - Breakfast for all staff pre-inservice		\$ 524.00



Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	9515-8054	UPS	8/14/2024	07/22 - UPS - Item 1 of 2 on same receipt: Postage for mailing CUM file		\$ 12.45
Credit Card	9515-8054	UPS	8/14/2024	07/22 - UPS - Item 2 of 2 on same receipt: Postage for mailing CUM file		\$ 12.45
Credit Card	9515-8054	UPS	8/14/2024	07/22 - UPS - Item 1 of 6 on same receipt: Postage for mailing CUM file		\$ 12.45
Credit Card	9515-8054	UPS	8/14/2024	07/22 - UPS - Item 2 of 6 on same receipt: Postage for mailing CUM file		\$ 12.45
Credit Card	9515-8054	UPS	8/14/2024	07/22 - UPS - Item 3 of 6 on same receipt: Postage for mailing CUM file		\$ 12.45
Credit Card	9515-8054	UPS	8/14/2024	07/22 - UPS - Item 4 of 6 on same receipt: Postage for mailing CUM file		\$ 12.45
Credit Card	9515-8054	UPS	8/14/2024	07/22 - UPS - Item 5 of 6 on same receipt: Postage for mailing CUM file		\$ 12.45
Credit Card	9515-8054	UPS	8/14/2024	07/22 - UPS - Item 6 of 6 on same receipt: Postage for mailing CUM file		\$ 12.45
Credit Card	9515-8054	UPS	8/14/2024	07/22 - UPS - Postage for mailing CUM file		\$ 12.45
Credit Card	9515-8054	Target	8/14/2024	07/24 - Target - Science folders for students		\$ 126.95
Credit Card	9515-8054	Comcast California	8/14/2024	07/24 - Comcast California - TACMO home office monthly wifi/telephone bill		\$ 194.49
Credit Card	9515-8054	Tracfone *Services	8/14/2024	07/24 - Tracfone *Services - TACMO home office monthly cell phone bill		\$ 16.61
Credit Card	9515-8054	Home Depot.Com	8/14/2024	07/25 - Home Depot.Com - Item 1 of 2 on same receipt: Supplies for art projects		\$ 221.75
Credit Card	9515-8054	Home Depot.Com	8/14/2024	07/26 - Home Depot.Com - Item 2 of 2 on same receipt: Supplies for art projects		\$ 68.21
Credit Card	9515-8054	Tracfone *Services	8/14/2024	07/31 - Tracfone *Services - Misapplied charge - will dispute with bank		\$ 10.56
Credit Card	9515-8054	UPS	8/14/2024	08/01 - UPS - Mailing staff exit package		\$ 25.02
Credit Card	9515-8054	UPS	8/14/2024	08/02 - UPS - Postage for mailing of CUM file		\$ 13.24
Credit Card	9515-8054	HI TORRANCE HARBOR	8/14/2024	08/05 - HI TORRANCE HARBOR - Hotel charges for KdeLemos to attend PD conference		\$ 410.82
Credit Card	9515-8054	UPS	8/14/2024	08/05 - UPS - Postage for mailing CUM file		\$ 12.45
Credit Card	9515-8054	UPS	8/14/2024	08/05 - UPS - Postage for mailing CUM file		\$ 12.45
Credit Card	9515-8054	UPS	8/14/2024	08/05 - UPS - Postage for mailing CUM file		\$ 12.45
Credit Card	9515-8054	UPS	8/14/2024	08/05 - UPS - Postage for mailing CUM file		\$ 12.45
Credit Card	9515-8054	WWW.ABCCANOPY.COM	8/14/2024	08/08 - WWW.ABCCANOPY.COM - Canopy to provide shade for students		\$ 290.84
Credit Card	9515-8054	Teacher Synergy, LLC	8/14/2024	07/18 - Teachers Pay Teachers (Teacher Synergy, LLC) - Curriculum Bundle		\$ 70.00
Credit Card	9515-8054	Apple.com	8/14/2024	07/17 - Apple.com - Repair charges		\$ 99.00
Credit Card	9515-8054	DEFY Visalia	8/14/2024	07/18 - DEFY Visalia - ASP Summer Enrichment field trip to Sky Zone		\$ 115.45
Credit Card	9515-8054	Panera Bread	8/14/2024	07/25 - Panera Bread - Food for PowerSchool training		\$ 179.52
Credit Card	9515-8054	PROJECT SURVIVAL	8/14/2024	07/25 - PROJECT SURVIVAL - ASP Summer Enrichment field trip to Project Survival: Cat Haven		\$ 402.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	9515-8054	TechSoup Global	8/14/2024	07/25 - TechSoup - Adobe Acrobat Pro		\$ 65.00
Credit Card	9515-8054	Canva	8/14/2024	07/25 - Canva - Teacher postcards		\$ 41.00
Credit Card	9515-8054	Apple.com	8/14/2024	07/29 - Apple.com - JAMF Pro licenses		\$ 270.00
Credit Card	9515-8054	Apple.com	8/14/2024	07/29 - Apple.com - iPads for schools		\$ 4,199.65
Credit Card	9515-8054	Wix.com	8/14/2024	07/31 - Wix.com - Annual renewal for www.sycamorevalleyacademy.org		\$ 348.00
Credit Card	9515-8054	Best Buy	8/14/2024	08/05 - Best Buy - Computers for SVA		\$ 2,265.15
Credit Card	9515-8054	Amazon.Com	8/14/2024	08/05 - Amazon.Com - Computer accessories for BOA		\$ 82.15
Credit Card	9515-8054	Apple.com	8/14/2024	08/05 - Apple.com - Computer accessories for SVA		\$ 455.16
Credit Card	9515-8054	Panera Bread	8/14/2024	08/07 - Panera Bread - ASP staff meeting		\$ 91.03
Credit Card	9515-8054	Constant Contact, Inc.	8/14/2024	08/07 - Constant Contact, Inc. - Monthly renewal fee for email subscription		\$ 58.00
Credit Card	9515-8054	Amazon.Com	8/14/2024	08/08 - Amazon.Com - Cabinets for SVA/ASP		\$ 296.90
Credit Card	9515-8054	AMAZON RETA	8/14/2024	08/09 - AMAZON RETA - iPad cases for SVA/ASP		\$ 99.06
Credit Card	9515-8054	DiscountSch	8/14/2024	08/09 - DiscountSch - ASP Supplies		\$ 1,979.31
Credit Card	9515-8054	Amazon Mktp us	8/14/2024	08/12 - Amazon Mktp us - ASP Supplies		\$ 48.47
Credit Card	9515-8054	Amazon Mktp us	8/14/2024	08/12 - Amazon Mktp us - Computer Accessories		\$ 31.71
Credit Card	9515-8054	AMAZON RETA	8/14/2024	08/13 - AMAZON RETA - Computer Accessories		\$ 351.74
Credit Card	9515-8054	Amazon.Com	8/14/2024	08/13 - Amazon.Com - Computer Accessories		\$ 175.87
Credit Card	9515-8054	Canva	8/14/2024	08/14 - Canva - Teacher postcards		\$ 119.99
Credit Card	9515-8054	Secretary of State of California	8/14/2024	07/24 - Secretary of State of California - Statement of Information		\$ 20.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.



*Thank you so much for your donation!*

Gifts like yours help us further our mission and ensure the vitality of this exciting educational option in our community. On behalf of the entire team of founders, The Academies Board of Directors, and our students, who are the beneficiaries of your generosity, we extend our warm thanks for your support.

DONOR'S NAME: Cristina Johnson

AMOUNT DONATED: \$20.00

No goods or services were provided in return for this gift.

A handwritten signature in black ink that reads 'Donya Ball'.

Received by \_\_\_\_\_ August 2, 2024  
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

The mission of our schools is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. Our school is a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

The Academies charter schools model transformative change in education by elevating expectations of learning and growth. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.



*Thank you so much for your donation!*

Gifts like yours help us further our mission and ensure the vitality of this exciting educational option in our community. On behalf of the entire team of founders, The Academies Board of Directors, and our students, who are the beneficiaries of your generosity, we extend our warm thanks for your support.

DONOR'S NAME: PMMI Education and Training Foundation

AMOUNT DONATED: \$2000.00

No goods or services were provided in return for this gift.

A handwritten signature in black ink that reads 'Donya Ball'.

Received by \_\_\_\_\_ August 26, 2024  
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

The mission of our schools is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. Our school is a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

The Academies charter schools model transformative change in education by elevating expectations of learning and growth. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.



*Thank you so much for your donation!*

Gifts like yours help us further our mission and ensure the vitality of this exciting educational option in our community. On behalf of the entire team of founders, The Academies Board of Directors, and our students, who are the beneficiaries of your generosity, we extend our warm thanks for your support.

DONOR'S NAME: Gallegos Diversified, Inc.

AMOUNT DONATED: \$113.60

No goods or services were provided in return for this gift.

A handwritten signature in black ink that reads 'Donya Ball'.

Received by \_\_\_\_\_ August 26, 2024  
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

The mission of our schools is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. Our school is a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

The Academies charter schools model transformative change in education by elevating expectations of learning and growth. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.



*Thank you so much for your donation!*

Gifts like yours help us further our mission and ensure the vitality of this exciting educational option in our community. On behalf of the entire team of founders, The Academies Board of Directors, and our students, who are the beneficiaries of your generosity, we extend our warm thanks for your support.

DONOR'S NAME: Visalia Sunset Rotary

AMOUNT DONATED: \$1000.00

No goods or services were provided in return for this gift.

A handwritten signature in black ink that reads 'Donya Ball'.

Received by \_\_\_\_\_ August 22, 2024  
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

The mission of our schools is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. Our school is a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

The Academies charter schools model transformative change in education by elevating expectations of learning and growth. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

# Attendance Summary By Grade

**Blue Oak Academy**  
08/12/2024 to 09/06/2024 = 18 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
-1	0	39	0	1	38	702	0	12	34.00	656.00	36.44	95.07%
0	0	54	0	0	54	972	0	0	43.00	929.00	51.61	95.58%
<b>Subtotal</b>	<b>0</b>	<b>93</b>	<b>0</b>	<b>1</b>	<b>92</b>	<b>1674</b>	<b>0</b>	<b>12</b>	<b>77.00</b>	<b>1585.00</b>	<b>88.05</b>	<b>95.37%</b>
1	0	42	0	0	42	756	0	7	20.00	729.00	40.50	97.33%
2	0	46	0	0	46	828	0	6	44.00	778.00	43.22	94.65%
3	1	41	0	1	41	756	0	9	55.00	692.00	38.44	92.64%
<b>Subtotal</b>	<b>1</b>	<b>129</b>	<b>0</b>	<b>1</b>	<b>129</b>	<b>2340</b>	<b>0</b>	<b>22</b>	<b>119.00</b>	<b>2199.00</b>	<b>122.16</b>	<b>94.87%</b>
4	0	44	0	0	44	792	0	6	28.00	758.00	42.11	96.44%
5	0	43	0	0	43	774	0	0	25.00	749.00	41.61	96.77%
6	0	41	0	0	41	738	0	11	18.00	709.00	39.39	97.52%
<b>Subtotal</b>	<b>0</b>	<b>128</b>	<b>0</b>	<b>0</b>	<b>128</b>	<b>2304</b>	<b>0</b>	<b>17</b>	<b>71.00</b>	<b>2216.00</b>	<b>123.11</b>	<b>96.90%</b>
7	0	49	0	0	49	882	0	0	49.00	833.00	46.28	94.44%
8	0	31	0	0	31	558	0	0	25.00	533.00	29.61	95.52%
<b>Subtotal</b>	<b>0</b>	<b>80</b>	<b>0</b>	<b>0</b>	<b>80</b>	<b>1440</b>	<b>0</b>	<b>0</b>	<b>74.00</b>	<b>1366.00</b>	<b>75.89</b>	<b>94.86%</b>
<b>Grand Total</b>	<b>1</b>	<b>430</b>	<b>0</b>	<b>2</b>	<b>429</b>	<b>7758</b>	<b>0</b>	<b>51</b>	<b>341.00</b>	<b>7366.00</b>	<b>409.21</b>	<b>95.58%</b>

To the best of my knowledge,  
the above attendance information is correct.

Signed 

Date 9-10-24

**Report Calculations**

$(( \text{Carry Fwd} + \text{Gain} - \text{Mult. Gain} ) \times \text{School Days} ) = \text{Actual Days}$

$\text{Actual Days} - ( \text{Off Track} + \text{Days N/E} + \text{Days Absent} ) = \text{Days Attd}$

$[ \text{Days Attd} / ( \text{Actual Days} - \text{Off Track} - \text{Days N/E} ) ] \times 100 = \text{ADA}\%$

[Note: Multiple gains are for students that entered more than one time during the report time span.]

# Attendance Summary By Grade

**Sycamore Valley Academy**  
08/12/2024 to 09/06/2024 = 18 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
-1	0	26	0	0	26	468	0	0	26.00	370.00	20.56	79.06%
0	0	41	0	0	41	738	0	17	39.00	682.00	37.89	94.59%
<b>Subtotal</b>	<b>0</b>	<b>67</b>	<b>0</b>	<b>0</b>	<b>67</b>	1206	<b>0</b>	<b>17</b>	<b>65.00</b>	<b>1052.00</b>	<b>58.45</b>	<b>88.48%</b>
1	0	45	0	0	45	810	0	0	46.00	764.00	42.44	94.32%
2	0	43	0	0	43	774	0	9	30.00	735.00	40.83	96.08%
3	0	44	0	0	44	792	0	0	16.00	776.00	43.11	97.98%
<b>Subtotal</b>	<b>0</b>	<b>132</b>	<b>0</b>	<b>0</b>	<b>132</b>	2376	<b>0</b>	<b>9</b>	<b>92.00</b>	<b>2275.00</b>	<b>126.38</b>	<b>96.11%</b>
4	0	44	0	0	44	792	0	0	22.00	770.00	42.78	97.22%
5	0	45	0	0	45	810	0	0	38.00	772.00	42.89	95.31%
6	0	44	0	0	44	792	0	0	0.00	790.00	43.89	99.75%
<b>Subtotal</b>	<b>0</b>	<b>133</b>	<b>0</b>	<b>0</b>	<b>133</b>	2394	<b>0</b>	<b>0</b>	<b>60.00</b>	<b>2332.00</b>	<b>129.56</b>	<b>97.41%</b>
7	0	48	0	0	48	864	0	14	0.00	850.00	47.22	100.00%
8	0	44	0	0	44	792	0	0	0.00	792.00	44.00	100.00%
<b>Subtotal</b>	<b>0</b>	<b>92</b>	<b>0</b>	<b>0</b>	<b>92</b>	1656	<b>0</b>	<b>14</b>	<b>0.00</b>	<b>1642.00</b>	<b>91.22</b>	<b>100.00%</b>
<b>Grand Total</b>	<b>0</b>	<b>424</b>	<b>0</b>	<b>0</b>	<b>424</b>	<b>7632</b>	<b>0</b>	<b>40</b>	<b>217.00</b>	<b>7301.00</b>	<b>405.61</b>	<b>96.17%</b>

To the best of my knowledge,  
the above attendance information is correct.

Signed Toy George  
Date 9/19/24

**Report Calculations**

(( Carry Fwd + Gain - Mult, Gain ) X School Days ) = Actual Days

Actual Days - ( Off Track + Days N/E + Days Absent ) = Days Attd

[ Days Attd / (Actual Days - Off Track - Days N/E ) ] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.]



# The Academies CMO Board Financial Update

MEAGAN MILLER

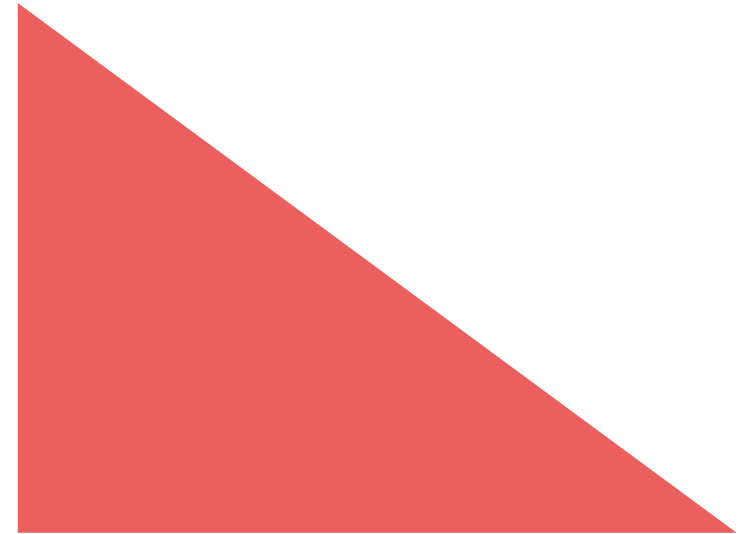
SEPTEMBER 17, 2024



# Contents



- FY23-24 Unaudited Actuals
- FY24-25 Financial Update – July
- Other Updates
- Exhibits



# 2023-24 Unaudited Actuals

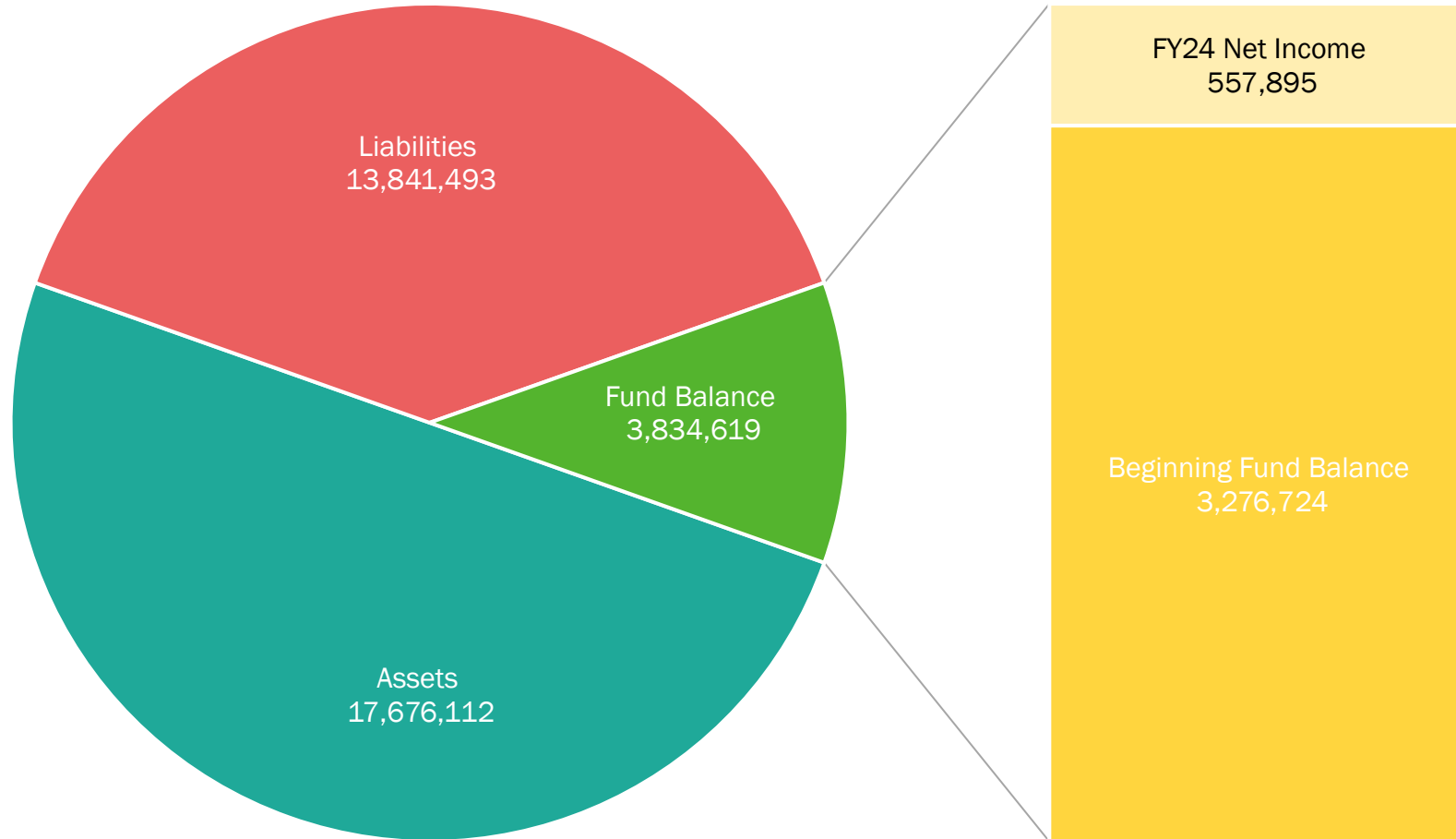
## Healthy operating incomes assisted by one time funds

		SVA	BOA	Total	CMO
Total Revenue	Approved Budget	5,327,713	5,568,892	10,896,604	1,311,781
	Current Forecast	5,561,308	5,783,458	11,344,766	1,498,974
	Increase (decrease)	233,595	214,567	448,162	187,194
Expenses	Approved Budget	5,315,349	5,517,667	10,833,017	1,311,781
	Current Forecast	5,445,497	5,341,374	10,786,871	1,498,974
	Decrease (Increase)	(130,148)	176,293	46,145	(187,194)
Operating Income	Approved Budget	12,364	51,224	63,588	0
	Current Forecast	115,811	442,084	557,895	0
	Increase (decrease)	103,447	390,860	494,307	0
Fund Balance	Beg. Balance (Audited)	2,180,273	1,096,452	3,276,724	0
	Operating Income (Loss)	115,811	442,084	557,895	0
Ending Fund Balance (Current Forecast)		2,296,083	1,538,536	3,834,619	0
Ending Fund Balance as % of Expenses		42%	29%	36%	

# 2023-24 UA: Ending Fund Balance



TACMO's fund balance grew by 17%



# 2023-24 Previous Forecast vs Actual

## Additional revenue allows for added expenses



# 2023-24 One Time Funding Summary



**Many one-time funds are required to be spent by end of 9/30/2024**

	SVA	BOA	\$ Remaining	Expiration
Educator Effectiveness			SVA: 89,916	6/30/2026
ESSER III	342,286	225,619	SVA: 20,000 BOA: 68,246	9/30/2024
Universal Pre-Kindergarten	42,506	49,867	SVA: 46,230 BOA: 52,786	6/30/2026
<b>FY24 One Time Funds Revenue</b>	<b>384,792</b>	<b>275,486</b>		

# 2024-25 Forecast Summary

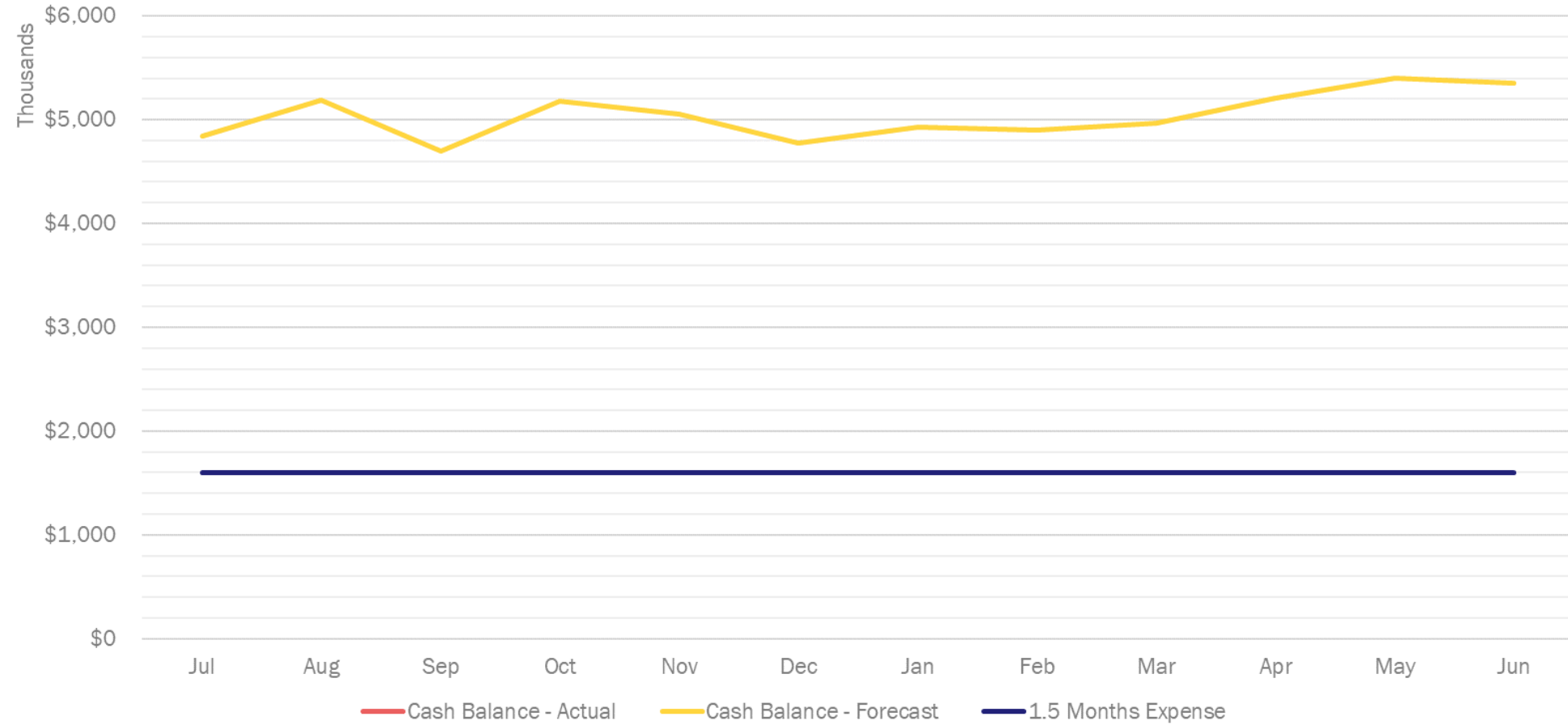
## \$71k increase to Total Operating Income

		SVA	BOA	Total	CMO
Total Revenue	Approved Budget	5,622,663	5,820,720	11,443,383	1,431,424
	Current Forecast	5,719,485	5,869,106	11,588,592	1,431,424
	Increase (decrease)	96,822	48,386	145,208	0
Expenses	Approved Budget	5,609,199	5,697,525	11,306,724	1,431,424
	Current Forecast	5,649,684	5,731,369	11,381,053	1,431,424
	Decrease (Increase)	(40,485)	(33,844)	(74,329)	0
Operating Income	Approved Budget	13,465	123,195	136,659	0
	Current Forecast	69,802	137,737	207,538	0
	Increase (decrease)	56,337	14,542	70,879	0
Fund Balance	Beg. Balance (Audited)	2,296,083	1,538,536	3,834,619	0
	Operating Income (Loss)	69,802	137,737	207,538	0
Ending Fund Balance (Current Forecast)		2,365,885	1,676,273	4,042,157	0
Ending Fund Balance as % of Expenses		42%	29%	36%	



# Monthly Cash Balance

As of July, 138 days cash on hand





# Accounts Payable Aging



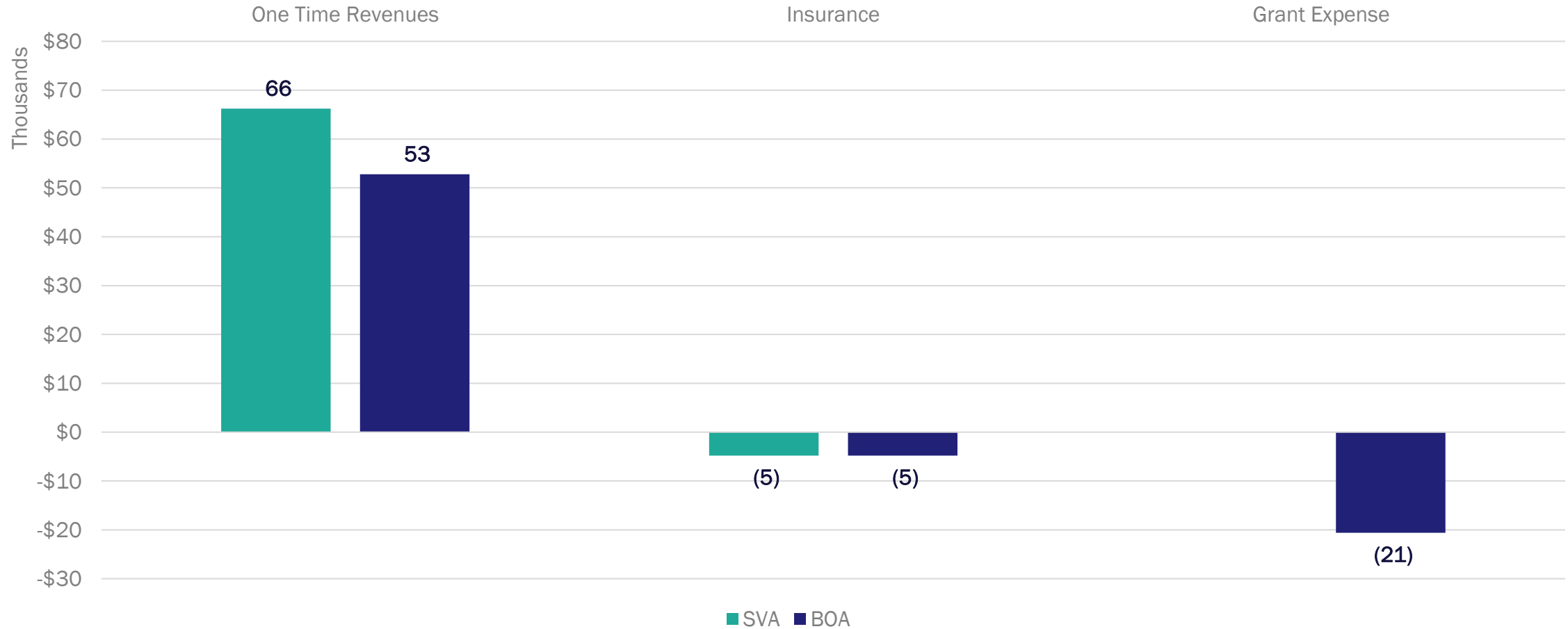
**As of 7/31/24, TACMO had \$0k invoices on Aging AP**



**Aging AP represents invoices submitted to EdTec but not paid as of the date of the report**

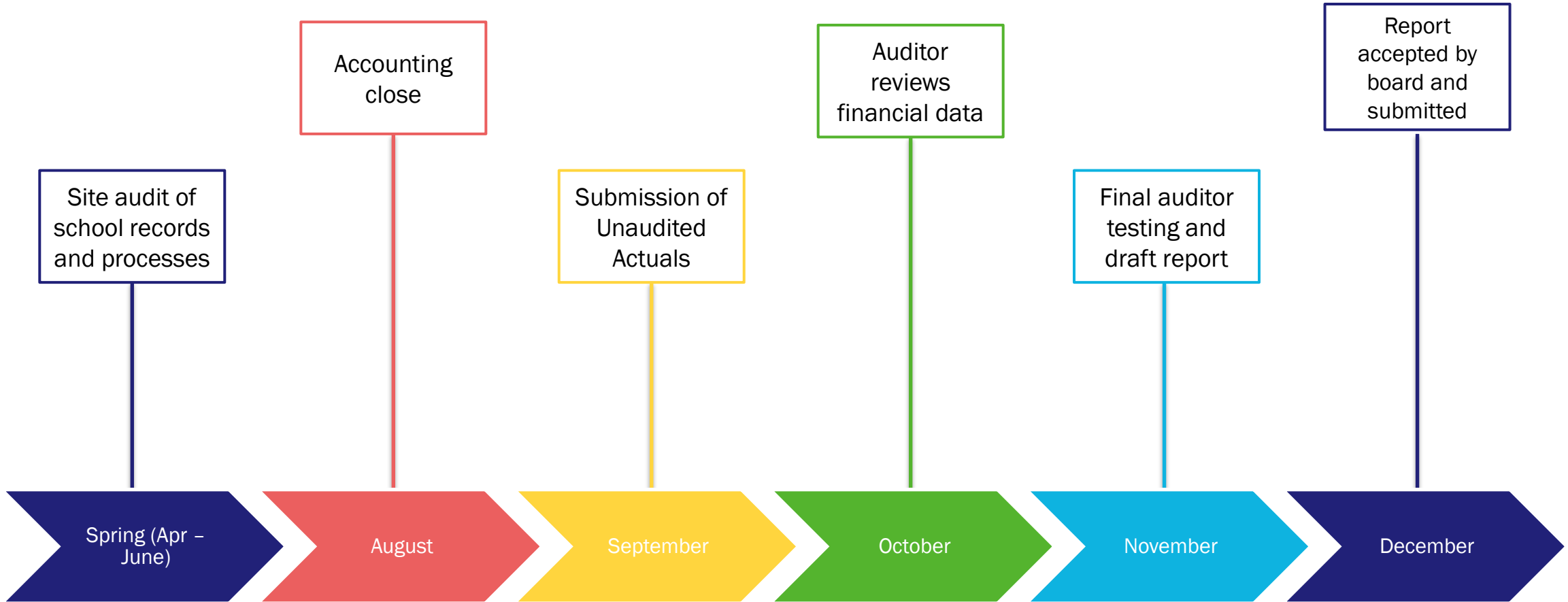
# 2024-25 Current Forecast vs Budget

## One time revenues carried forward from FY24



# Audit process over next four months

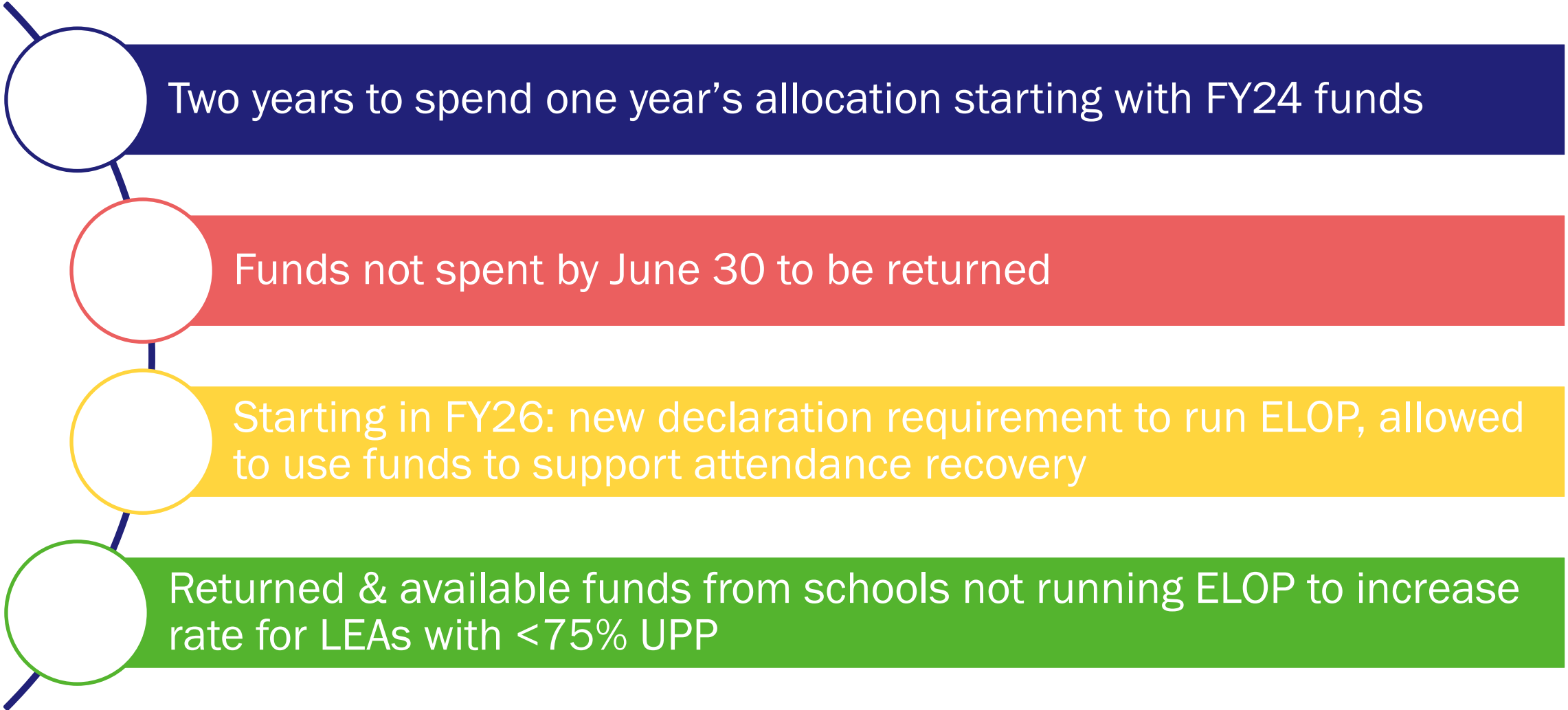
**Audit is result of EdTec accounting close and auditor review and testing**



# State Budget



# Expanded Learning Opportunities Program (ELOP)



# Attendance Recovery Program Starts July 1, 2025



## What

- Collect ADA, address lost instructional time & absenteeism
- CDE to share guidance by June 30, 2025

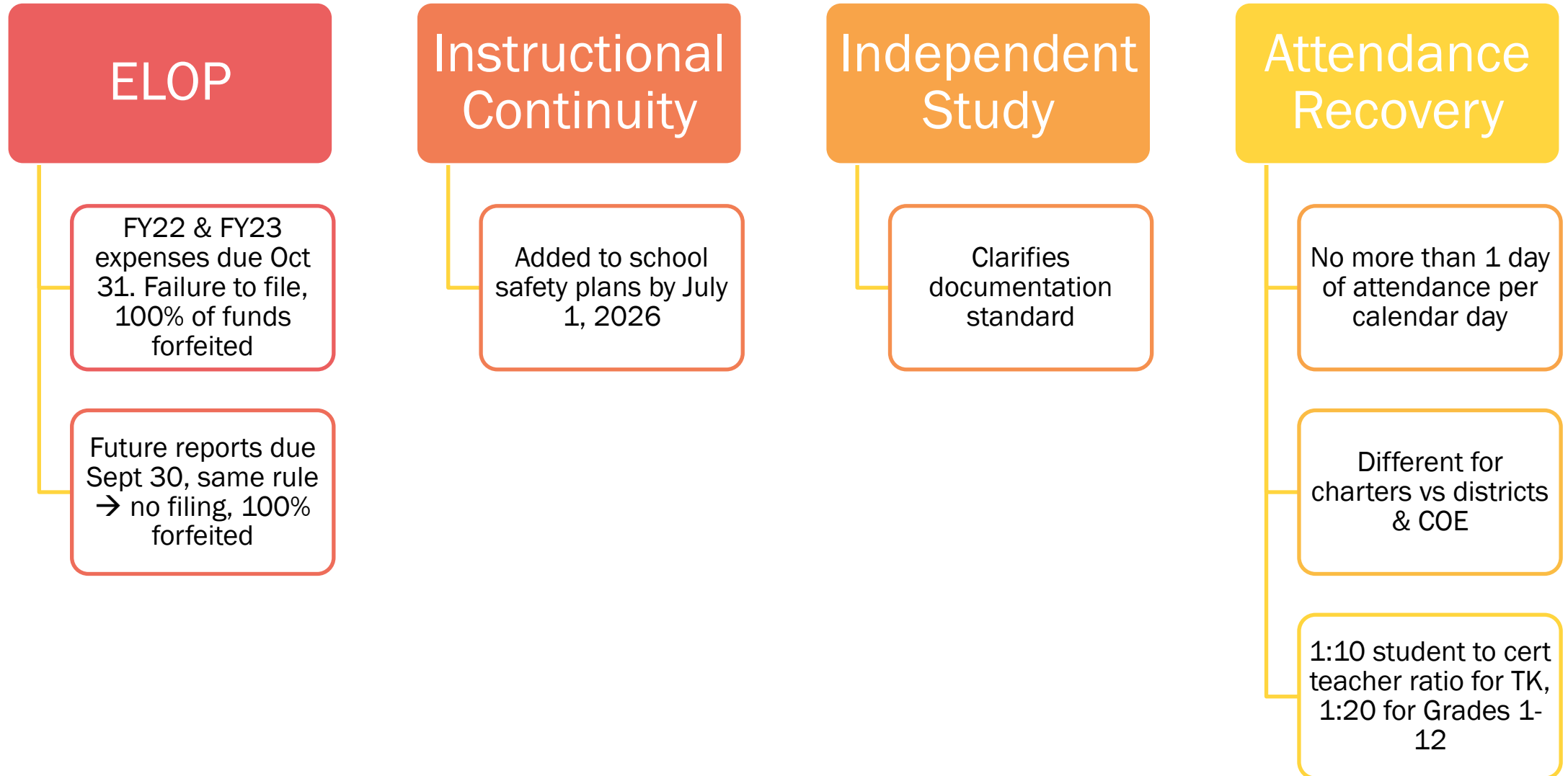
## Who

- In-person under certificated teacher supervision
- Classroom based charters
- Voluntary participation

## When

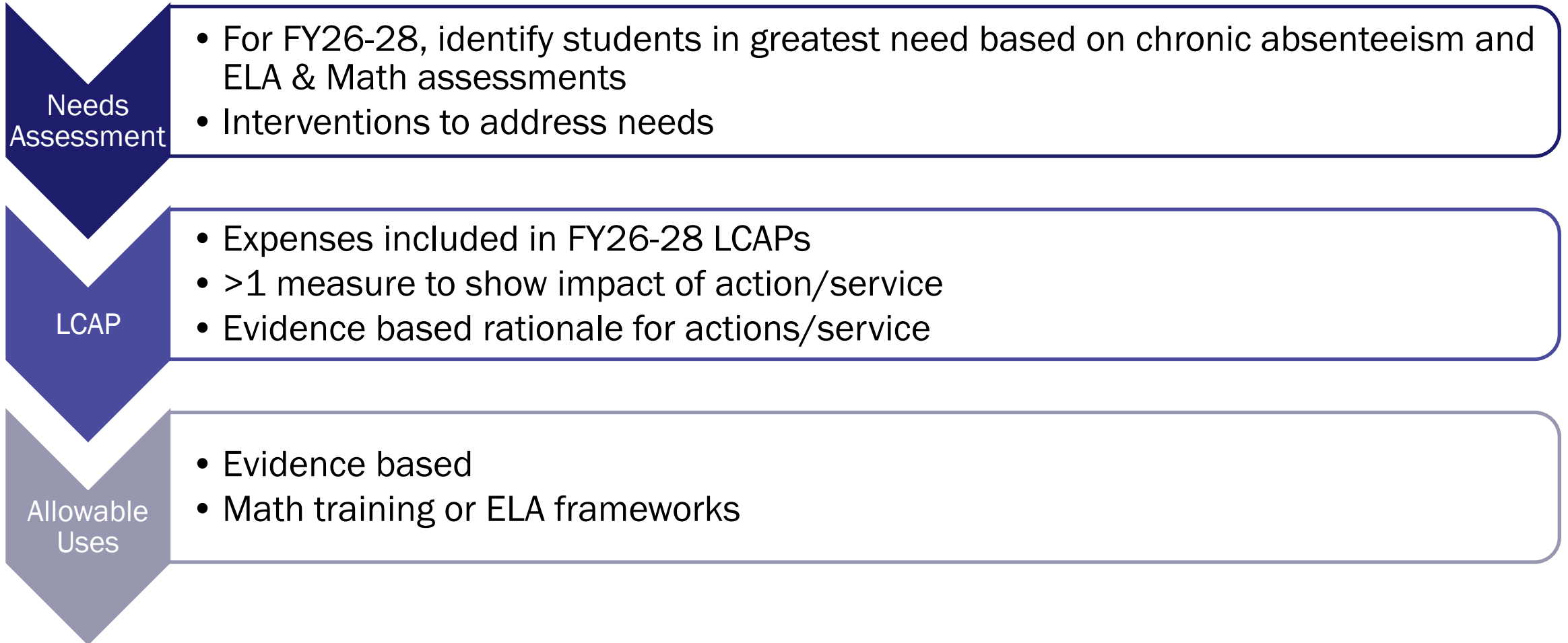
- Before & after school, intersession, weekends
- At least once during each term
- Not included in annual calendar or instructional minute requirements

# Budget Clean Up Legislation: SB 176



# Learning Recovery Emergency Block Grant

## Changes to existing grant in approved FY25 budget





# Exhibits

FY24 Unaudited Actuals  
FY25 July Forecast



**SVA**  
**Income Statement**  
**As of Jun FY2024**

	Actual			YTD	Budget & Forecast					
	Apr	May	Jun	Actual YTD	Approved Budget v1	Previous Forecast	Unaudited Actuals	Previous Forecast vs. Unaudited Actuals	Approved Budget v1 vs. Unaudited Actuals	
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	1,028,981	212,172	925,027	4,376,815	4,290,475	4,368,430	4,376,815	8,384	86,339	
Federal Revenue	1,988	15,023	425,013	525,869	312,211	545,780	525,869	(19,911)	213,658	
Other State Revenues	97,198	59,434	131,746	519,700	646,361	635,195	519,700	(115,495)	(126,661)	
Local Revenues	84	4,881	78,417	98,565	74,166	88,899	98,565	9,666	24,399	
Fundraising and Grants	13,812	3,461	(11,794)	40,360	4,500	14,500	40,360	25,860	35,860	
<b>Total Revenue</b>	<b>1,142,063</b>	<b>294,971</b>	<b>1,548,409</b>	<b>5,561,308</b>	<b>5,327,713</b>	<b>5,652,804</b>	<b>5,561,308</b>	<b>(91,496)</b>	<b>233,595</b>	
<b>Expenses</b>										
Compensation and Benefits	316,878	359,646	414,847	3,835,328	3,669,012	3,816,828	3,835,328	(18,500)	(166,316)	
Books and Supplies	9,636	7,720	45,460	188,736	244,243	260,746	188,736	72,010	55,507	
Services and Other Operating Expenditures	30,649	51,818	1,064,516	1,404,853	1,385,721	1,526,158	1,404,853	121,305	(19,132)	
Depreciation	1,365	1,365	1,364	16,374	16,374	19,130	16,374	2,757	0	
Other Outflows & Amortization	-	-	-	207	-	-	207	(207)	(207)	
<b>Total Expenses</b>	<b>358,527</b>	<b>420,549</b>	<b>1,526,187</b>	<b>5,445,497</b>	<b>5,315,349</b>	<b>5,622,863</b>	<b>5,445,497</b>	<b>177,366</b>	<b>(130,148)</b>	
<b>Operating Income</b>	<b>783,535</b>	<b>(125,578)</b>	<b>22,221</b>	<b>115,811</b>	<b>12,364</b>	<b>29,941</b>	<b>115,811</b>	<b>85,870</b>	<b>103,447</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					1,929,712	2,180,273	2,180,273			
Operating Income					12,364	29,941	115,811			
<b>Ending Fund Balance</b>					<b>1,942,075</b>	<b>2,210,214</b>	<b>2,296,083</b>			
Fund Balance as a % of Expenses					37%	39%	42%			
<b>KEY ASSUMPTIONS</b>										
<b>Enrollment Summary</b>										
<b>Total Enrolled</b>					<b>398</b>	<b>405</b>	<b>-</b>	<b>(405)</b>	<b>(398)</b>	
<b>ADA %</b>										
<b>Average ADA %</b>					<b>94.0%</b>	<b>94.0%</b>				
<b>ADA</b>										
<b>Total ADA</b>					<b>374.12</b>	<b>380.88</b>	<b>-</b>	<b>(380.88)</b>	<b>(374.12)</b>	
<b>REVENUE</b>										
<b>LCFF Entitlement</b>										
8011 Charter Schools General Purpose Entitlement - State Aid	423,265	211,633	1,129,033	3,030,945	2,584,627	2,414,154	3,030,945	616,791	446,318	
8012 Education Protection Account Entitlement	420,952	-	(387,625)	578,830	1,088,857	1,186,045	578,830	(607,215)	(510,027)	

**SVA**  
**Income Statement**  
**As of Jun FY2024**

	Actual			YTD	Budget & Forecast				
	Apr	May	Jun	Actual YTD	Approved	Previous	Unaudited	Previous	Approved
					Budget v1	Forecast		Actuals	Forecast vs. Unaudited Actuals
8019 State Aid - Prior Years	1,078	539	-	8,022	-	-	8,022	8,022	8,022
8096 Charter Schools in Lieu of Property Taxes	183,686	-	183,619	759,018	616,991	768,231	759,018	(9,213)	142,027
<b>SUBTOTAL - LCFF Entitlement</b>	<b>1,028,981</b>	<b>212,172</b>	<b>925,027</b>	<b>4,376,815</b>	<b>4,290,475</b>	<b>4,368,430</b>	<b>4,376,815</b>	<b>8,384</b>	<b>86,339</b>
<b>Federal Revenue</b>									
8181 Special Education - Entitlement	-	-	80,138	80,138	68,392	80,138	80,138	(0)	11,746
8291 Title I	-	8,550	-	42,551	40,601	42,551	42,551	-	1,950
8292 Title II	1,988	3,973	89	8,040	7,766	7,951	8,040	89	274
8294 Title IV	-	2,500	2,500	10,000	10,000	10,000	10,000	-	-
8296 SRSA Grant	-	-	-	42,854	38,532	42,854	42,854	-	4,322
8299 All Other Federal Revenue	-	-	342,286	342,286	146,920	362,286	342,286	(20,000)	195,366
<b>SUBTOTAL - Federal Revenue</b>	<b>1,988</b>	<b>15,023</b>	<b>425,013</b>	<b>525,869</b>	<b>312,211</b>	<b>545,780</b>	<b>525,869</b>	<b>(19,911)</b>	<b>213,658</b>
<b>Other State Revenue</b>									
8319 Other State Apportionments - Prior Years	-	6,024	905	9,283	-	2,354	9,283	6,929	9,283
8381 Special Education - Entitlement (State)	12,904	25,808	29,158	141,941	139,206	130,013	141,941	11,928	2,735
8382 Special Education Reimbursement (State)	-	-	(10,606)	-	-	30,360	-	(30,360)	-
8550 Mandated Cost Reimbursements	-	-	-	6,999	7,032	7,000	6,999	(1)	(33)
8560 State Lottery Revenue	29,089	-	63,101	124,930	92,609	99,056	124,930	25,875	32,322
8590 All Other State Revenue	-	-	(3,724)	42,506	195,827	88,826	42,506	(46,320)	(153,321)
8591 Prop 28 Arts & Music in Schools	21,907	10,954	(23,771)	9,090	-	54,768	9,090	(45,678)	9,090
8593 ELO-Program	33,298	16,649	76,683	184,950	211,687	222,817	184,950	(37,867)	(26,737)
<b>SUBTOTAL - Other State Revenue</b>	<b>97,198</b>	<b>59,434</b>	<b>131,746</b>	<b>519,700</b>	<b>646,361</b>	<b>635,195</b>	<b>519,700</b>	<b>(115,495)</b>	<b>(126,661)</b>
<b>Local Revenue</b>									
8660 Interest	84	2,184	73	7,255	2,166	7,182	7,255	73	5,089
8689 FUA Reimbursement	-	-	75,953	75,953	72,000	71,624	75,953	4,329	3,953
8699 All Other Local Revenue	-	2,697	-	12,791	-	10,093	12,791	2,698	12,791
8999 Uncategorized Revenue	-	-	2,391	2,566	-	-	2,566	2,566	2,566
<b>SUBTOTAL - Local Revenue</b>	<b>84</b>	<b>4,881</b>	<b>78,417</b>	<b>98,565</b>	<b>74,166</b>	<b>88,899</b>	<b>98,565</b>	<b>9,666</b>	<b>24,399</b>
<b>Fundraising and Grants</b>									
8801 Donations - Parents	-	-	16,703	16,848	-	-	16,848	16,848	16,848
8802 Donations - Private	2,500	-	-	2,882	-	-	2,882	2,882	2,882
8803 Fundraising	-	1,337	969	3,926	4,500	4,500	3,926	(574)	(574)
8811 PTO Fundraising	11,312	2,124	(29,467)	16,703	-	10,000	16,703	6,703	16,703
<b>SUBTOTAL - Fundraising and Grants</b>	<b>13,812</b>	<b>3,461</b>	<b>(11,794)</b>	<b>40,360</b>	<b>4,500</b>	<b>14,500</b>	<b>40,360</b>	<b>25,860</b>	<b>35,860</b>
<b>TOTAL REVENUE</b>	<b>1,142,063</b>	<b>294,971</b>	<b>1,548,409</b>	<b>5,561,308</b>	<b>5,327,713</b>	<b>5,652,804</b>	<b>5,561,308</b>	<b>(91,496)</b>	<b>233,595</b>
<b>EXPENSES</b>									

**SVA**  
**Income Statement**  
**As of Jun FY2024**

	Actual			YTD	Budget & Forecast				
	Apr	May	Jun	Actual YTD	Approved Budget v1	Previous Forecast	Unaudited Actuals	Previous Forecast vs.	Approved Budget v1 vs.
								Unaudited Actuals	Unaudited Actuals
<b>Compensation &amp; Benefits</b>									
<b>Certificated Salaries</b>									
1100 Teachers Salaries	120,202	121,907	163,931	1,382,249	1,299,451	1,298,289	1,382,249	(83,961)	(82,798)
1101 Teacher - Stipends	300	675	13,729	47,510	79,780	67,207	47,510	19,697	32,270
1103 Teacher - Substitute Pay	9,488	14,192	5,880	92,357	56,700	75,000	92,357	(17,357)	(35,657)
1111 Teacher - Specialist	14,975	18,707	21,028	180,466	224,222	219,775	180,466	39,308	43,755
1148 Teacher - Special Ed	23,800	23,800	29,707	273,343	274,296	274,296	273,343	952	952
1150 Teacher - Intervention	11,938	15,663	14,049	141,067	138,170	134,810	141,067	(6,257)	(2,897)
1300 Certificated Supervisor & Administrator Salaries	22,672	22,512	31,761	281,265	271,326	271,326	281,265	(9,940)	(9,940)
<b>SUBTOTAL - Certificated Salaries</b>	<b>203,376</b>	<b>217,457</b>	<b>280,085</b>	<b>2,398,258</b>	<b>2,343,944</b>	<b>2,340,701</b>	<b>2,398,258</b>	<b>(57,557)</b>	<b>(54,314)</b>
<b>Classified Salaries</b>									
2100 Classified Instructional Aide Salaries	18,276	28,134	23,252	263,548	229,661	223,442	263,548	(40,107)	(33,887)
2103 Classified - Special Education	12,522	17,163	11,324	144,348	59,597	146,674	144,348	2,326	(84,751)
2400 Classified Clerical & Office Salaries	10,528	15,927	17,492	148,489	112,818	140,812	148,489	(7,677)	(35,671)
2905 Other Classified - After School	-	-	-	40	-	9,374	40	9,334	(40)
2930 Other Classified - Maintenance/grounds	3,797	4,181	5,813	49,603	47,008	47,008	49,603	(2,595)	(2,595)
2935 Other Classified - Substitute	1,918	3,349	2,517	26,866	-	25,000	26,866	(1,866)	(26,866)
2940 Other Classified - Summer	-	-	-	-	10,472	10,472	-	10,472	10,472
<b>SUBTOTAL - Classified Salaries</b>	<b>47,041</b>	<b>68,754</b>	<b>60,399</b>	<b>632,895</b>	<b>459,556</b>	<b>602,782</b>	<b>632,895</b>	<b>(30,113)</b>	<b>(173,338)</b>
<b>Employee Benefits</b>									
3100 STRS	35,610	39,562	38,729	425,198	440,793	440,801	425,198	15,603	15,596
3300 OASDI-Medicare-Alternative	6,365	8,196	5,878	79,364	71,383	82,089	79,364	2,725	(7,981)
3400 Health & Welfare Benefits	22,166	21,140	21,375	257,052	306,612	312,042	257,052	54,989	49,559
3500 Unemployment Insurance	606	505	194	12,130	13,954	15,524	12,130	3,394	1,823
3600 Workers Comp Insurance	1,616	-	1,870	18,911	28,035	17,955	18,911	(956)	9,124
3900 403b contribution	98	4,032	6,318	11,520	4,735	4,934	11,520	(6,586)	(6,785)
<b>SUBTOTAL - Employee Benefits</b>	<b>66,461</b>	<b>73,435</b>	<b>74,364</b>	<b>804,176</b>	<b>865,511</b>	<b>873,345</b>	<b>804,176</b>	<b>69,170</b>	<b>61,336</b>
<b>Books &amp; Supplies</b>									
4100 Approved Textbooks & Core Curricula Materials	-	1,495	32,565	70,260	54,246	92,231	70,260	21,971	(16,014)
4200 Books & Other Reference Materials	4,535	-	-	7,520	24,687	9,937	7,520	2,417	17,167
4300 Materials & Supplies	-	-	175	2,882	5,297	5,297	2,882	2,415	2,415
4320 Educational Software	-	-	7,508	35,978	12,387	31,950	35,978	(4,028)	(23,592)
4325 Instructional Materials & Supplies	838	564	-	6,495	68,320	29,500	6,495	23,005	61,825
4326 Art	506	35	136	11,033	14,399	14,399	11,033	3,365	3,365
4330 Office Supplies	621	342	1,306	11,453	12,856	12,356	11,453	903	1,403
4335 PE Supplies	-	-	-	1,115	2,323	2,323	1,115	1,208	1,208
4346 Teacher Supplies	-	-	2,045	9,762	18,200	20,300	9,762	10,538	8,438
4352 After School Program	-	-	-	1,566	-	5,500	1,566	3,934	(1,566)

**SVA**  
**Income Statement**  
**As of Jun FY2024**

	Actual			YTD	Budget & Forecast				
	Apr	May	Jun	Actual YTD	Approved	Previous	Unaudited	Previous	Approved
					Budget v1	Forecast	Actuals	Forecast vs. Unaudited Actuals	Budget v1 vs. Unaudited Actuals
4355 Science	-	254	1,725	2,428	-	800	2,428	(1,628)	(2,428)
4410 Classroom Furniture, Equipment & Supplies	-	-	-	5,022	3,380	5,500	5,022	478	(1,642)
4420 Computers: individual items less than \$5k	3,136	-	-	14,143	18,494	15,000	14,143	857	4,351
4430 Non Classroom Related Furniture, Equipment & Supplies	-	30	-	3,966	2,835	8,835	3,966	4,869	(1,131)
4710 Student Food Services	-	5,000	-	5,000	5,000	5,000	5,000	-	-
4720 Other Food	-	-	-	113	1,818	1,818	113	1,706	1,706
<b>SUBTOTAL - Books and Supplies</b>	<b>9,636</b>	<b>7,720</b>	<b>45,460</b>	<b>188,736</b>	<b>244,243</b>	<b>260,746</b>	<b>188,736</b>	<b>72,010</b>	<b>55,507</b>
<b>Services &amp; Other Operating Expenses</b>									
5210 Conference Fees	-	-	-	269	-	270	269	1	(269)
5215 Travel - Mileage, Parking, Tolls	37	9	63	1,055	2,000	2,000	1,055	945	945
5220 Travel and Lodging	-	-	-	846	4,500	4,500	846	3,654	3,654
5225 Travel - Meals & Entertainment	-	-	-	99	400	400	99	301	301
5305 Dues & Membership - Professional	-	1,210	-	1,349	1,575	1,575	1,349	225	225
5515 Janitorial, Gardening Services & Supplies	-	345	1,282	6,347	6,927	6,927	6,347	580	580
5525 Utilities - Waste	1,511	-	-	8,118	8,507	8,507	8,118	389	389
5610 Rent	-	-	267,874	267,874	274,284	274,284	267,874	6,410	6,410
5619 Non-Cash Lease Adjustment	-	-	-	-	60,896	60,896	-	60,896	60,896
5809 Banking Fees	228	275	250	2,536	1,050	3,000	2,536	464	(1,486)
5812 Business Services	-	-	-	399	-	-	399	(399)	(399)
5820 Non-Instructional Consultants	1,508	5,100	2,114	11,722	-	28,500	11,722	16,778	(11,722)
5824 District Oversight Fees	-	-	43,768	43,768	42,905	43,684	43,768	(84)	(863)
5830 Field Trips Expenses	3,017	1,546	3,332	21,725	30,000	30,000	21,725	8,275	8,275
5833 Fines and Penalties	511	-	23	634	157	700	634	66	(478)
5836 Fingerprinting	-	-	-	-	600	600	-	600	600
5839 Fundraising Expenses	-	-	-	4,084	13,037	13,037	4,084	8,953	8,953
5845 Legal Fees	-	-	267	1,795	5,254	5,254	1,795	3,458	3,458
5848 Licenses and Other Fees	-	-	-	656	-	700	656	44	(656)
5851 Marketing and Student Recruiting	1,510	1,510	-	11,100	5,487	5,487	11,100	(5,613)	(5,613)
5854 Consultants - CALPADS	-	-	-	-	5,904	5,904	-	5,904	5,904
5857 Payroll Fees	471	503	449	6,490	5,562	6,600	6,490	110	(928)
5858 CMO Services	-	-	674,557	674,557	604,108	684,207	674,557	9,649	(70,449)
5860 Printing and Reproduction	2,248	1,990	3,461	27,233	23,814	23,814	27,233	(3,419)	(3,419)
5861 Prior Yr Exp (not accrued)	-	-	6	1,842	-	1,836	1,842	(6)	(1,842)
5863 Professional Development	790	2,146	900	41,163	42,845	42,845	41,163	1,683	1,683
5869 Special Education Contract Instructors	6,735	9,885	12,248	88,950	67,635	81,844	88,950	(7,107)	(21,315)
5875 Staff Recruiting	-	-	-	1,118	1,042	1,150	1,118	32	(76)
5877 Student Activities	450	2,665	14,131	22,156	4,276	10,000	22,156	(12,156)	(17,881)
5878 Student Assessment	-	416	1,476	3,049	16,368	10,661	3,049	7,612	13,318
5880 Student Health Services	-	4,700	827	8,902	20,952	10,000	8,902	1,098	12,050
5881 Student Information System	486	446	646	6,595	13,271	23,611	6,595	17,016	6,676
5893 Transportation - Student	11,103	10,634	21,269	108,988	101,498	101,498	108,988	(7,490)	(7,490)

**SVA**  
**Income Statement**  
**As of Jun FY2024**

	Actual			YTD	Budget & Forecast				
	Apr	May	Jun	Actual YTD	Approved Budget v1	Previous Forecast	Unaudited Actuals	Previous Forecast vs.	Approved Budget v1 vs.
								Unaudited Actuals	Unaudited Actuals
5898 Bad Debt Expense	-	8,307	-	8,307	-	-	8,307	(8,307)	(8,307)
5899 Miscellaneous Operating Expenses	-	103	-	103	-	10,000	103	9,897	(103)
5910 Communications - Internet / Website Fees	28	28	15,028	19,751	18,996	18,996	19,751	(755)	(755)
5915 Postage and Delivery	15	-	544	1,269	1,872	1,872	1,269	602	602
5920 Communications - Telephone & Fax	-	-	-	-	-	1,000	-	1,000	-
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>30,649</b>	<b>51,818</b>	<b>1,064,516</b>	<b>1,404,853</b>	<b>1,385,721</b>	<b>1,526,158</b>	<b>1,404,853</b>	<b>121,305</b>	<b>(19,132)</b>
<b>Capital Outlay &amp; Depreciation</b>									
6900 Depreciation	1,365	1,365	1,364	16,374	16,374	19,130	16,374	2,757	0
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>1,365</b>	<b>1,365</b>	<b>1,364</b>	<b>16,374</b>	<b>16,374</b>	<b>19,130</b>	<b>16,374</b>	<b>2,757</b>	<b>0</b>
<b>Other Outflows &amp; Amortization</b>									
7999 Uncategorized Expense	-	-	-	207	-	-	207	(207)	(207)
<b>SUBTOTAL - Other Outflows &amp; Amortization</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>207</b>	<b>-</b>	<b>-</b>	<b>207</b>	<b>(207)</b>	<b>(207)</b>
<b>TOTAL EXPENSES</b>	<b>358,527</b>	<b>420,549</b>	<b>1,526,187</b>	<b>5,445,497</b>	<b>5,315,349</b>	<b>5,622,863</b>	<b>5,445,497</b>	<b>177,366</b>	<b>(130,148)</b>

**BOA**  
**Income Statement**  
**As of Jun FY2024**

	Actual			YTD	Budget & Forecast				
	Apr	May	Jun	Actual YTD	Approved Budget v1	Previous Forecast	Unaudited Actuals	Previous Forecast vs. Unaudited Actuals	Approved Budget v1 vs. Unaudited Actuals
<b>SUMMARY</b>									
<b>Revenue</b>									
LCFF Entitlement	970,303	373,882	1,123,343	4,614,038	4,541,274	4,611,553	4,614,038	2,485	72,764
Federal Revenue	7,574	54,841	258,018	399,265	310,940	398,976	399,265	289	88,325
Other State Revenues	106,857	61,515	247,521	693,064	651,116	783,080	693,064	(90,016)	41,948
Local Revenues	-	6,162	62,143	73,890	63,561	68,571	73,890	5,319	10,329
Fundraising and Grants	1,089	160	205	3,201	2,000	12,855	3,201	(9,654)	1,201
<b>Total Revenue</b>	<b>1,085,823</b>	<b>496,561</b>	<b>1,691,230</b>	<b>5,783,458</b>	<b>5,568,892</b>	<b>5,875,035</b>	<b>5,783,458</b>	<b>(91,576)</b>	<b>214,567</b>
<b>Expenses</b>									
Compensation and Benefits	305,455	331,843	411,546	3,737,765	3,897,675	3,786,713	3,737,765	48,948	159,910
Books and Supplies	7,258	14,608	59,939	293,669	308,502	395,002	293,669	101,333	14,833
Services and Other Operating Expenditures	13,909	66,359	1,056,472	1,308,070	1,311,490	1,552,792	1,308,070	244,722	3,420
Depreciation	-	-	1,603	1,603	-	-	1,603	(1,603)	(1,603)
Other Outflows & Amortization	-	-	-	267	-	-	267	(267)	(267)
<b>Total Expenses</b>	<b>326,622</b>	<b>412,810</b>	<b>1,529,559</b>	<b>5,341,374</b>	<b>5,517,667</b>	<b>5,734,507</b>	<b>5,341,374</b>	<b>393,133</b>	<b>176,293</b>
<b>Operating Income</b>	<b>759,201</b>	<b>83,751</b>	<b>161,670</b>	<b>442,084</b>	<b>51,224</b>	<b>140,528</b>	<b>442,084</b>	<b>301,556</b>	<b>390,860</b>
<b>Fund Balance</b>									
Beginning Balance (Unaudited)					853,065	1,096,452	1,096,452		
Operating Income					51,224	140,528	442,084		
<b>Ending Fund Balance</b>					<b>904,290</b>	<b>1,236,980</b>	<b>1,538,536</b>		
Fund Balance as a % of Expenses					16%	22%	29%		
<b>KEY ASSUMPTIONS</b>									
<b>Enrollment Summary</b>									
<b>Total Enrolled</b>					<b>407</b>	<b>412</b>	<b>-</b>	<b>(412)</b>	<b>(407)</b>
<b>ADA %</b>									
<b>Average ADA %</b>					<b>94.0%</b>	<b>94.6%</b>			
<b>ADA</b>									
<b>Total ADA</b>					<b>382.52</b>	<b>389.81</b>	<b>-</b>	<b>(389.81)</b>	<b>(382.52)</b>
<b>REVENUE</b>									
<b>LCFF Entitlement</b>									
8011 Charter Schools General Purpose Entitlement - State Aid	747,679	373,839	745,427	3,759,084	3,833,925	3,747,348	3,759,084	11,736	(74,841)
8012 Education Protection Account Entitlement	26,348	-	19,416	77,962	76,504	77,962	77,962	-	1,458

**BOA**  
**Income Statement**  
**As of Jun FY2024**

		Actual			YTD	Budget & Forecast				
		Apr	May	Jun	Actual YTD	Approved Budget v1	Previous Forecast	Unaudited Actuals	Previous Forecast vs. Unaudited Actuals	Approved Budget v1 vs. Unaudited Actuals
8019	State Aid - Prior Years	86	43	-	179	-	-	179	179	179
8096	Charter Schools in Lieu of Property Taxes	196,190	-	358,500	776,813	630,844	786,243	776,813	(9,430)	145,969
<b>SUBTOTAL - LCFF Entitlement</b>		<b>970,303</b>	<b>373,882</b>	<b>1,123,343</b>	<b>4,614,038</b>	<b>4,541,274</b>	<b>4,611,553</b>	<b>4,614,038</b>	<b>2,485</b>	<b>72,764</b>
<b>Federal Revenue</b>										
8181	Special Education - Entitlement	-	-	72,397	72,397	60,240	72,397	72,397	(0)	12,157
8291	Title I	-	17,342	-	49,436	49,900	49,436	49,436	-	(464)
8292	Title II	2,054	4,172	124	8,406	8,184	8,215	8,406	191	222
8294	Title IV	-	2,500	2,500	10,000	10,000	10,000	10,000	-	-
8296	SRSA Grant	-	-	-	33,309	28,750	33,309	33,309	-	4,559
8297	PY Federal - Not Accrued	-	98	-	98	-	-	98	98	98
8299	All Other Federal Revenue	5,520	30,729	182,997	225,619	153,866	225,619	225,619	-	71,753
<b>SUBTOTAL - Federal Revenue</b>		<b>7,574</b>	<b>54,841</b>	<b>258,018</b>	<b>399,265</b>	<b>310,940</b>	<b>398,976</b>	<b>399,265</b>	<b>289</b>	<b>88,325</b>
<b>Other State Revenue</b>										
8319	Other State Apportionments - Prior Years	-	-	708	7,165	-	6,457	7,165	708	7,165
8381	Special Education - Entitlement (State	14,198	28,395	32,081	156,171	126,522	142,995	156,171	13,176	29,649
8382	Special Education Reimbursement (State	-	-	(9,640)	-	-	31,072	-	(31,072)	-
8550	Mandated Cost Reimbursements	-	-	-	6,361	6,391	6,321	6,361	40	(30)
8560	State Lottery Revenue	26,419	-	71,477	127,476	94,688	101,402	127,476	26,074	32,788
8590	All Other State Revenue	-	-	-	49,587	128,987	102,373	49,587	(52,786)	(79,400)
8591	Prop 28 Arts & Music in Schools	19,948	9,974	19,948	49,870	-	49,870	49,870	-	49,870
8593	ELO-Program	46,293	23,146	132,948	296,435	294,528	342,590	296,435	(46,155)	1,907
<b>SUBTOTAL - Other State Revenue</b>		<b>106,857</b>	<b>61,515</b>	<b>247,521</b>	<b>693,064</b>	<b>651,116</b>	<b>783,080</b>	<b>693,064</b>	<b>(90,016)</b>	<b>41,948</b>
<b>Local Revenue</b>										
8660	Interest	-	2,986	-	7,168	561	7,168	7,168	0	6,607
8689	FUA Reimbursement	-	-	61,863	61,863	63,000	60,000	61,863	1,863	(1,137)
8699	All Other Local Revenue	-	3,176	280	4,859	-	1,403	4,859	3,456	4,859
<b>SUBTOTAL - Local Revenue</b>		<b>-</b>	<b>6,162</b>	<b>62,143</b>	<b>73,890</b>	<b>63,561</b>	<b>68,571</b>	<b>73,890</b>	<b>5,319</b>	<b>10,329</b>
<b>Fundraising and Grants</b>										
8801	Donations - Parents	-	-	-	200	1,000	1,000	200	(800)	(800)
8802	Donations - Private	-	-	-	37	-	-	37	37	37
8803	Fundraising	185	160	205	2,060	1,000	1,855	2,060	205	1,060
8811	PTO Fundraising	904	-	-	904	-	10,000	904	(9,096)	904
<b>SUBTOTAL - Fundraising and Grants</b>		<b>1,089</b>	<b>160</b>	<b>205</b>	<b>3,201</b>	<b>2,000</b>	<b>12,855</b>	<b>3,201</b>	<b>(9,654)</b>	<b>1,201</b>
<b>TOTAL REVENUE</b>		<b>1,085,823</b>	<b>496,561</b>	<b>1,691,230</b>	<b>5,783,458</b>	<b>5,568,892</b>	<b>5,875,035</b>	<b>5,783,458</b>	<b>(91,576)</b>	<b>214,567</b>
<b>EXPENSES</b>										



**BOA**  
**Income Statement**  
**As of Jun FY2024**

	Actual			YTD	Budget & Forecast				
	Apr	May	Jun	Actual YTD	Approved Budget v1	Previous Forecast	Unaudited Actuals	Previous Forecast vs. Unaudited Actuals	Approved Budget v1 vs. Unaudited Actuals
<b>Compensation &amp; Benefits</b>									
<b>Certificated Salaries</b>									
1100 Teachers Salaries	110,774	110,815	159,661	1,292,126	1,233,457	1,165,745	1,292,126	(126,381)	(58,669)
1101 Teacher - Stipends	-	-	10,801	45,208	71,407	44,712	45,208	(496)	26,198
1103 Teacher - Substitute Pay	5,725	8,470	3,755	62,518	56,700	71,700	62,518	9,182	(5,818)
1111 Teacher - Specialist	19,821	19,821	31,203	229,416	304,903	304,903	229,416	75,488	75,488
1148 Teacher - Special Ed	17,118	17,118	20,084	235,672	228,120	261,949	235,672	26,277	(7,552)
1150 Teacher - Intervention	12,159	12,159	13,439	135,033	138,329	138,329	135,033	3,296	3,296
1300 Certificated Supervisor & Administrator Salaries	24,173	23,933	32,108	298,392	287,197	287,197	298,392	(11,195)	(11,195)
<b>SUBTOTAL - Certificated Salaries</b>	<b>189,771</b>	<b>192,317</b>	<b>271,052</b>	<b>2,298,364</b>	<b>2,320,112</b>	<b>2,274,535</b>	<b>2,298,364</b>	<b>(23,829)</b>	<b>21,748</b>
<b>Classified Salaries</b>									
2100 Classified Instructional Aide Salaries	27,319	44,128	38,519	352,086	435,314	355,479	352,086	3,392	83,228
2103 Classified - Special Education	4,889	8,344	8,945	84,716	65,936	97,903	84,716	13,186	(18,781)
2400 Classified Clerical & Office Salaries	8,906	10,630	15,691	118,405	101,302	119,387	118,405	982	(17,103)
2905 Other Classified - After School	-	-	-	-	60,000	44,000	-	44,000	60,000
2930 Other Classified - Maintenance/grounds	3,617	4,014	5,578	47,375	44,741	44,741	47,375	(2,635)	(2,635)
2935 Other Classified - Substitute	961	1,612	410	16,154	-	-	16,154	(16,154)	(16,154)
2940 Other Classified - Summer	-	-	-	-	8,568	8,568	-	8,568	8,568
<b>SUBTOTAL - Classified Salaries</b>	<b>45,693</b>	<b>68,728</b>	<b>69,143</b>	<b>618,737</b>	<b>715,861</b>	<b>670,077</b>	<b>618,737</b>	<b>51,340</b>	<b>97,123</b>
<b>Employee Benefits</b>									
3100 STRS	37,551	38,006	37,586	427,570	443,141	434,436	427,570	6,866	15,571
3300 OASDI-Medicare-Alternative	6,058	7,839	6,014	76,270	88,405	84,242	76,270	7,972	12,135
3400 Health & Welfare Benefits	24,081	23,332	23,332	281,553	280,517	285,947	281,553	4,394	(1,036)
3500 Unemployment Insurance	562	462	189	11,602	15,669	15,328	11,602	3,726	4,067
3600 Workers Comp Insurance	1,729	-	2,001	20,230	30,360	17,962	20,230	(2,268)	10,129
3900 403b contribution	10	1,160	2,231	3,438	3,611	4,187	3,438	748	172
<b>SUBTOTAL - Employee Benefits</b>	<b>69,991</b>	<b>70,799</b>	<b>71,352</b>	<b>820,663</b>	<b>861,702</b>	<b>842,101</b>	<b>820,663</b>	<b>21,438</b>	<b>41,039</b>
<b>Books &amp; Supplies</b>									
4100 Approved Textbooks & Core Curricula Materials	-	12,220	29,009	98,578	62,538	111,538	98,578	12,960	(36,040)
4200 Books & Other Reference Materials	4,429	-	22	10,905	19,503	19,503	10,905	8,598	8,598
4300 Materials & Supplies	762	-	-	4,269	7,679	7,774	4,269	3,504	3,410
4320 Educational Software	-	-	7,812	27,043	12,376	25,000	27,043	(2,043)	(14,668)
4325 Instructional Materials & Supplies	-	-	-	14,733	18,050	28,050	14,733	13,317	3,317
4326 Art	539	288	60	17,199	10,000	20,000	17,199	2,801	(7,199)
4330 Office Supplies	856	1,096	2,771	17,795	14,245	15,926	17,795	(1,869)	(3,550)
4335 PE Supplies	-	-	-	2,309	1,500	4,000	2,309	1,691	(809)
4346 Teacher Supplies	431	748	2,230	8,386	10,400	10,000	8,386	1,614	2,014
4355 Science	219	-	-	3,992	4,000	5,000	3,992	1,008	8

**BOA**  
**Income Statement**  
**As of Jun FY2024**

	Actual			YTD	Budget & Forecast					
	Apr	May	Jun	Actual YTD	Approved	Previous	Unaudited	Previous	Approved	
					Budget v1	Forecast		Actuals	Forecast vs. Unaudited Actuals	Budget v1 vs. Unaudited Actuals
4356 Recess Supplies	-	-	-	667	2,500	2,500	667	1,833	1,833	
4410 Classroom Furniture, Equipment & Supplies	23	-	-	51,507	100,000	100,000	51,507	48,494	48,494	
4420 Computers: individual items less than \$5k	-	-	13,005	20,214	26,000	26,000	20,214	5,786	5,786	
4430 Non Classroom Related Furniture, Equipment & Supplies	-	256	-	10,830	13,000	13,000	10,830	2,170	2,170	
4710 Student Food Services	-	-	5,000	5,000	5,000	5,000	5,000	-	-	
4720 Other Food	-	-	30	242	1,712	1,712	242	1,469	1,469	
<b>SUBTOTAL - Books and Supplies</b>	<b>7,258</b>	<b>14,608</b>	<b>59,939</b>	<b>293,669</b>	<b>308,502</b>	<b>395,002</b>	<b>293,669</b>	<b>101,333</b>	<b>14,833</b>	
<b>Services &amp; Other Operating Expenses</b>										
5210 Conference Fees	-	-	-	-	100	100	-	100	100	
5215 Travel - Mileage, Parking, Tolls	34	40	33	1,283	1,022	2,000	1,283	717	(261)	
5220 Travel and Lodging	-	-	-	2,804	3,500	3,500	2,804	696	696	
5225 Travel - Meals & Entertainment	-	-	-	688	1,000	1,000	688	312	312	
5305 Dues & Membership - Professional	-	1,259	-	1,399	1,322	1,500	1,399	101	(76)	
5515 Janitorial, Gardening Services & Supplies	-	1,100	8	1,890	4,185	2,100	1,890	210	2,295	
5525 Utilities - Waste	-	-	-	-	3,135	-	-	-	3,135	
5610 Rent	-	-	293,895	293,895	217,651	217,651	293,895	(76,244)	(76,244)	
5615 Repairs and Maintenance - Building	-	-	700	2,300	500	-	2,300	(2,300)	(1,800)	
5619 Non-Cash Lease Adjustment	-	-	-	-	152,692	152,692	-	152,692	152,692	
5820 Non-Instructional Consultants	-	8,100	2,114	10,214	-	46,000	10,214	35,786	(10,214)	
5824 District Oversight Fees	-	-	46,140	46,140	45,413	46,116	46,140	(25)	(728)	
5830 Field Trips Expenses	1,270	24,055	1,466	45,019	36,025	48,025	45,019	3,006	(8,994)	
5836 Fingerprinting	-	-	-	149	423	423	149	273	273	
5839 Fundraising Expenses	-	-	-	-	10,890	5,445	-	5,445	10,890	
5845 Legal Fees	-	142	-	1,595	6,373	6,373	1,595	4,778	4,778	
5851 Marketing and Student Recruiting	1,510	1,510	47	8,098	7,548	7,548	8,098	(550)	(550)	
5854 Consultants - CALPADS	-	-	-	-	5,791	5,791	-	5,791	5,791	
5857 Payroll Fees	476	459	471	5,746	6,282	6,359	5,746	613	536	
5858 CMO Services	-	-	690,579	690,579	617,672	700,248	690,579	9,669	(72,907)	
5860 Printing and Reproduction	1,434	1,892	3,255	26,655	23,768	23,768	26,655	(2,888)	(2,888)	
5861 Prior Yr Exp (not accrued)	-	-	-	7,308	500	7,500	7,308	192	(6,808)	
5863 Professional Development	375	4,110	335	30,518	28,552	114,011	30,518	83,493	(1,966)	
5869 Special Education Contract Instructors	7,261	10,288	13,390	93,473	70,210	83,412	93,473	(10,061)	(23,263)	
5875 Staff Recruiting	-	-	-	1,049	3,675	3,675	1,049	2,626	2,626	
5877 Student Activities	900	4,473	2,482	10,677	10,000	10,000	10,677	(677)	(677)	
5878 Student Assessment	-	2,547	-	5,139	13,726	6,749	5,139	1,610	8,587	
5880 Student Health Services	119	4,838	112	7,855	20,952	10,000	7,855	2,145	13,097	
5881 Student Information System	486	446	646	6,595	13,271	23,611	6,595	17,016	6,676	
5898 Bad Debt Expense	-	854	-	854	-	-	854	(854)	(854)	
5899 Miscellaneous Operating Expenses	-	103	-	103	-	10,000	103	9,897	(103)	
5910 Communications - Internet / Website Fees	30	30	66	4,446	4,216	6,099	4,446	1,653	(230)	
5915 Postage and Delivery	15	113	733	1,597	985	985	1,597	(612)	(612)	

**BOA**  
**Income Statement**  
**As of Jun FY2024**

		Actual			YTD	Budget & Forecast				
		Apr	May	Jun	Actual YTD	Approved Budget v1	Previous Forecast	Unaudited Actuals	Previous Forecast vs. Unaudited Actuals	Approved Budget v1 vs. Unaudited Actuals
5920	Communications - Telephone & Fax	-	-	-	-	110	110	-	110	110
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>13,909</b>	<b>66,359</b>	<b>1,056,472</b>	<b>1,308,070</b>	<b>1,311,490</b>	<b>1,552,792</b>	<b>1,308,070</b>	<b>244,722</b>	<b>3,420</b>
<b>Capital Outlay &amp; Depreciation</b>										
6900	Depreciation	-	-	1,603	1,603	-	-	1,603	(1,603)	(1,603)
	<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>-</b>	<b>-</b>	<b>1,603</b>	<b>1,603</b>	<b>-</b>	<b>-</b>	<b>1,603</b>	<b>(1,603)</b>	<b>(1,603)</b>
<b>Other Outflows &amp; Amortization</b>										
7999	Uncategorized Expense	-	-	-	267	-	-	267	(267)	(267)
	<b>SUBTOTAL - Other Outflows &amp; Amortization</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>267</b>	<b>-</b>	<b>-</b>	<b>267</b>	<b>(267)</b>	<b>(267)</b>
<b>TOTAL EXPENSES</b>		<b>326,622</b>	<b>412,810</b>	<b>1,529,559</b>	<b>5,341,374</b>	<b>5,517,667</b>	<b>5,734,507</b>	<b>5,341,374</b>	<b>393,133</b>	<b>176,293</b>

**CMO**  
**Income Statement**  
**As of Jun FY2024**

	Actual			YTD	Budget & Forecast					
	Apr	May	Jun		Actual YTD	Approved Budget v1	Previous Forecast	Unaudited Actuals	Previous Forecast vs. Unaudited Actuals	Approved Budget v1 vs. Unaudited Actuals
<b>SUMMARY</b>										
<b>Revenue</b>										
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-
Local Revenues	12,202	12,580	1,376,310	1,498,974	1,311,781	1,514,741	1,498,974	(15,766)	187,194	
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	<b>12,202</b>	<b>12,580</b>	<b>1,376,310</b>	<b>1,498,974</b>	<b>1,311,781</b>	<b>1,514,741</b>	<b>1,498,974</b>	<b>(15,766)</b>	<b>187,194</b>	
<b>Expenses</b>										
Compensation and Benefits	79,137	80,448	91,170	952,717	939,540	946,075	952,717	(6,642)	(13,177)	
Books and Supplies	10,483	8,414	11,291	94,678	41,771	95,656	94,678	978	(52,907)	
Services and Other Operating Expenditures	27,265	44,217	66,280	451,576	330,469	473,009	451,576	21,433	(121,107)	
Depreciation	-	-	-	-	-	-	-	-	-	
Other Outflows & Amortization	-	-	-	3	-	-	3	(3)	(3)	
<b>Total Expenses</b>	<b>116,884</b>	<b>133,079</b>	<b>168,741</b>	<b>1,498,974</b>	<b>1,311,781</b>	<b>1,514,741</b>	<b>1,498,974</b>	<b>15,766</b>	<b>(187,194)</b>	
<b>Operating Income</b>	<b>(104,682)</b>	<b>(120,498)</b>	<b>1,207,569</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Fund Balance</b>										
Beginning Balance (Unaudited)					(0)	(0)	(0)			
Operating Income					-	-	-			
<b>Ending Fund Balance</b>					<b>(0)</b>	<b>(0)</b>	<b>(0)</b>			
Fund Balance as a % of Expenses					0%	0%	0%			
<b>KEY ASSUMPTIONS</b>										
<b>Enrollment Summary</b>										
Total Enrolled					-	-	-	-	-	
<b>ADA %</b>										
Average ADA %										
<b>ADA</b>										
Total ADA					-	-	-	-	-	
<b>REVENUE</b>										
<b>LCFF Entitlement</b>										
SUBTOTAL - LCFF Entitlement	-	-	-	-	-	-	-	-	-	

**CMO**  
**Income Statement**  
**As of Jun FY2024**

	Actual			YTD	Budget & Forecast				
	Apr	May	Jun	Actual YTD	Approved Budget v1	Previous Forecast	Unaudited Actuals	Previous Forecast vs. Unaudited Actuals	Approved Budget v1 vs. Unaudited Actuals
<b>Federal Revenue</b>									
<b>SUBTOTAL - Federal Revenue</b>	-	-	-	-	-	-	-	-	-
<b>Other State Revenue</b>									
<b>SUBTOTAL - Other State Revenue</b>	-	-	-	-	-	-	-	-	-
<b>Local Revenue</b>									
8676 After School Program Revenue	12,202	12,580	11,174	133,553	90,000	130,000	133,553	3,553	43,553
8699 All Other Local Revenue	-	-	-	285	-	286	285	(1)	285
8721 CMO Fees Revenue	-	-	1,365,136	1,365,136	1,221,781	1,384,455	1,365,136	(19,319)	143,356
<b>SUBTOTAL - Local Revenue</b>	<b>12,202</b>	<b>12,580</b>	<b>1,376,310</b>	<b>1,498,974</b>	<b>1,311,781</b>	<b>1,514,741</b>	<b>1,498,974</b>	<b>(15,766)</b>	<b>187,194</b>
<b>Fundraising and Grants</b>									
<b>SUBTOTAL - Fundraising and Grants</b>	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>12,202</b>	<b>12,580</b>	<b>1,376,310</b>	<b>1,498,974</b>	<b>1,311,781</b>	<b>1,514,741</b>	<b>1,498,974</b>	<b>(15,766)</b>	<b>187,194</b>
<b>EXPENSES</b>									
<b>Compensation &amp; Benefits</b>									
<b>Certificated Salaries</b>									
1100 Teachers Salaries	-	-	1,164	1,164	-	-	1,164	(1,164)	(1,164)
1101 Teacher - Stipends	-	2,550	-	12,050	-	13,000	12,050	950	(12,050)
1150 Teacher - Intervention	487	487	487	5,355	5,355	5,355	5,355	(0)	(0)
1300 Certificated Supervisor & Administrator Salaries	15,399	15,399	22,790	192,176	185,919	185,919	192,176	(6,257)	(6,257)
<b>SUBTOTAL - Certificated Salaries</b>	<b>15,886</b>	<b>18,436</b>	<b>24,441</b>	<b>210,746</b>	<b>191,274</b>	<b>204,274</b>	<b>210,746</b>	<b>(6,472)</b>	<b>(19,472)</b>
<b>Classified Salaries</b>									
2103 Classified - Special Education	1,887	3,101	1,571	12,291	-	-	12,291	(12,291)	(12,291)
2400 Classified Clerical & Office Salaries	20,898	23,563	33,850	281,782	272,129	273,300	281,782	(8,483)	(9,653)
2905 Other Classified - After School	26,803	21,716	17,891	279,061	279,141	271,864	279,061	(7,197)	80
2935 Other Classified - Substitute	-	-	53	53	-	-	53	(53)	(53)
<b>SUBTOTAL - Classified Salaries</b>	<b>49,588</b>	<b>48,379</b>	<b>53,365</b>	<b>573,187</b>	<b>551,270</b>	<b>545,164</b>	<b>573,187</b>	<b>(28,023)</b>	<b>(21,917)</b>
<b>Employee Benefits</b>									
3100 STRS	3,034	3,034	3,034	36,832	36,533	39,016	36,832	2,184	(299)
3300 OASDI-Medicare-Alternative	3,841	3,856	2,775	44,343	44,946	44,667	44,343	324	603
3400 Health & Welfare Benefits	3,330	3,308	3,308	43,943	65,237	65,237	43,943	21,294	21,294
3500 Unemployment Insurance	158	117	44	2,864	6,483	7,105	2,864	4,241	3,619
3600 Workers Comp Insurance	413	-	478	4,838	7,425	4,572	4,838	(266)	2,588
3900 403b contribution	2,887	3,318	3,724	35,965	36,372	36,041	35,965	76	407

**CMO**  
**Income Statement**  
**As of Jun FY2024**

	Actual			YTD	Budget & Forecast				
	Apr	May	Jun	Actual YTD	Approved Budget v1	Previous Forecast	Unaudited Actuals	Previous Forecast vs.	Approved Budget v1 vs.
								Unaudited Actuals	Unaudited Actuals
<b>SUBTOTAL - Employee Benefits</b>	<b>13,663</b>	<b>13,633</b>	<b>13,364</b>	<b>168,784</b>	<b>196,996</b>	<b>196,637</b>	<b>168,784</b>	<b>27,853</b>	<b>28,212</b>
<b>Books &amp; Supplies</b>									
4325 Instructional Materials & Supplies	694	-	59	752	-	-	752	(752)	(752)
4330 Office Supplies	280	37	337	2,282	2,040	2,040	2,282	(242)	(242)
4352 After School Program	7,443	982	8,844	73,087	30,600	70,000	73,087	(3,087)	(42,487)
4420 Computers: individual items less than \$5k	482	-	-	520	3,616	3,616	520	3,096	3,096
4430 Non Classroom Related Furniture, Equipment & Supplies	248	4,871	-	5,602	2,244	7,500	5,602	1,898	(3,358)
4710 Student Food Services	461	-	-	949	-	1,500	949	551	(949)
4720 Other Food	875	2,525	2,051	11,486	3,271	11,000	11,486	(486)	(8,215)
<b>SUBTOTAL - Books and Supplies</b>	<b>10,483</b>	<b>8,414</b>	<b>11,291</b>	<b>94,678</b>	<b>41,771</b>	<b>95,656</b>	<b>94,678</b>	<b>978</b>	<b>(52,907)</b>
<b>Services &amp; Other Operating Expenses</b>									
5210 Conference Fees	-	-	-	650	728	728	650	78	78
5215 Travel - Mileage, Parking, Tolls	311	223	754	4,678	2,901	4,000	4,678	(678)	(1,776)
5220 Travel and Lodging	-	45	-	13,059	6,706	15,000	13,059	1,941	(6,353)
5225 Travel - Meals & Entertainment	-	-	-	1,803	1,040	3,000	1,803	1,197	(763)
5305 Dues & Membership - Professional	654	654	654	9,680	6,095	9,466	9,680	(214)	(3,585)
5400 Insurance	-	-	-	34,974	32,382	40,481	34,974	5,507	(2,592)
5515 Janitorial, Gardening Services & Supplies	200	200	222	2,488	3,175	3,175	2,488	687	687
5535 Utilities - All Utilities	299	23	175	2,830	2,381	3,000	2,830	170	(449)
5610 Rent	900	900	340	12,040	11,100	12,360	12,040	320	(940)
5615 Repairs and Maintenance - Building	-	-	-	-	620	620	-	620	620
5619 Non-Cash Lease Adjustment	-	-	-	-	336	336	-	336	336
5803 Accounting Fees	8,487	-	8,487	31,569	16,870	23,870	31,569	(7,699)	(14,699)
5809 Banking Fees	7	-	-	3,289	6,000	6,000	3,289	2,711	2,711
5812 Business Services	14,438	14,438	14,438	173,250	173,250	173,250	173,250	-	-
5820 Non-Instructional Consultants	-	25,000	37,797	89,223	16,786	75,186	89,223	(14,037)	(72,437)
5833 Fines and Penalties	-	-	-	5	-	-	5	(5)	(5)
5836 Fingerprinting	-	-	-	77	106	106	77	29	29
5839 Fundraising Expenses	-	-	500	500	-	-	500	(500)	(500)
5845 Legal Fees	805	1,431	653	8,335	9,180	9,180	8,335	845	845
5848 Licenses and Other Fees	-	-	-	10	26	26	10	16	16
5851 Marketing and Student Recruiting	56	-	-	6,555	926	926	6,555	(5,629)	(5,629)
5857 Payroll Fees	139	132	123	11,070	10,834	11,080	11,070	10	(236)
5860 Printing and Reproduction	247	255	518	3,368	2,344	3,000	3,368	(368)	(1,024)
5861 Prior Yr Exp (not accrued)	-	-	-	122	773	773	122	651	651
5863 Professional Development	460	150	640	15,726	8,313	23,313	15,726	7,587	(7,413)
5875 Staff Recruiting	-	-	-	1,948	3,179	3,179	1,948	1,232	1,232
5877 Student Activities	-	-	-	480	899	899	480	419	419
5899 Miscellaneous Operating Expenses	-	106	-	1,031	-	1,050	1,031	19	(1,031)
5910 Communications - Internet / Website Fees	209	406	442	19,433	10,854	45,854	19,433	26,421	(8,579)

**CMO**  
**Income Statement**  
**As of Jun FY2024**

	Actual			YTD	Budget & Forecast				
	Apr	May	Jun	Actual YTD	Approved Budget v1	Previous Forecast	Unaudited Actuals	Previous Forecast vs. Unaudited Actuals	Approved Budget v1 vs. Unaudited Actuals
5915 Postage and Delivery	4	204	485	2,734	2,081	2,500	2,734	(234)	(653)
5920 Communications - Telephone & Fax	48	49	50	648	583	650	648	2	(65)
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>27,265</b>	<b>44,217</b>	<b>66,280</b>	<b>451,576</b>	<b>330,469</b>	<b>473,009</b>	<b>451,576</b>	<b>21,433</b>	<b>(121,107)</b>
<b>Capital Outlay &amp; Depreciation</b>									
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Other Outflows &amp; Amortization</b>									
7999 Uncategorized Expense	-	-	-	3	-	-	3	(3)	(3)
<b>SUBTOTAL - Other Outflows &amp; Amortization</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>(3)</b>	<b>(3)</b>
<b>TOTAL EXPENSES</b>	<b>116,884</b>	<b>133,079</b>	<b>168,741</b>	<b>1,498,974</b>	<b>1,311,781</b>	<b>1,514,741</b>	<b>1,498,974</b>	<b>15,766</b>	<b>(187,194)</b>

**The Academies CMO**  
**Monthly Cash Forecast**  
**As of Jun FY2024**

	2023-24											
	Actuals & Forecast											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals
<b>Beginning Cash</b>	<b>3,999,312</b>	<b>4,516,302</b>	<b>4,404,036</b>	<b>4,045,874</b>	<b>4,220,215</b>	<b>4,313,606</b>	<b>4,132,092</b>	<b>4,451,802</b>	<b>4,449,425</b>	<b>3,665,920</b>	<b>5,003,151</b>	<b>4,886,685</b>
<b>REVENUE</b>												
LCFF Entitlement	-	272,958	346,619	927,496	688,699	589,539	878,389	653,446	-	1,999,284	586,054	2,048,370
Federal Revenue	-	82,536	-	-	31,430	-	-	48,711	-	9,562	69,864	683,031
Other State Revenue	96,194	26,076	24,836	98,448	(46,031)	60,351	90,694	132,467	25,457	204,055	120,949	379,267
Other Local Revenue	8,458	13,914	14,982	13,344	16,390	10,783	11,163	18,070	11,547	12,285	23,624	1,516,870
Fundraising & Grants	-	840	-	5,985	11,693	1,999	15,146	490	475	14,901	3,620	(11,589)
<b>TOTAL REVENUE</b>	<b>104,652</b>	<b>396,324</b>	<b>386,437</b>	<b>1,045,273</b>	<b>702,181</b>	<b>662,671</b>	<b>995,392</b>	<b>853,183</b>	<b>37,479</b>	<b>2,240,088</b>	<b>804,112</b>	<b>4,615,948</b>
<b>EXPENSES</b>												
Certificated Salaries	88,174	452,245	437,736	424,119	425,459	421,738	401,207	422,989	420,882	409,032	428,209	575,578
Classified Salaries	56,939	103,949	181,282	164,423	196,216	155,543	82,885	197,893	174,600	142,321	185,860	182,907
Employee Benefits	87,780	145,289	147,752	156,278	158,280	152,983	156,798	163,306	158,096	150,116	157,867	159,079
Books & Supplies	66,213	95,755	46,994	27,888	32,195	15,546	47,315	9,235	61,132	27,377	30,743	116,690
Services & Other Operating Expenses	84,461	42,144	70,267	101,185	112,850	54,965	52,042	76,599	148,502	71,823	162,393	2,183,714
Capital Outlay & Depreciation	-	-	-	-	-	8,187	1,365	1,365	1,365	1,365	1,365	2,967
Other Outflows	-	-	-	474	-	3	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>383,567</b>	<b>839,382</b>	<b>884,031</b>	<b>874,366</b>	<b>925,000</b>	<b>808,966</b>	<b>741,612</b>	<b>871,386</b>	<b>964,577</b>	<b>802,034</b>	<b>966,437</b>	<b>3,220,934</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(278,915)</b>	<b>(443,058)</b>	<b>(497,594)</b>	<b>170,907</b>	<b>(222,818)</b>	<b>(146,295)</b>	<b>253,780</b>	<b>(18,203)</b>	<b>(927,098)</b>	<b>1,438,054</b>	<b>(162,325)</b>	<b>1,395,014</b>
Accounts Receivable	1,420,384	403,429	102,297	13,070	71,297	(163,966)	203,009	(122,909)	-	(5,000)	124,597	(2,502,365)
Other Current Assets	56,930	-	-	-	-	-	-	(5,568)	-	(535)	(15,646)	(22,379)
Fixed Assets	-	-	-	-	-	8,187	(26,203)	1,365	1,365	1,365	(30,509)	2,973
ROU Assets	-	-	-	-	-	-	-	-	-	-	-	213,871
Accounts Payable	(540,740)	(84,707)	15,678	(22,098)	21,732	(21,732)	9,936	(5,152)	(4,613)	11,714	62,182	977,107
Other Current Liabilities	(74,269)	(14,529)	(3,267)	(10,739)	2,868	118,173	(145,049)	127,100	123,095	(131,989)	(118,711)	201,524
Summer Holdback	(185,581)	26,600	24,724	23,202	24,144	24,118	24,237	20,991	23,747	23,623	23,945	6,471
ROU Current Liabilities	-	-	-	-	-	-	-	-	-	-	-	104,469
Deferred Revenue	119,182	-	-	-	196,169	-	-	-	-	-	-	(137,928)
ROU Long-Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	(248,166)
<b>Ending Cash</b>	<b>4,516,302</b>	<b>4,404,036</b>	<b>4,045,874</b>	<b>4,220,215</b>	<b>4,313,606</b>	<b>4,132,092</b>	<b>4,451,802</b>	<b>4,449,425</b>	<b>3,665,920</b>	<b>5,003,151</b>	<b>4,886,685</b>	<b>4,877,274</b>



**The Academies CMO**  
**Balance Sheet**  
**As of Jun FY2024**

	Jun FY24			
	SVA	BOA	CMO	Total
<b>ASSETS</b>				
Cash Balance	2,563,594	2,260,208	53,473	4,877,275
Accounts Receivable	1,553,198	1,053,219	24,194	2,630,611
Other Current Assets	21,505	21,189	1,435	44,128
Fixed Assets	173,654	30,270	-	203,924
Other Assets	-	-	1,000	1,000
ROU Assets	4,800,180	5,099,513	19,482	9,919,175
<b>TOTAL ASSETS</b>	<b>9,112,131</b>	<b>8,464,398</b>	<b>99,584</b>	<b>17,676,112</b>
<b>LIABILITIES &amp; EQUITY</b>				
Accounts Payable	721,854	276,962	52,351	1,051,166
Other Current Liabilities	249,720	189,484	26,423	465,626
Summer Holdback	143,546	103,500	349	247,394
Loans Payable (Current)	110,128	126,471	11,567	248,166
ROU Current Liabilities	-	-	-	-
Deferred Revenue	721,267	587,877	-	1,309,143
ROU Long-Term Liabilities	4,869,533	5,641,569	8,895	10,519,997
Beginning Net Assets	2,180,273	1,096,452	(0)	3,276,724
Net Income (Loss) to Date	115,811	442,084	-	557,895
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>9,112,131</b>	<b>8,464,398</b>	<b>99,584</b>	<b>17,676,112</b>

**SVA**  
**Income Statement**  
**As of Jul FY2025**

	Actual	YTD	Budget & Forecast				
	Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>							
<b>Revenue</b>							
LCFF Entitlement	-	-	4,552,641	4,552,644	4	4,552,644	0%
Federal Revenue	-	-	179,235	199,235	20,000	199,235	0%
Other State Revenues	-	-	807,482	884,300	76,818	884,300	0%
Local Revenues	39,559	39,559	78,806	78,806	-	39,247	50%
Fundraising and Grants	681	681	4,500	4,500	-	3,819	15%
<b>Total Revenue</b>	<b>40,240</b>	<b>40,240</b>	<b>5,622,663</b>	<b>5,719,485</b>	<b>96,822</b>	<b>5,679,245</b>	<b>1%</b>
<b>Expenses</b>							
Compensation and Benefits	88,054	88,054	3,986,956	3,986,956	-	3,898,901	2%
Books and Supplies	36,405	36,405	155,169	200,848	(45,678)	164,442	18%
Services and Other Operating Expenditures	18,867	18,867	1,445,187	1,449,983	(4,797)	1,431,116	1%
Depreciation	-	-	21,887	11,897	9,990	11,897	0%
Other Outflows & Amortization	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>143,327</b>	<b>143,327</b>	<b>5,609,199</b>	<b>5,649,684</b>	<b>(40,485)</b>	<b>5,506,357</b>	<b>3%</b>
<b>Operating Income</b>	<b>(103,087)</b>	<b>(103,087)</b>	<b>13,465</b>	<b>69,802</b>	<b>56,337</b>	<b>172,889</b>	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)			2,210,214	2,296,083			
Operating Income			13,465	69,802			
<b>Ending Fund Balance</b>			<b>2,223,678</b>	<b>2,365,885</b>			
Fund Balance as a % of Expenses			40%	42%			
<b>KEY ASSUMPTIONS</b>							
<b>Enrollment Summary</b>							
K-3			196	196	-		
4-6			141	141	-		
7-8			78	78	-		
<b>Total Enrolled</b>			<b>415</b>	<b>415</b>	-		
<b>ADA %</b>							

**SVA**  
**Income Statement**  
**As of Jul FY2025**

	Actual	YTD	Budget & Forecast				
			Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Jul		Actual YTD					
K-3			94.5%	94.5%	0.0%		
4-6			94.5%	94.5%	0.0%		
7-8			94.5%	94.5%	0.0%		
<b>Average ADA %</b>			<b>94.5%</b>	<b>94.5%</b>	<b>0.0%</b>		
<b>ADA</b>							
K-3			185.22	185.22	-		
4-6			133.25	133.25	-		
7-8			73.71	73.71	-		
<b>Total ADA</b>			<b>392.18</b>	<b>392.18</b>	<b>-</b>		
<b>REVENUE</b>							
<b>LCFF Entitlement</b>							
8011 Charter Schools General Purpose Entitlement - State Aid	-	-	2,527,318	3,692,672	1,165,354	3,692,672	0%
8012 Education Protection Account Entitlement	-	-	1,234,299	78,436	(1,155,863)	78,436	0%
8096 Charter Schools in Lieu of Property Taxes	-	-	791,023	781,536	(9,487)	781,536	0%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>-</b>	<b>-</b>	<b>4,552,641</b>	<b>4,552,644</b>	<b>4</b>	<b>4,552,644</b>	<b>0%</b>
<b>Federal Revenue</b>							
8181 Special Education - Entitlement	-	-	86,160	86,160	-	86,160	0%
8291 Title I	-	-	42,551	42,551	-	42,551	0%
8292 Title II	-	-	7,951	7,951	-	7,951	0%
8294 Title IV	-	-	10,000	10,000	-	10,000	0%
8296 SRSA Grant	-	-	32,573	32,573	-	32,573	0%
8299 All Other Federal Revenue	-	-	-	20,000	20,000	20,000	0%
<b>SUBTOTAL - Federal Revenue</b>	<b>-</b>	<b>-</b>	<b>179,235</b>	<b>199,235</b>	<b>20,000</b>	<b>199,235</b>	<b>0%</b>
<b>Other State Revenue</b>							
8381 Special Education - Entitlement (State	-	-	139,783	139,783	-	139,783	0%
8382 Special Education Reimbursement (State	-	-	31,261	31,261	-	31,261	0%
8550 Mandated Cost Reimbursements	-	-	7,583	7,640	57	7,640	0%
8560 State Lottery Revenue	-	-	101,994	111,825	9,831	111,825	0%
8590 All Other State Revenue	-	-	268,213	314,443	46,230	314,443	0%
8591 Prop 28 Arts & Music in Schools	-	-	56,833	102,512	45,678	102,512	0%

**SVA**  
**Income Statement**  
**As of Jul FY2025**

	Actual	YTD	Budget & Forecast				
			Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
	Jul	Actual YTD					
8593 ELO-Program	-	-	201,814	176,836	(24,978)	176,836	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>-</b>	<b>-</b>	<b>807,482</b>	<b>884,300</b>	<b>76,818</b>	<b>884,300</b>	<b>0%</b>
<b>Local Revenue</b>							
8660 Interest	86	86	7,182	7,182	-	7,096	1%
8689 FUA Reimbursement	-	-	71,624	71,624	-	71,624	0%
8699 All Other Local Revenue	0	0	-	-	-	(0)	
8999 Uncategorized Revenue	39,473	39,473	-	-	-	(39,473)	
<b>SUBTOTAL - Local Revenue</b>	<b>39,559</b>	<b>39,559</b>	<b>78,806</b>	<b>78,806</b>	<b>-</b>	<b>39,247</b>	<b>50%</b>
<b>Fundraising and Grants</b>							
8801 Donations - Parents	50	50	-	-	-	(50)	
8802 Donations - Private	250	250	-	-	-	(250)	
8803 Fundraising	381	381	4,500	4,500	-	4,119	8%
<b>SUBTOTAL - Fundraising and Grants</b>	<b>681</b>	<b>681</b>	<b>4,500</b>	<b>4,500</b>	<b>-</b>	<b>3,819</b>	<b>15%</b>
<b>TOTAL REVENUE</b>	<b>40,240</b>	<b>40,240</b>	<b>5,622,663</b>	<b>5,719,485</b>	<b>96,822</b>	<b>5,679,245</b>	<b>1%</b>
<b>EXPENSES</b>							
<b>Compensation &amp; Benefits</b>							
<b>Certificated Salaries</b>							
1100 Teachers Salaries	4,874	4,874	1,286,996	1,286,996	-	1,282,123	0%
1101 Teacher - Stipends	1,724	1,724	84,643	84,643	-	82,919	2%
1103 Teacher - Substitute Pay	862	862	75,750	75,750	-	74,888	1%
1111 Teacher - Specialist	1,490	1,490	197,432	197,432	-	195,942	1%
1148 Teacher - Special Ed	11,106	11,106	289,318	289,318	-	278,212	4%
1150 Teacher - Intervention	-	-	270,216	270,216	-	270,216	0%
1300 Certificated Supervisor & Administrator Salaries	17,342	17,342	271,337	271,337	-	253,995	6%
<b>SUBTOTAL - Certificated Salaries</b>	<b>37,397</b>	<b>37,397</b>	<b>2,475,692</b>	<b>2,475,692</b>	<b>-</b>	<b>2,438,295</b>	<b>2%</b>
<b>Classified Salaries</b>							
2100 Classified Instructional Aide Salaries	706	706	209,951	209,951	-	209,246	0%
2103 Classified - Special Education	-	-	154,661	154,661	-	154,661	0%

**SVA**

**Income Statement**

**As of Jul FY2025**

		Actual	YTD	Budget & Forecast				
		Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
2400	Classified Clerical & Office Salaries	4,210	4,210	144,474	144,474	-	140,264	3%
2905	Other Classified - After School	941	941	-	-	-	(941)	
2930	Other Classified - Maintenance/grounds	3,800	3,800	47,008	47,008	-	43,208	8%
2935	Other Classified - Substitute	-	-	15,000	15,000	-	15,000	0%
2940	Other Classified - Summer	-	-	10,576	10,576	-	10,576	0%
<b>SUBTOTAL - Classified Salaries</b>		<b>9,656</b>	<b>9,656</b>	<b>581,671</b>	<b>581,671</b>	<b>-</b>	<b>572,015</b>	<b>2%</b>
<b>Employee Benefits</b>								
3100	STRS	6,895	6,895	469,992	469,992	-	463,098	1%
3300	OASDI-Medicare-Alternative	1,281	1,281	81,325	81,325	-	80,044	2%
3400	Health & Welfare Benefits	30,640	30,640	327,644	327,644	-	297,004	9%
3500	Unemployment Insurance	189	189	15,355	15,355	-	15,166	1%
3600	Workers Comp Insurance	1,874	1,874	30,574	30,574	-	28,699	6%
3900	403b contribution	122	122	4,703	4,703	-	4,581	3%
<b>SUBTOTAL - Employee Benefits</b>		<b>41,001</b>	<b>41,001</b>	<b>929,593</b>	<b>929,593</b>	<b>-</b>	<b>888,592</b>	<b>4%</b>
<b>Books &amp; Supplies</b>								
4100	Approved Textbooks & Core Curricula Materials	-	-	22,000	22,000	-	22,000	0%
4200	Books & Other Reference Materials	-	-	10,335	10,335	-	10,335	0%
4300	Materials & Supplies	-	-	5,509	5,509	-	5,509	0%
4320	Educational Software	35,732	35,732	23,050	23,050	-	(12,682)	155%
4325	Instructional Materials & Supplies	36	36	7,800	53,478	(45,678)	53,442	0%
4326	Art	-	-	14,399	14,399	-	14,399	0%
4330	Office Supplies	247	247	12,850	12,850	-	12,603	2%
4335	PE Supplies	-	-	2,323	2,323	-	2,323	0%
4346	Teacher Supplies	-	-	19,950	19,950	-	19,950	0%
4355	Science	-	-	800	800	-	800	0%
4410	Classroom Furniture, Equipment & Supplies	-	-	5,500	5,500	-	5,500	0%
4420	Computers: individual items less than \$5k	-	-	15,000	15,000	-	15,000	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	390	390	8,835	8,835	-	8,445	4%
4710	Student Food Services	-	-	5,000	5,000	-	5,000	0%
4720	Other Food	-	-	1,818	1,818	-	1,818	0%
<b>SUBTOTAL - Books and Supplies</b>		<b>36,405</b>	<b>36,405</b>	<b>155,169</b>	<b>200,848</b>	<b>(45,678)</b>	<b>164,442</b>	<b>18%</b>
<b>Services &amp; Other Operating Expenses</b>								

**SVA**

**Income Statement**

**As of Jul FY2025**

		<b>Actual</b>	<b>YTD</b>	<b>Budget &amp; Forecast</b>				
				<b>Approved Budget v1</b>	<b>Current Forecast</b>	<b>Approved Budget v1 vs. Current Forecast</b>	<b>Current Forecast Remaining</b>	<b>% Current Forecast Spent</b>
<b>Jul</b>	<b>Actual YTD</b>							
5210	Conference Fees	360	360	-	-	-	(360)	
5215	Travel - Mileage, Parking, Tolls	-	-	2,000	2,000	-	2,000	0%
5220	Travel and Lodging	-	-	4,500	4,500	-	4,500	0%
5225	Travel - Meals & Entertainment	-	-	400	400	-	400	0%
5305	Dues & Membership - Professional	-	-	1,575	1,575	-	1,575	0%
5400	Insurance	-	-	-	4,797	(4,797)	4,797	0%
5515	Janitorial, Gardening Services & Supplies	-	-	6,927	6,927	-	6,927	0%
5525	Utilities - Waste	2,249	2,249	8,847	8,847	-	6,598	25%
5610	Rent	-	-	274,284	274,284	-	274,284	0%
5619	Non-Cash Lease Adjustment	-	-	57,305	57,305	-	57,305	0%
5809	Banking Fees	174	174	3,120	3,120	-	2,946	6%
5820	Non-Instructional Consultants	-	-	4,900	4,900	-	4,900	0%
5824	District Oversight Fees	-	-	45,526	45,526	(0)	45,526	0%
5830	Field Trips Expenses	-	-	30,000	30,000	-	30,000	0%
5833	Fines and Penalties	-	-	711	711	-	711	0%
5836	Fingerprinting	-	-	600	600	-	600	0%
5839	Fundraising Expenses	-	-	13,559	13,559	-	13,559	0%
5845	Legal Fees	-	-	5,254	5,254	-	5,254	0%
5851	Marketing and Student Recruiting	267	267	5,706	5,706	-	5,439	5%
5854	Consultants - CALPADS	-	-	6,140	6,140	-	6,140	0%
5857	Payroll Fees	369	369	6,600	6,600	-	6,231	6%
5858	CMO Services	-	-	639,157	639,157	-	639,157	0%
5860	Printing and Reproduction	873	873	24,767	24,767	-	23,893	4%
5861	Prior Yr Exp (not accrued	5	5	-	-	-	(5)	
5863	Professional Development	2,639	2,639	34,159	34,159	-	31,520	8%
5869	Special Education Contract Instructors	3,381	3,381	117,271	117,271	-	113,890	3%
5875	Staff Recruiting	-	-	1,196	1,196	-	1,196	0%
5877	Student Activities	-	-	10,400	10,400	-	10,400	0%
5878	Student Assessment	2,372	2,372	6,928	6,928	-	4,555	34%
5880	Student Health Services	135	135	10,000	10,000	-	9,865	1%
5881	Student Information System	6,014	6,014	11,258	11,258	-	5,244	53%
5893	Transportation - Student	-	-	89,355	89,355	-	89,355	0%
5910	Communications - Internet / Website Fees	28	28	19,756	19,756	-	19,728	0%
5915	Postage and Delivery	-	-	1,946	1,946	-	1,946	0%
5920	Communications - Telephone & Fax	-	-	1,040	1,040	-	1,040	0%

**SVA**  
**Income Statement**  
**As of Jul FY2025**

	Actual	YTD	Budget & Forecast				
			Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>18,867</b>	<b>18,867</b>	<b>1,445,187</b>	<b>1,449,983</b>	<b>(4,797)</b>	<b>1,431,116</b>	<b>1%</b>
<b>Capital Outlay &amp; Depreciation</b>							
6900 Depreciation	-	-	21,887	11,897	9,990	11,897	0%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>-</b>	<b>-</b>	<b>21,887</b>	<b>11,897</b>	<b>9,990</b>	<b>11,897</b>	<b>0%</b>
<b>Other Outflows &amp; Amortization</b>							
<b>SUBTOTAL - Other Outflows &amp; Amortization</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>143,327</b>	<b>143,327</b>	<b>5,609,199</b>	<b>5,649,684</b>	<b>(40,485)</b>	<b>5,506,357</b>	<b>3%</b>

**BOA**  
**Income Statement**  
**As of Jul FY2025**

	Actual	YTD	Budget & Forecast				
	Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>							
<b>Revenue</b>							
LCFF Entitlement	-	-	4,840,654	4,840,660	7	4,840,660	0%
Federal Revenue	-	-	253,040	253,040	-	253,040	0%
Other State Revenues	-	-	663,671	712,051	48,380	712,051	0%
Local Revenues	-	-	60,500	60,500	-	60,500	0%
Fundraising and Grants	160	160	2,855	2,855	-	2,695	6%
<b>Total Revenue</b>	<b>160</b>	<b>160</b>	<b>5,820,720</b>	<b>5,869,106</b>	<b>48,386</b>	<b>5,868,946</b>	<b>0%</b>
<b>Expenses</b>							
Compensation and Benefits	98,117	98,117	4,108,233	4,108,233	-	4,010,116	2%
Books and Supplies	47,487	47,487	181,681	202,289	(20,609)	154,803	23%
Services and Other Operating Expenditures	12,074	12,074	1,407,611	1,412,408	(4,797)	1,400,334	1%
Depreciation	-	-	-	8,439	(8,439)	8,439	0%
Other Outflows & Amortization	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>157,678</b>	<b>157,678</b>	<b>5,697,525</b>	<b>5,731,369</b>	<b>(33,844)</b>	<b>5,573,692</b>	<b>3%</b>
<b>Operating Income</b>	<b>(157,518)</b>	<b>(157,518)</b>	<b>123,195</b>	<b>137,737</b>	<b>14,542</b>	<b>295,255</b>	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)			1,236,980	1,538,536			
Operating Income			123,195	137,737			
<b>Ending Fund Balance</b>			<b>1,360,174</b>	<b>1,676,273</b>			
Fund Balance as a % of Expenses			24%	29%			
<b>KEY ASSUMPTIONS</b>							
<b>Enrollment Summary</b>							
K-3			220	220	-		
4-6			149	149	-		
7-8			61	61	-		
<b>Total Enrolled</b>			<b>430</b>	<b>430</b>	-		
<b>ADA %</b>							



**BOA**  
**Income Statement**  
**As of Jul FY2025**

	Actual	YTD	Budget & Forecast				
			Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Jul	Actual	YTD					
K-3			94.5%	94.5%	0.0%		
4-6			94.5%	94.5%	0.0%		
7-8			94.5%	94.5%	0.0%		
<b>Average ADA %</b>			<b>94.5%</b>	<b>94.5%</b>	<b>0.0%</b>		
<b>ADA</b>							
K-3			207.90	207.90	-		
4-6			140.81	140.81	-		
7-8			57.65	57.65	-		
<b>Total ADA</b>			<b>406.36</b>	<b>406.36</b>	<b>-</b>		
<b>REVENUE</b>							
<b>LCFF Entitlement</b>							
8011 Charter Schools General Purpose Entitlement - State Aid	-	-	3,939,758	3,949,594	9,836	3,949,594	0%
8012 Education Protection Account Entitlement	-	-	81,272	81,272	-	81,272	0%
8096 Charter Schools in Lieu of Property Taxes	-	-	819,624	809,794	(9,830)	809,794	0%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>-</b>	<b>-</b>	<b>4,840,654</b>	<b>4,840,660</b>	<b>7</b>	<b>4,840,660</b>	<b>0%</b>
<b>Federal Revenue</b>							
8181 Special Education - Entitlement	-	-	88,218	88,218	-	88,218	0%
8291 Title I	-	-	49,436	49,436	-	49,436	0%
8292 Title II	-	-	8,215	8,215	-	8,215	0%
8294 Title IV	-	-	10,000	10,000	-	10,000	0%
8296 SRSA Grant	-	-	28,925	28,925	-	28,925	0%
8299 All Other Federal Revenue	-	-	68,246	68,246	-	68,246	0%
<b>SUBTOTAL - Federal Revenue</b>	<b>-</b>	<b>-</b>	<b>253,040</b>	<b>253,040</b>	<b>-</b>	<b>253,040</b>	<b>0%</b>
<b>Other State Revenue</b>							
8381 Special Education - Entitlement (State	-	-	174,245	174,245	-	174,245	0%
8382 Special Education Reimbursement (State	-	-	32,391	32,391	-	32,391	0%
8550 Mandated Cost Reimbursements	-	-	7,761	7,820	58	7,820	0%
8560 State Lottery Revenue	-	-	105,682	115,869	10,186	115,869	0%
8590 All Other State Revenue	-	-	-	52,786	52,786	52,786	0%
8591 Prop 28 Arts & Music in Schools	-	-	58,701	58,701	-	58,701	0%

**BOA**

**Income Statement  
As of Jul FY2025**

		Actual	YTD	Budget & Forecast				
				Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
		Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
8593	ELO-Program	-	-	284,890	270,239	(14,651)	270,239	0%
<b>SUBTOTAL - Other State Revenue</b>		-	-	<b>663,671</b>	<b>712,051</b>	<b>48,380</b>	<b>712,051</b>	<b>0%</b>
<b>Local Revenue</b>								
8660	Interest	-	-	500	500	-	500	0%
8689	FUA Reimbursement	-	-	60,000	60,000	-	60,000	0%
<b>SUBTOTAL - Local Revenue</b>		-	-	<b>60,500</b>	<b>60,500</b>	-	<b>60,500</b>	<b>0%</b>
<b>Fundraising and Grants</b>								
8801	Donations - Parents	-	-	1,000	1,000	-	1,000	0%
8803	Fundraising	160	160	1,855	1,855	-	1,695	9%
<b>SUBTOTAL - Fundraising and Grants</b>		<b>160</b>	<b>160</b>	<b>2,855</b>	<b>2,855</b>	-	<b>2,695</b>	<b>6%</b>
<b>TOTAL REVENUE</b>		<b>160</b>	<b>160</b>	<b>5,820,720</b>	<b>5,869,106</b>	<b>48,386</b>	<b>5,868,946</b>	<b>0%</b>
<b>EXPENSES</b>								
<b>Compensation &amp; Benefits</b>								
<b>Certificated Salaries</b>								
1100	Teachers Salaries	4,406	4,406	1,263,603	1,263,603	-	1,259,197	0%
1101	Teacher - Stipends	1,576	1,576	62,074	62,074	-	60,498	3%
1103	Teacher - Substitute Pay	898	898	72,417	72,417	-	71,519	1%
1111	Teacher - Specialist	1,550	1,550	257,689	257,689	-	256,139	1%
1148	Teacher - Special Ed	11,144	11,144	276,501	276,501	-	265,357	4%
1150	Teacher - Intervention	-	-	167,109	167,109	-	167,109	0%
1300	Certificated Supervisor & Administrator Salaries	22,907	22,907	282,949	282,949	-	260,042	8%
<b>SUBTOTAL - Certificated Salaries</b>		<b>42,481</b>	<b>42,481</b>	<b>2,382,342</b>	<b>2,382,342</b>	-	<b>2,339,861</b>	<b>2%</b>
<b>Classified Salaries</b>								
2100	Classified Instructional Aide Salaries	5,178	5,178	471,310	471,310	-	466,132	1%
2103	Classified - Special Education	-	-	112,646	112,646	-	112,646	0%
2400	Classified Clerical & Office Salaries	3,730	3,730	136,880	136,880	-	133,150	3%
2905	Other Classified - After School	979	979	44,440	44,440	-	43,461	2%
2930	Other Classified - Maintenance/grounds	3,718	3,718	47,008	47,008	-	43,290	8%

**BOA**

**Income Statement  
As of Jul FY2025**

		Actual	YTD	Budget & Forecast				
		Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
2940	Other Classified - Summer	-	-	8,653	8,653	-	8,653	0%
	<b>SUBTOTAL - Classified Salaries</b>	<b>13,604</b>	<b>13,604</b>	<b>820,938</b>	<b>820,938</b>	<b>-</b>	<b>807,333</b>	<b>2%</b>
<b>Employee Benefits</b>								
3100	STRS	7,885	7,885	452,162	452,162	-	444,278	2%
3300	OASDI-Medicare-Alternative	1,655	1,655	98,276	98,276	-	96,621	2%
3400	Health & Welfare Benefits	30,272	30,272	300,244	300,244	-	269,972	10%
3500	Unemployment Insurance	215	215	16,888	16,888	-	16,673	1%
3600	Workers Comp Insurance	2,005	2,005	32,033	32,033	-	30,028	6%
3900	403b contribution	-	-	5,350	5,350	-	5,350	0%
	<b>SUBTOTAL - Employee Benefits</b>	<b>42,031</b>	<b>42,031</b>	<b>904,954</b>	<b>904,954</b>	<b>-</b>	<b>862,922</b>	<b>5%</b>
<b>Books &amp; Supplies</b>								
4100	Approved Textbooks & Core Curricula Materials	578	578	9,547	9,547	-	8,969	6%
4200	Books & Other Reference Materials	128	128	20,283	20,283	-	20,154	1%
4300	Materials & Supplies	307	307	8,113	8,113	-	7,806	4%
4320	Educational Software	43,021	43,021	25,000	25,000	-	(18,021)	172%
4325	Instructional Materials & Supplies	9	9	14,212	34,821	(20,609)	34,811	0%
4326	Art	2,569	2,569	20,000	20,000	-	17,431	13%
4330	Office Supplies	404	404	15,926	15,926	-	15,522	3%
4335	PE Supplies	-	-	4,000	4,000	-	4,000	0%
4346	Teacher Supplies	-	-	10,800	10,800	-	10,800	0%
4355	Science	-	-	5,000	5,000	-	5,000	0%
4356	Recess Supplies	-	-	2,500	2,500	-	2,500	0%
4410	Classroom Furniture, Equipment & Supplies	135	135	-	-	-	(135)	
4420	Computers: individual items less than \$5k	25	25	26,000	26,000	-	25,975	0%
4430	Non Classroom Related Furniture, Equipment & Supplies	310	310	13,520	13,520	-	13,210	2%
4710	Student Food Services	-	-	5,000	5,000	-	5,000	0%
4720	Other Food	-	-	1,780	1,780	-	1,780	0%
	<b>SUBTOTAL - Books and Supplies</b>	<b>47,487</b>	<b>47,487</b>	<b>181,681</b>	<b>202,289</b>	<b>(20,609)</b>	<b>154,803</b>	<b>23%</b>
<b>Services &amp; Other Operating Expenses</b>								
5210	Conference Fees	-	-	100	100	-	100	0%
5215	Travel - Mileage, Parking, Tolls	-	-	2,000	2,000	-	2,000	0%
5220	Travel and Lodging	-	-	3,500	3,500	-	3,500	0%

**BOA**

**Income Statement  
As of Jul FY2025**

	Actual	YTD	Budget & Forecast				
	Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5225 Travel - Meals & Entertainment	-	-	1,040	1,040	-	1,040	0%
5305 Dues & Membership - Professional	-	-	1,500	1,500	-	1,500	0%
5400 Insurance	-	-	-	4,797	(4,797)	4,797	0%
5515 Janitorial, Gardening Services & Supplies	-	-	2,184	2,184	-	2,184	0%
5610 Rent	-	-	317,770	317,770	-	317,770	0%
5619 Non-Cash Lease Adjustment	-	-	50,205	50,205	-	50,205	0%
5820 Non-Instructional Consultants	265	265	2,400	2,400	-	2,135	11%
5824 District Oversight Fees	-	-	48,407	48,407	(0)	48,407	0%
5830 Field Trips Expenses	-	-	49,946	49,946	-	49,946	0%
5836 Fingerprinting	-	-	440	440	-	440	0%
5839 Fundraising Expenses	-	-	5,663	5,663	-	5,663	0%
5845 Legal Fees	-	-	6,628	6,628	-	6,628	0%
5851 Marketing and Student Recruiting	320	320	7,548	7,548	-	7,229	4%
5854 Consultants - CALPADS	-	-	5,791	5,791	-	5,791	0%
5857 Payroll Fees	371	371	6,903	6,903	-	6,531	5%
5858 CMO Services	-	-	662,267	662,267	-	662,267	0%
5860 Printing and Reproduction	212	212	24,718	24,718	-	24,507	1%
5861 Prior Yr Exp (not accrued)	-	-	7,500	7,500	-	7,500	0%
5863 Professional Development	2,472	2,472	29,694	29,694	-	27,223	8%
5869 Special Education Contract Instructors	2,999	2,999	122,523	122,523	-	119,525	2%
5875 Staff Recruiting	-	-	3,822	3,822	-	3,822	0%
5877 Student Activities	-	-	10,400	10,400	-	10,400	0%
5878 Student Assessment	4,817	4,817	5,527	5,527	-	710	87%
5880 Student Health Services	135	135	10,400	10,400	-	10,265	1%
5881 Student Information System	446	446	11,258	11,258	-	10,812	4%
5910 Communications - Internet / Website Fees	30	30	6,343	6,343	-	6,314	0%
5915 Postage and Delivery	9	9	1,024	1,024	-	1,015	1%
5920 Communications - Telephone & Fax	-	-	110	110	-	110	0%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>12,074</b>	<b>12,074</b>	<b>1,407,611</b>	<b>1,412,408</b>	<b>(4,797)</b>	<b>1,400,334</b>	<b>1%</b>
<b>Capital Outlay &amp; Depreciation</b>							
6900 Depreciation	-	-	-	8,439	(8,439)	8,439	0%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8,439</b>	<b>(8,439)</b>	<b>8,439</b>	<b>0%</b>
<b>Other Outflows &amp; Amortization</b>							

**BOA**  
**Income Statement**  
**As of Jul FY2025**

SUBTOTAL - Other Outflows & Amortization

TOTAL EXPENSES

Actual	YTD	Budget & Forecast				
		Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Jul	Actual YTD					
-	-	-	-	-	-	-
<b>157,678</b>	<b>157,678</b>	<b>5,697,525</b>	<b>5,731,369</b>	<b>(33,844)</b>	<b>5,573,692</b>	<b>3%</b>

**CMO**  
**Income Statement**  
**As of Jul FY2025**

	Actual	YTD	Budget & Forecast				
	Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>							
<b>Revenue</b>							
LCFF Entitlement	-	-	-	-	-	-	
Federal Revenue	-	-	-	-	-	-	
Other State Revenues	-	-	-	-	-	-	
Local Revenues	6,698	6,698	1,431,424	1,431,424	-	1,424,726	0%
Fundraising and Grants	-	-	-	-	-	-	
<b>Total Revenue</b>	<b>6,698</b>	<b>6,698</b>	<b>1,431,424</b>	<b>1,431,424</b>	<b>-</b>	<b>1,424,726</b>	<b>0%</b>
<b>Expenses</b>							
Compensation and Benefits	90,253	90,253	949,846	949,846	-	859,593	10%
Books and Supplies	968	968	97,540	97,540	-	96,572	1%
Services and Other Operating Expenditures	29,349	29,349	384,038	384,038	-	354,689	8%
Depreciation	-	-	-	-	-	-	
Other Outflows & Amortization	-	-	-	-	-	-	
<b>Total Expenses</b>	<b>120,570</b>	<b>120,570</b>	<b>1,431,424</b>	<b>1,431,424</b>	<b>-</b>	<b>1,310,854</b>	<b>8%</b>
<b>Operating Income</b>	<b>(113,872)</b>	<b>(113,872)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>113,872</b>	
<b>Fund Balance</b>							
Beginning Balance (Unaudited)			(0)	(0)			
Operating Income			-	-			
<b>Ending Fund Balance</b>			<b>(0)</b>	<b>(0)</b>			
Fund Balance as a % of Expenses			0%	0%			
<b>KEY ASSUMPTIONS</b>							
<b>Enrollment Summary</b>							
Total Enrolled			-	-	-		
<b>ADA %</b>							
Average ADA %							
<b>ADA</b>							

**CMO**  
**Income Statement**  
**As of Jul FY2025**

	Actual	YTD	Budget & Forecast				
	Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>Total ADA</b>			-	-	-		
<b>REVENUE</b>							
<b>LCFF Entitlement</b>							
<b>SUBTOTAL - LCFF Entitlement</b>	-	-	-	-	-	-	
<b>Federal Revenue</b>							
<b>SUBTOTAL - Federal Revenue</b>	-	-	-	-	-	-	
<b>Other State Revenue</b>							
<b>SUBTOTAL - Other State Revenue</b>	-	-	-	-	-	-	
<b>Local Revenue</b>							
8676 After School Program Revenue	6,698	6,698	130,000	130,000	-	123,302	5%
8721 CMO Fees Revenue	-	-	1,301,424	1,301,424	-	1,301,424	0%
<b>SUBTOTAL - Local Revenue</b>	<b>6,698</b>	<b>6,698</b>	<b>1,431,424</b>	<b>1,431,424</b>	-	<b>1,424,726</b>	<b>0%</b>
<b>Fundraising and Grants</b>							
<b>SUBTOTAL - Fundraising and Grants</b>	-	-	-	-	-	-	
<b>TOTAL REVENUE</b>	<b>6,698</b>	<b>6,698</b>	<b>1,431,424</b>	<b>1,431,424</b>	-	<b>1,424,726</b>	<b>0%</b>
<b>EXPENSES</b>							
<b>Compensation &amp; Benefits</b>							
<b>Certificated Salaries</b>							
1101 Teacher - Stipends	1,250	1,250	13,130	13,130	-	11,880	10%
1300 Certificated Supervisor & Administrator Salaries	15,399	15,399	186,169	186,169	-	170,770	8%
<b>SUBTOTAL - Certificated Salaries</b>	<b>16,649</b>	<b>16,649</b>	<b>199,299</b>	<b>199,299</b>	-	<b>182,650</b>	<b>8%</b>
<b>Classified Salaries</b>							
2103 Classified - Special Education	1,266	1,266	-	-	-	(1,266)	
2400 Classified Clerical & Office Salaries	24,837	24,837	290,232	290,232	-	265,395	9%

**CMO**

**Income Statement**

**As of Jul FY2025**

	Actual	YTD	Budget & Forecast				
	Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
2905 Other Classified - After School	30,972	30,972	258,385	258,385	-	227,412	12%
<b>SUBTOTAL - Classified Salaries</b>	<b>57,075</b>	<b>57,075</b>	<b>548,617</b>	<b>548,617</b>	<b>-</b>	<b>491,542</b>	<b>10%</b>
<b>Employee Benefits</b>							
3100 STRS	3,180	3,180	38,066	38,066	-	34,886	8%
3300 OASDI-Medicare-Alternative	4,589	4,589	44,859	44,859	-	40,270	10%
3400 Health & Welfare Benefits	4,950	4,950	68,498	68,498	-	63,549	7%
3500 Unemployment Insurance	289	289	6,517	6,517	-	6,228	4%
3600 Workers Comp Insurance	479	479	7,479	7,479	-	7,000	6%
3900 403b contribution	3,043	3,043	36,512	36,512	-	33,469	8%
<b>SUBTOTAL - Employee Benefits</b>	<b>16,529</b>	<b>16,529</b>	<b>201,931</b>	<b>201,931</b>	<b>-</b>	<b>185,402</b>	<b>8%</b>
<b>Books &amp; Supplies</b>							
4330 Office Supplies	-	-	2,081	2,081	-	2,081	0%
4352 After School Program	884	884	71,400	71,400	-	70,516	1%
4420 Computers: individual items less than \$5k	-	-	3,689	3,689	-	3,689	0%
4430 Non Classroom Related Furniture, Equipment & Supplies	-	-	7,650	7,650	-	7,650	0%
4710 Student Food Services	-	-	1,500	1,500	-	1,500	0%
4720 Other Food	84	84	11,220	11,220	-	11,136	1%
<b>SUBTOTAL - Books and Supplies</b>	<b>968</b>	<b>968</b>	<b>97,540</b>	<b>97,540</b>	<b>-</b>	<b>96,572</b>	<b>1%</b>
<b>Services &amp; Other Operating Expenses</b>							
5210 Conference Fees	-	-	743	743	-	743	0%
5215 Travel - Mileage, Parking, Tolls	(114)	(114)	4,080	4,080	-	4,194	-3%
5220 Travel and Lodging	-	-	15,300	15,300	-	15,300	0%
5225 Travel - Meals & Entertainment	-	-	3,060	3,060	-	3,060	0%
5305 Dues & Membership - Professional	797	797	9,940	9,940	-	9,142	8%
5400 Insurance	-	-	42,505	42,505	-	42,505	0%
5515 Janitorial, Gardening Services & Supplies	150	150	3,334	3,334	-	3,184	4%
5535 Utilities - All Utilities	367	367	3,150	3,150	-	2,783	12%
5610 Rent	1,800	1,800	12,000	12,000	-	10,200	15%
5615 Repairs and Maintenance - Building	-	-	651	651	-	651	0%
5619 Non-Cash Lease Adjustment	-	-	(564)	(564)	-	(564)	0%
5803 Accounting Fees	-	-	20,000	20,000	-	20,000	0%
5809 Banking Fees	56	56	6,000	6,000	-	5,944	1%



**CMO**  
**Income Statement**  
**As of Jul FY2025**

		<b>Actual</b>	<b>YTD</b>	<b>Budget &amp; Forecast</b>				
				<b>Approved Budget v1</b>	<b>Current Forecast</b>	<b>Approved Budget v1 vs. Current Forecast</b>	<b>Current Forecast Remaining</b>	<b>% Current Forecast Spent</b>
	<b>Jul</b>	<b>Actual</b>	<b>YTD</b>	<b>Budget v1</b>	<b>Forecast</b>			
5812	Business Services	14,438	14,438	173,250	173,250	-	158,813	8%
5820	Non-Instructional Consultants	535	535	5,025	5,025	-	4,490	11%
5830	Field Trips Expenses	998	998	-	-	-	(998)	
5836	Fingerprinting	-	-	108	108	-	108	0%
5845	Legal Fees	-	-	9,364	9,364	-	9,364	0%
5848	Licenses and Other Fees	-	-	26	26	-	26	0%
5851	Marketing and Student Recruiting	-	-	945	945	-	945	0%
5857	Payroll Fees	10,125	10,125	11,634	11,634	-	1,509	87%
5860	Printing and Reproduction	20	20	3,150	3,150	-	3,131	1%
5861	Prior Yr Exp (not accrued	-	-	789	789	-	789	0%
5863	Professional Development	168	168	23,779	23,779	-	23,612	1%
5875	Staff Recruiting	-	-	3,243	3,243	-	3,243	0%
5877	Student Activities	-	-	917	917	-	917	0%
5910	Communications - Internet / Website Fees	-	-	28,397	28,397	-	28,397	0%
5915	Postage and Delivery	-	-	2,550	2,550	-	2,550	0%
5920	Communications - Telephone & Fax	11	11	663	663	-	652	2%
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>29,349</b>	<b>29,349</b>	<b>384,038</b>	<b>384,038</b>	<b>-</b>	<b>354,689</b>	<b>8%</b>
	<b>Capital Outlay &amp; Depreciation</b>							
	<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
	<b>Other Outflows &amp; Amortization</b>							
	<b>SUBTOTAL - Other Outflows &amp; Amortization</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
	<b>TOTAL EXPENSES</b>	<b>120,570</b>	<b>120,570</b>	<b>1,431,424</b>	<b>1,431,424</b>	<b>-</b>	<b>1,310,854</b>	<b>8%</b>

**The Academies CMO**  
**Monthly Cash Forecast**  
**As of Jul FY2025**

	2024-25													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
<b>Beginning Cash</b>	<b>4,877,274</b>	<b>4,842,885</b>	<b>5,189,210</b>	<b>4,697,562</b>	<b>5,177,950</b>	<b>5,052,475</b>	<b>4,778,081</b>	<b>4,932,829</b>	<b>4,901,811</b>	<b>4,966,540</b>	<b>5,204,926</b>	<b>5,396,015</b>			
<b>REVENUE</b>															
LCFF Entitlement	-	337,730	429,880	989,298	730,780	730,780	927,865	730,780	908,314	1,040,937	902,206	902,206	9,393,304	762,529	
Federal Revenue	-	63,426	-	-	32,038	-	-	32,038	-	1,670	41,333	229,732	452,275	52,038	
Other State Revenue	-	37,477	55,995	112,606	55,995	71,455	109,627	132,925	82,811	84,543	163,206	120,503	1,596,351	569,207	
Other Local Revenue	46,257	(27,573)	11,900	11,900	11,900	11,900	11,900	11,900	11,900	11,900	11,900	1,444,948	1,570,730	-	
Fundraising & Grants	841	1,501	501	501	501	501	501	501	501	501	501	501	7,355	-	
<b>TOTAL REVENUE</b>	<b>47,098</b>	<b>412,561</b>	<b>498,276</b>	<b>1,114,306</b>	<b>831,214</b>	<b>814,636</b>	<b>1,049,893</b>	<b>908,144</b>	<b>1,003,526</b>	<b>1,139,551</b>	<b>1,119,146</b>	<b>2,697,890</b>	<b>13,020,015</b>	<b>1,383,774</b>	
<b>EXPENSES</b>															
Certificated Salaries	96,527	412,046	444,660	444,660	457,790	469,323	434,429	444,660	444,660	439,544	444,660	524,374	5,057,333	-	
Classified Salaries	80,335	115,061	185,975	185,975	185,975	165,190	144,405	185,975	185,975	165,190	185,975	165,190	1,951,225	-	
Employee Benefits	99,562	159,570	187,420	175,792	176,552	176,930	183,317	175,792	175,792	170,133	173,153	182,465	2,036,478	-	
Books & Supplies	84,860	84,610	70,354	28,115	27,857	28,753	28,429	28,171	27,805	28,156	26,127	35,938	500,676	1,500	
Services & Other Operating Expenses	60,291	143,672	139,560	125,451	125,451	125,451	122,268	122,268	122,268	115,846	115,846	1,721,656	3,246,429	206,400	
Capital Outlay & Depreciation	-	2,398	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	2,686	20,336	-	
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>421,575</b>	<b>917,357</b>	<b>1,029,664</b>	<b>961,688</b>	<b>975,321</b>	<b>967,342</b>	<b>914,544</b>	<b>958,561</b>	<b>958,196</b>	<b>920,564</b>	<b>947,456</b>	<b>2,632,309</b>	<b>12,812,477</b>	<b>207,900</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(374,477)</b>	<b>(504,796)</b>	<b>(531,388)</b>	<b>152,618</b>	<b>(144,106)</b>	<b>(152,706)</b>	<b>135,349</b>	<b>(50,417)</b>	<b>45,331</b>	<b>218,987</b>	<b>171,690</b>	<b>65,580</b>	<b>207,538</b>	<b>1,175,873</b>	
Accounts Receivable	1,707,487	381,960	21,109	309,138	-	-	767	767	767	767	767	(64,224)	-		
Other Current Assets	44,128	-	-	-	-	-	-	-	-	-	-	-	-		
Fixed Assets	-	2,398	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	2,686	-		
Accounts Payable	(1,073,061)	620,033	119	119	119	119	119	119	119	119	119	119	-		
Other Current Liabilities	(92,666)	(170,089)	-	-	-	(140,321)	-	-	-	-	-	(62,551)	-		
Summer Holdback	(245,800)	16,818	16,818	16,818	16,818	16,818	16,818	16,818	16,818	16,818	16,818	16,818	-		
<b>Ending Cash</b>	<b>4,842,885</b>	<b>5,189,210</b>	<b>4,697,562</b>	<b>5,177,950</b>	<b>5,052,475</b>	<b>4,778,081</b>	<b>4,932,829</b>	<b>4,901,811</b>	<b>4,966,540</b>	<b>5,204,926</b>	<b>5,396,015</b>	<b>5,354,444</b>			

**The Academies CMO**  
**Balance Sheet**  
**As of Jul FY2025**

	Jul FY25				Projected Jun FY25			
	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total
<b>ASSETS</b>								
Cash Balance	2,691,683	2,262,622	(111,420)	4,842,885	2,778,427	2,526,068	49,949	5,354,444
Accounts Receivable	445,195	453,674	24,255	923,124	839,525	815,555	-	1,655,080
Other Current Assets	-	-	-	-	-	-	-	-
Fixed Assets	173,654	30,270	-	203,924	161,757	21,831	-	183,588
Other Assets	-	-	1,000	1,000	-	-	1,000	1,000
ROU Assets	4,800,180	5,099,513	19,482	9,919,175	4,800,180	5,099,513	19,482	9,919,175
<b>TOTAL ASSETS</b>	<b>8,110,712</b>	<b>7,846,078</b>	<b>(66,682)</b>	<b>15,890,108</b>	<b>8,579,888</b>	<b>8,462,967</b>	<b>70,431</b>	<b>17,113,286</b>
<b>LIABILITIES &amp; EQUITY</b>								
Accounts Payable	1,546	(23,520)	79	(21,895)	401,028	356,186	50,012	807,226
Other Current Liabilities	202,311	143,957	26,692	372,960	-	-	-	-
Summer Holdback	12,931	(11,294)	(43)	1,594	112,048	74,592	(43)	186,597
Loans Payable (Current)	110,128	126,471	11,567	248,166	-	-	-	-
ROU Current Liabilities	-	-	-	-	110,128	126,471	11,567	248,166
Deferred Revenue	721,267	587,877	-	1,309,143	721,267	587,877	-	1,309,143
ROU Long-Term Liabilities	4,869,533	5,641,569	8,895	10,519,997	4,869,533	5,641,569	8,895	10,519,997
Beginning Net Assets	2,296,083	1,538,536	(0)	3,834,619	2,296,083	1,538,536	(0)	3,834,619
Net Income (Loss) to Date	(103,087)	(157,518)	(113,872)	(374,477)	69,802	137,737	-	207,538
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>8,110,712</b>	<b>7,846,078</b>	<b>(66,682)</b>	<b>15,890,108</b>	<b>8,579,888</b>	<b>8,462,967</b>	<b>70,431</b>	<b>17,113,286</b>

**CHARTER SCHOOL UNAUDITED ACTUALS**  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2023 to June 30, 2024

Charter School Name: Blue Oak Academy  
CDS #: 54-10546-0135459  
Charter Approving Entity: Tulare County Office of Education  
County: Tulare  
Charter #: 1860

This charter school uses the following basis of accounting:  
(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**
- Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)**

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
1. LCFF Sources				
State Aid - Current Year	8011	3,759,084.00		3,759,084.00
Education Protection Account State Aid - Current Year	8012	77,962.00		77,962.00
State Aid - Prior Years	8019	179.00		179.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	776,813.00		776,813.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		4,614,038.00	0.00	4,614,038.00
2. Federal Revenues (see NOTE in Section L)				
Every Student Succeeds Act	8290		67,842.00	67,842.00
Special Education - Federal	8181, 8182		72,397.00	72,397.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299		259,026.00	259,026.00
Total, Federal Revenues		0.00	399,265.00	399,265.00
3. Other State Revenues				
Special Education - State	StateRev SE		156,171.00	156,171.00
All Other State Revenues	StateRev AO	139,843.33	397,049.59	536,892.92
Total, Other State Revenues		139,843.33	553,220.59	693,063.92
4. Other Local Revenues				
All Other Local Revenues	LocalRev AO	76,811.40	279.99	77,091.39
Total, Local Revenues		76,811.40	279.99	77,091.39
5. TOTAL REVENUES				
		4,830,692.73	952,765.58	5,783,458.31
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,625,241.56	374,731.25	1,999,972.81
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	298,391.54	0.00	298,391.54
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		1,923,633.10	374,731.25	2,298,364.35
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	327,485.18	109,317.56	436,802.74
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	99,523.50	18,881.69	118,405.19
Other Noncertificated Salaries	2900	63,529.36	0.00	63,529.36
Total, Noncertificated Salaries		490,538.04	128,199.25	618,737.29
<b>3. Employee Benefits</b>				
STRS	3101-3102	372,348.39	55,221.79	427,570.18
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	62,027.44	14,242.44	76,269.88

Health and Welfare Benefits	3401-3402	281,552.65	0.00	281,552.65
Unemployment Insurance	3501-3502	9,403.88	2,198.09	11,601.97
Workers' Compensation Insurance	3601-3602	20,230.34	0.00	20,230.34
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	3,438.46	0.00	3,438.46
Total, Employee Benefits		749,001.16	71,662.32	820,663.48
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	29,443.95	69,134.15	98,578.10
Books and Other Reference Materials	4200	3,100.02	7,804.74	10,904.76
Materials and Supplies	4300	58,104.98	38,287.87	96,392.85
Noncapitalized Equipment	4400	50,522.47	32,028.59	82,551.06
Food	4700	5,125.26	117.06	5,242.32
Total, Books and Supplies		146,296.68	147,372.41	293,669.09
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100	0.00	0.00	0.00
Travel and Conferences	5200	4,774.42	0.00	4,774.42
Dues and Memberships	5300	1,398.69	0.00	1,398.69
Insurance	5400	0.00	0.00	0.00
Operations and Housekeeping Services	5500	1,890.07	0.00	1,890.07
Rentals, Leases, Repairs, and Noncap. Improvements	5600	266,805.00	29,390.00	296,195.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	717,673.70	280,361.36	998,035.06
Communications	5900	6,043.39	0.00	6,043.39
Total, Services and Other Operating Expenditures		998,585.27	309,751.36	1,308,336.63
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Subscription Assets	6700	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900	1,603.27	0.00	1,603.27
Amortization Expense - Lease Assets	6910	0.00	0.00	0.00
Amortization Expense - Subscription Assets	6920	0.00	0.00	0.00
Total, Capital Outlay		1,603.27	0.00	1,603.27
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		4,309,657.52	1,031,716.59	5,341,374.11
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		521,035.21	(78,951.01)	442,084.20
<b>D. OTHER FINANCING SOURCES / USES</b>				

1.	Other Sources	8930-8979	0.00	0.00	0.00
	Less:				
2.	Other Uses	7630-7699	0.00	0.00	0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(78,951.01)	78,951.01	0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		(78,951.01)	78,951.01	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>			442,084.20	0.00	442,084.20
<b>F. FUND BALANCE / NET POSITION</b>					
1.	Beginning Fund Balance/Net Position				
a.	As of July 1	9791	1,096,451.88	0.00	1,096,451.88
b.	Adjustments/Restatements	9793, 9795	0.00	0.00	0.00
c.	Adjusted Beginning Fund Balance /Net Position		1,096,451.88	0.00	1,096,451.88
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		1,538,536.08	0.00	1,538,536.08
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>					
a.	Nonspendable				
1.	Revolving Cash (equals Object 9130)	9711			0.00
2.	Stores (equals Object 9320)	9712			0.00
3.	Prepaid Expenditures (equals Object 9330)	9713			0.00
4.	All Others	9719			0.00
b.	Restricted	9740			0.00
c.	Committed				
1.	Stabilization Arrangements	9750			0.00
2.	Other Commitments	9760			0.00
d.	Assigned	9780			0.00
e.	Unassigned/Unappropriated				
1.	Reserve for Economic Uncertainties	9789			0.00
2.	Unassigned/Unappropriated Amount	9790M			0.00
3.	<b>Components of Ending Net Position (Accrual Basis only)</b>				
a.	Net Investment in Capital Assets	9796	30,269.73	0.00	30,269.73
b.	Restricted Net Position	9797		0.00	0.00
c.	Unrestricted Net Position	9790A	1,508,266.35	0.00	1,508,266.35
<b>Description</b>			<b>Unrestricted</b>	<b>Restricted</b>	<b>Total</b>
<b>G. ASSETS</b>					
1.	Cash				
	In County Treasury	9110	0.00	0.00	0.00
	Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
	In Banks	9120	1,672,331.07	587,876.54	2,260,207.61
	In Revolving Fund	9130	0.00	0.00	0.00
	With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
	Collections Awaiting Deposit	9140	0.00	0.00	0.00
2.	Investments	9150	0.00	0.00	0.00
3.	Accounts Receivable	9200	1,053,218.70	0.00	1,053,218.70
4.	Due from Grantor Governments	9290	0.00	0.00	0.00
5.	Stores	9320	0.00	0.00	0.00
6.	Prepaid Expenditures (Expenses)	9330	21,188.53	0.00	21,188.53
7.	Other Current Assets	9340	0.00	0.00	0.00
8.	Lease Receivable	9380	5,099,513.00	0.00	5,099,513.00
9.	Capital Assets (accrual basis only)	9400-9489	30,269.73	0.00	30,269.73
10.	TOTAL ASSETS		7,876,521.03	587,876.54	8,464,397.57
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1.	Deferred Outflows of Resources	9490	0.00	0.00	0.00
2.	TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
<b>I. LIABILITIES</b>					
1.	Accounts Payable	9500	569,944.95	0.00	569,944.95
2.	Due to Grantor Governments	9590	0.00	0.00	0.00
3.	Current Loans	9640	126,471.00	0.00	126,471.00

4. Unearned Revenue	9650	0.00	587,876.54	587,876.54
5. Long-Term Liabilities (accrual basis only)	9660-9669	5,641,569.00	0.00	5,641,569.00
6. TOTAL LIABILITIES		6,337,984.95	587,876.54	6,925,861.49
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		1,538,536.08	0.00	1,538,536.08

**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$		0.00
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
<b>TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE</b>	0.00	0.00	0.00

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	0.00
b. Noncertificated Salaries 2000-2999	0.00
c. Employee Benefits 3000-3999	0.00
d. Books and Supplies 4000-4999	0.00
e. Services and Other Operating Expenditures 5000-5999	0.00
<b>TOTAL COMMUNITY SERVICES EXPENDITURES</b>	<b>0.00</b>

**3. Supplemental State and Local Expenditures resulting from a Presidentialy Declared Disaster**

Date of Presidential Disaster Declaration	Brief Description (If no amounts, indicate "None")	Amount
a. _____	None	
b. _____		
c. _____		
d. _____		
<b>TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)</b>		<b>0.00</b>

**4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2022-23 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2025-26.

a. Total Expenditures (B8)	5,341,374.11
b. Less Federal Expenditures (Total A2)	
[Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	399,265.00
c. Subtotal of State & Local Expenditures [a minus b]	4,942,109.11
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	1,603.27
f. Less Supplemental Expenditures made as the result of a Presidentialy	0.00

Declared Disaster

TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE

[c minus d minus e minus f]

\$	4,940,505.84
----	--------------



**CHARTER SCHOOL UNAUDITED ACTUALS**  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2023 to June 30, 2024

Charter School Name: Sycamore Valley Academy  
CDS #: 54-10546-0125542  
Charter Approving Entity: Tulare County Office of Education  
County: Tulare  
Charter #: 1382

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

**Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**

**Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)**

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
1. LCFF Sources				
State Aid - Current Year	8011	3,030,945.00		3,030,945.00
Education Protection Account State Aid - Current Year	8012	578,830.00		578,830.00
State Aid - Prior Years	8019	8,021.60		8,021.60
Transfers to Charter Schools in Lieu of Property Taxes	8096	759,018.00		759,018.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		4,376,814.60	0.00	4,376,814.60
2. Federal Revenues (see NOTE in Section L)				
Every Student Succeeds Act	8290		60,591.00	60,591.00
Special Education - Federal	8181, 8182		80,138.00	80,138.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299		385,140.00	385,140.00
Total, Federal Revenues		0.00	525,869.00	525,869.00
3. Other State Revenues				
Special Education - State	StateRev SE		141,941.00	141,941.00
All Other State Revenues	StateRev AO	139,518.26	238,240.40	377,758.66
Total, Other State Revenues		139,518.26	380,181.40	519,699.66
4. Other Local Revenues				
All Other Local Revenues	LocalRev AO	138,924.79	0.00	138,924.79
Total, Local Revenues		138,924.79	0.00	138,924.79
5. TOTAL REVENUES				
		4,655,257.65	906,050.40	5,561,308.05
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,887,280.91	229,711.99	2,116,992.90
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	281,265.16	0.00	281,265.16
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		2,168,546.07	229,711.99	2,398,258.06
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	201,820.28	206,076.12	407,896.40
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	104,053.55	44,435.81	148,489.36
Other Noncertificated Salaries	2900	73,482.30	3,026.56	76,508.86
Total, Noncertificated Salaries		379,356.13	253,538.49	632,894.62
<b>3. Employee Benefits</b>				
STRS	3101-3102	384,178.68	41,018.82	425,197.50
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	56,668.71	22,695.64	79,364.35

Health and Welfare Benefits	3401-3402	257,052.32	0.00	257,052.32
Unemployment Insurance	3501-3502	9,703.65	2,426.68	12,130.33
Workers' Compensation Insurance	3601-3602	18,910.97	0.00	18,910.97
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	11,520.09	0.00	11,520.09
Total, Employee Benefits		738,034.42	66,141.14	804,175.56
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	34,103.77	36,155.95	70,259.72
Books and Other Reference Materials	4200	2,491.04	5,028.96	7,520.00
Materials and Supplies	4300	35,518.85	47,193.68	82,712.53
Noncapitalized Equipment	4400	4,777.51	18,353.51	23,131.02
Food	4700	5,000.00	112.59	5,112.59
Total, Books and Supplies		81,891.17	106,844.69	188,735.86
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100	0.00	0.00	0.00
Travel and Conferences	5200	2,268.49	0.00	2,268.49
Dues and Memberships	5300	1,349.31	0.00	1,349.31
Insurance	5400	0.00	0.00	0.00
Operations and Housekeeping Services	5500	10,257.38	4,207.75	14,465.13
Rentals, Leases, Repairs, and Noncap. Improvements	5600	241,087.36	26,787.00	267,874.36
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	807,515.20	290,566.61	1,098,081.81
Communications	5900	17,717.20	3,303.37	21,020.57
Total, Services and Other Operating Expenditures		1,080,194.94	324,864.73	1,405,059.67
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Subscription Assets	6700	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900	16,373.53	0.00	16,373.53
Amortization Expense - Lease Assets	6910	0.00	0.00	0.00
Amortization Expense - Subscription Assets	6920	0.00	0.00	0.00
Total, Capital Outlay		16,373.53	0.00	16,373.53
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		4,464,396.26	981,101.04	5,445,497.30
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		190,861.39	(75,050.64)	115,810.75
<b>D. OTHER FINANCING SOURCES / USES</b>				
<b>Description</b>	<b>Object Code</b>	<b>Unrestricted</b>	<b>Restricted</b>	<b>Total</b>

1.	Other Sources	8930-8979	0.00	0.00	0.00
	Less:				
2.	Other Uses	7630-7699	0.00	0.00	0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(75,050.64)	75,050.64	0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		(75,050.64)	75,050.64	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>			115,810.75	0.00	115,810.75
<b>F. FUND BALANCE / NET POSITION</b>					
1.	Beginning Fund Balance/Net Position				
a.	As of July 1	9791	2,180,272.58	0.00	2,180,272.58
b.	Adjustments/Restatements	9793, 9795	0.00	0.00	0.00
c.	Adjusted Beginning Fund Balance /Net Position		2,180,272.58	0.00	2,180,272.58
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		2,296,083.33	0.00	2,296,083.33
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>					
a.	Nonspendable				
1.	Revolving Cash (equals Object 9130)	9711			0.00
2.	Stores (equals Object 9320)	9712			0.00
3.	Prepaid Expenditures (equals Object 9330)	9713			0.00
4.	All Others	9719			0.00
b.	Restricted	9740			0.00
c.	Committed				
1.	Stabilization Arrangements	9750			0.00
2.	Other Commitments	9760			0.00
d.	Assigned	9780			0.00
e.	Unassigned/Unappropriated				
1.	Reserve for Economic Uncertainties	9789			0.00
2.	Unassigned/Unappropriated Amount	9790M			0.00
3.	<b>Components of Ending Net Position (Accrual Basis only)</b>				
a.	Net Investment in Capital Assets	9796	173,654.21	0.00	173,654.21
b.	Restricted Net Position	9797		0.00	0.00
c.	Unrestricted Net Position	9790A	2,122,429.12	0.00	2,122,429.12
<b>Description</b>			<b>Unrestricted</b>	<b>Restricted</b>	<b>Total</b>
<b>G. ASSETS</b>					
1.	Cash				
	In County Treasury	9110	0.00	0.00	0.00
	Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
	In Banks	9120	1,842,327.49	721,266.53	2,563,594.02
	In Revolving Fund	9130	0.00	0.00	0.00
	With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
	Collections Awaiting Deposit	9140	0.00	0.00	0.00
2.	Investments	9150	0.00	0.00	0.00
3.	Accounts Receivable	9200	1,553,197.98	0.00	1,553,197.98
4.	Due from Grantor Governments	9290	0.00	0.00	0.00
5.	Stores	9320	0.00	0.00	0.00
6.	Prepaid Expenditures (Expenses)	9330	21,504.54	0.00	21,504.54
7.	Other Current Assets	9340	0.00	0.00	0.00
8.	Lease Receivable	9380	4,800,180.00	0.00	4,800,180.00
9.	Capital Assets (accrual basis only)	9400-9489	173,654.21	0.00	173,654.21
10.	TOTAL ASSETS		8,390,864.22	721,266.53	9,112,130.75
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1.	Deferred Outflows of Resources	9490	0.00	0.00	0.00
2.	TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
<b>I. LIABILITIES</b>					
1.	Accounts Payable	9500	1,052,569.09		1,052,569.09
2.	Due to Grantor Governments	9590	62,550.80		62,550.80
3.	Current Loans	9640	110,128.00		110,128.00

4. Unearned Revenue	9650	0.00	721,266.53	721,266.53
5. Long-Term Liabilities (accrual basis only)	9660-9669	4,869,533.00		4,869,533.00
6. TOTAL LIABILITIES		6,094,780.89	721,266.53	6,816,047.42
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)				
(must agree with Line F2)		2,296,083.33	0.00	2,296,083.33

**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$		0.00
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
<b>TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE</b>	0.00	0.00	0.00

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	0.00
b. Noncertificated Salaries 2000-2999	0.00
c. Employee Benefits 3000-3999	0.00
d. Books and Supplies 4000-4999	0.00
e. Services and Other Operating Expenditures 5000-5999	0.00
<b>TOTAL COMMUNITY SERVICES EXPENDITURES</b>	<b>0.00</b>

**3. Supplemental State and Local Expenditures resulting from a Presidential Declared Disaster**

Date of Presidential Disaster Declaration	Brief Description (If no amounts, indicate "None")	Amount
a. _____	None	
b. _____		
c. _____		
d. _____		
<b>TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)</b>		<b>0.00</b>

**4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2022-23 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2025-26.

a. Total Expenditures (B8)	5,445,497.30
b. Less Federal Expenditures (Total A2)	
[Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	525,869.00
c. Subtotal of State & Local Expenditures	4,919,628.30
[a minus b]	
d. Less Community Services	0.00
[L2 Total]	
e. Less Capital Outlay & Debt Service	16,373.53
[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	
f. Less Supplemental Expenditures made as the result of a Presidentially	0.00

Declared Disaster

TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE

[c minus d minus e minus f]

\$ 4,903,254.77

## Operations Director

### Job Title: Operations Director

#### **Job Purpose:**

The Operations Director supports the duties of the Superintendent and the effective, organized, day-to-day functioning of the schools of The Academies by providing a wide variety of non-academic strategic and administrative duties. The Operations Director helps schools meet The Academies' high standards of operational excellence, enabling ~~instructional~~ leaders and staff to focus on driving strong student achievement outcomes. This individual interacts with parents/guardians, students, and the public frequently, and must reflect the values and the mission of the school at all times. The Operations Director plays a key role in The Academies' non-instructional school operations and contributes his/her talents to support excellent school programs and positive school culture at The Academies' schools.

#### **Team Relationship:**

The Operations Director is directly responsible to the Superintendent and works closely with The Academies CMO administrative support staff and school site administrative staff. The Operations Director has supervisory duties as indicated in The Academies CMO Organizational Chart.

#### **Essential Job Functions:**

##### **Operations**

- ~~Oversees facilities matters, including maintenance, aesthetics, and school site safety.~~
- ~~Leads the implementation and ongoing support of the student information system.~~
- Leads procurement of and oversees operational services including but not limited to information technology services, ~~facilities maintenance~~, food service, ~~student transportation~~, and after school programs.
- Manages CMO purchasing of durable goods and technology.
- ~~Assists in the development and facilitation of technology plans.~~
- ~~Administers government grant programs.~~
- Oversight and development of the annual CMO operational budget, including after school program, ~~facilities, maintenance~~, and technology.
- Ensures maintenance and tracking of technology equipment and serves as first level of response for technology ~~and~~ troubleshooting.
- Manages web domains for The Academies CMO and schools within The Academies, maintaining up to date user accounts within domains.
- ~~Prepares donor receipts in a timely manner and facilitates donation reporting to the Board.~~
- Supports site administration in school closing ~~and~~ opening each year.

##### **Student Recruitment and Public Relations**

- Assists with the annual student recruitment and admissions process.
- Assists in the development and facilitation of student recruitment and marketing plans to ensure viability of the school and to achieve demographic diversity as described in our charter.
- Designs and coordinates production of a variety of marketing materials for schools of The Academies, including print, web, and school spirit merchandise.
- Develops and maintains positive public relations for the school within the community (with the press, with local leaders, etc.) through marketing and effective communication of the mission and program of the Charter Schools.
- ~~Helps plan and coordinate school events and activities.~~
- Communicates effectively with members of the community, and with all stakeholders: the staff, the students, the parents, the CMO Board, ~~and contracted providers, and VUSD staff and/or VUSD Board members.~~
- Uses website, ~~newsletter~~, social media, and print means to communicate with external and internal audiences.
- Promotes and publishes the Charter School in the community, promotes positive public relations, and interacts effectively with media.
- Manages webpage content.

### Resource Development

- ~~Assists with the development and execution of The Academies' annual fundraising plan within the strategic plan.~~
- ~~Secures financial support from individuals, foundations, corporations, and/or state or federal sources.~~
- ~~Prepares donor receipts in a timely manner and facilitates donation reporting to the Board.~~
- ~~Prepares and distributes annual reports to donors and The Academies board of directors.~~

Commented [SD1]: Moved this task to Operations list above

### Administration

- Provide administrative support to the Superintendent and school site Principals administrators.
- Contributes to the strategic thinking of the CMO leadership and collaborates with administrative team.
- Contributes to the preparation of Board materials, attends monthly board meetings, makes reports to the board, and prepares draft minutes of such meetings.
- Advises on processes and systems for efficient, scalable management of the organization.
- Maintains materials of a confidential nature such as letters, reports, bulletins, announcements, memorandums, and other documents.
- Helps the school site staff maintain a respectful, safe, and nurturing learning environment.
- Performs other related duties as assigned.

### Job Qualifications:

#### Education/Certifications

- High school graduate. (required)
- Bachelor's degree. (desired)
- Master's degree. (desired)
- Basic first aid certificate. (required before start date)
- Spanish language fluency. (desired)

#### Experience

- Five or more years' experience as a nonprofit administrator, office manager, or public relations/marketing experience, preferably in a school setting. (desired)
- Past participation in school events. (desired)

#### Skills, Knowledge and/or Abilities

- Ability to successfully carry out job description duties, effective and strategic communicator.
- Friendly and courteous demeanor; a positive role model for students.
- Knowledge of school operations and procedures.
- A love for students and learning.
- A commitment to the mission of The Academies, and an enthusiastic support for The Academies' educational philosophy.
- Appropriate use of standard English language, in writing and in speech.
- Ability to take initiative and follow through on assignments.
- Strong organizational skills and detail-oriented personality.
- Ability to establish and maintain positive and effective working relationships with students, teachers, co-workers, and the public.
- Ability to word-process and use suitable computer software applications.
- Ability to operate a copier, laminator, and similar school machines.
- Strong leadership and effective staff management skills.
- Ability to understand and effectively carry-out verbal and/or written instructions from the Superintendent and to work cooperatively with other staff.
- Familiarity with or willingness to be trained in procedural compliance.
- Effective conflict resolution skills.
- Integrity in all his/her dealings with the school community; is respectful, thoughtful, honest, and fair.
- Ability to follow established procedures in an emergency situation.

The Academies CMO Board of Directors will consider candidates for the Operations Director position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

DRAFT



# Principal

## Job Title: Principal

### **Job Purpose:**

The Principal serves as the chief administrator and instructional leader of the assigned Charter School, developing and implementing programs, curriculum and instructional resources, and budgets in a manner that promotes the educational growth of each student and the professional development of each staff member. The Principal supervises the certificated and support staff and manages the Charter School's day-to-day functions. The Principal acts as the chief leader at the Charter School and is responsible for facilitating all programs as outlined in the governing charter.

### **Team Relationship:**

The Principal is directly responsible to the Superintendent and works closely with The Academies CMO (TACMO) administrative staff and school site staff. The Principal has supervisory duties as indicated in The Academies CMO Organizational Chart.

### **Essential Job Functions:**

- Ensures the Charter School enacts its mission/vision.
- Supervises and evaluates site teachers and staff, as indicated by organizational chart.
- Communicates and reports to the Superintendent.
- Oversees school site finances and ensures timely processing of Accounts Payable invoices, maintains up-to-date financial records.
- Administers school site contracts.
- Participates in fundraising for the Charter School.
- Partners with the Vice Principal to manage student discipline in a manner consistent with Charter Management Organization ("CMO") protocols and, as necessary, implements the suspension and expulsion process.
- Participates in IEP, 504, SST and other parent meetings as necessary.
- Oversees a functional, safe, and well-maintained learning environment by working collaboratively with the site custodian and external contractors on facility-related matters, including maintenance, aesthetics, and overall school safety.
- Ensures the security of the school building and partners with the Vice Principal to ensure School Site Safety Plans are annually updated, and staff receive adequate training to ensure student safety on a daily basis, as well as in an emergency situation.
- Serves or appoints a designee to serve on any committees of the Charter School.
- Ensures site-level compliance with all applicable state and federal laws.
- Effective conflict resolution skills.
- Communicates with parents, recruits new families and students, and assures families of academic growth.
- Takes responsible steps to secure full and regular student attendance in accordance with policies established by the Board of Directors.
- Follows all required evaluation techniques used for both students and staff.
- Follows CMO protocols for managing confidential or sensitive information and organizational tasks.
- Engages in general planning, conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the school program.
- Coordinates staff to ensure the Charter School is aligned with the legal, financial, and organizational structure of the CMO. The principal articulates the responsibilities and accountability of staff members at the Charter School to ensure effective use of personnel resources and an effective team.

- Determines and implements needed professional development to enhance the quality of the instructional program.
- Develops and updates the School Accountability Report Card (SARC).
- Evaluates student progress in the instructional program through regular data analysis. Allocates resources to maximize impact on student achievement.
- Facilitates organizational efficiency, and maintains positive and timely inter-school and CMO level communication.
- Develops and maintains good relationships with students, staff, and parents.
- In collaboration with the Vice Principal, identifies the staffing needs of the school site.
- Participates in staff recruitment efforts.
- Interviews and recommends employee hiring, promotion and/or dismissal.
- Disciplines, issues corrective feedback, or establishes Improvement Plans for individual staff members as needed, per TACMO protocols.
- Identifies annual enrollment openings for student recruitment and orients new students/families.
- Participates in professional growth and training as needed.
- Maintains appropriate working relationships with crucial stakeholders (the board, staff, authorizer(s), district itinerant staff, and community).
- Attends monthly CMO board meetings, and makes site reports to the board.
- Is a staff liaison to the site's Parent Teacher Organization ("PTO").
- Promotes positive public relations and interacts effectively with media.
- Performs other related duties as assigned.

**Job Qualifications:**

- Valid California Administrative Services Credential. (required)
- Valid California Certificated Credential (required)
- Bachelor's degree (required)
- Master's degree or equivalent (strongly desired)

**Experience:**

- Minimum of 2 years of prior administrative experience in a public school setting (required)
- Minimum of 5 years of non-administrative certificated experience in a public school setting (desired)
- Public charter school experience (desired)

**Skills, Knowledge, and/or Abilities Required:**

- Excellent communication and community-building skills.
- Extensive knowledge of and experience with curriculum development.
- Belief in TACMO's educational philosophy and program elements outlined in the authorizer's approved charter petitions and board-approved strategic plan.
- Strong leadership capabilities, including entrepreneurial and strategic vision.
- Caring for students and their success in learning: a deep commitment to student achievement.
- Strong instructional leadership and a positive role model for staff and students.
- Knowledge of educational psychology, learning theories, developmentally appropriate practices, and curriculum development.
- Commitment to excellence and ongoing professional growth.
- Integrity in all dealings with the school community; is respectful, thoughtful, decisive, principled, honest, and fair.
- Recognition and acceptance of own responsibility for the success of the school as an entity, as well as the success of individual students, and flexibility, resourcefulness, and commitment to both.
- Ability to follow established procedures in an emergency situation.

The TACMO Board of Directors will consider candidates for the Principal position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

DRAFT

# Custodian

## Job Title: Custodian

### Job Purpose:

The Custodian is responsible for the ~~care~~representation, cleaning and ~~maintenance~~care of all facilities at the Charter School. -This person is truly the “care-taker” of the school and all the buildings on its grounds. The primary purpose is to make sure that the school is safe, clean and ready for students to learn. This person is a major contributor to the suitability of the overall learning environment.

### Team Relationship:

The Custodian is directly responsible to the ~~Operations Director~~Principal.

### Essential Job Functions:

- Sweep, mop, strip, wax, and seal floors; vacuum rugs and carpets at agreed upon intervals.
- ~~Dust, wash, and polish furniture and woodwork as needed.~~Provide general janitorial services to the campus as needed
- Empty and clean waste receptacles, including trash barrels daily.
- Clean restrooms and supply restrooms with paper products at least once daily.
- Check restrooms and other areas for graffiti or other markings and clean as ~~directed~~needed.
- Wash windows, mirrors and walls, polish metal work and clean whiteboards as directed.
- Move and arrange furniture and equipment in preparing multipurpose rooms or classrooms for special events or meetings as needed
- Pick up paper and other debris from school grounds, walk areas, and the areas adjacent to the school facilities; sweep/blow-off concrete surfaces adjacent to the school buildings at agreed upon intervals.
- Perform emergency cleanup service resulting from breakage, vandalism, spilling, and illness as needed.
- Conduct fire extinguisher inspections monthly.
- Inspect playground equipment for damage and wear at regular intervals.
- Inspect interior and exterior lighting operation regularly; replace bulbs as needed.
- Report any needed repairs or safety concerns to the site administrator as appropriate.
- Maintain ~~C~~clean and sanitary drinking fountains and/or water dispensers.
- ~~;-clean lunch tables as assigned.~~Clean cafeteria and outdoor eating areas daily as assigned.
- Lock and unlock gates and doors, and ~~set~~disarm security systems ~~as needed at the end~~at the beginning of each day.
- Deliver packages to rooms or appropriate personnel as ~~requested~~needed; ~~deliver mail as assigned.~~
- Maintain appropriate inventory of janitorial supplies; submit regular supply orders to supervisor.
- ~~Perform minor maintenance work as assigned.~~
- Perform deep cleaning activities as ~~assigned~~needed.
- Ensure equipment and supplies are stored neatly; inspect equipment regularly for wear.
- Perform related duties as ~~needed~~assigned.

### Job Qualifications:

#### Education/Experience:

- High School Diploma/GED (desirable)
- Some experience with cleaning supplies and equipment (preferred)
- Experience in construction/building, electrical, plumbing, small engines (highly desirable)

#### Knowledge of:

- Basic cleaning and sanitation methods, procedures, and techniques
- Cleaning materials, supplies, and equipment
- Landscape maintenance
- Safe working methods and procedures

#### Ability to:

- Efficiently and effectively use cleaning materials, supplies, and equipment.
- Understand and carry out oral and written directions.
- Establish and maintain cooperative working relationships.
- Perform simple and repetitive tasks.

### Working Conditions:

#### Environment:

- Indoor and outdoor environment.
- Regular exposure to fumes, dust and odors.

#### Physical Abilities:

- Lifting, carrying, pushing, pulling and moving heavy furniture and equipment.

- Climb stairs and ramps.
- Walking or standing for extended periods of time.
- Dexterity of hand and fingers to operate equipment.
- Bending at the waist.
- Reaching overhead and horizontally.

Hazards:

- Contact with cleaning agents and chemicals.
- Exposure to inclement weather, extreme heat, and cold outdoor temperatures.

The Academies CMO Board of Directors will consider candidates for the Custodian position based upon a combination of education/certifications, experience, skills, knowledge and/or abilities, and mission fit.

DRAFT

BEFORE THE GOVERNING BOARD  
THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION

RESOLUTION 24-006

IN THE MATTER OF  
THE HIRING OF MACKENZIE SOUZA ON A VARIABLE TERM WAIVER

WHEREAS, THE ACADEMIES CMO has completed all of the requirements listed on the "Verification of Requirements" form from the California Commission on Teacher Credentialing,

WHEREAS, THE ACADEMIES CMO's job description and charter document both describe TACMO's desire to hire administrators who can implement the administrative framework of the school through leadership approaches,

WHEREAS, Mackenzie Souza is eligible for the Administrative Services Waiver,

WHEREAS, Superintendent Ball confirms that there were no objections to the issuance of this waiver,

THEREFORE BE IT RESOLVED THAT the Governing Board has voted this evening to approve the hire of Mackenzie Souza for the Vice Principal position at The Academies CMO and assigned to Sycamore Valley Academy on the basis of the Administrative Services Waiver.

PASSED AND ADOPTED by THE ACADEMIES CMO Board of Directors, at a regular meeting of the Board held on September 17, 2024.

\_\_\_\_\_  
Cristina Gutierrez, Secretary  
Board of Directors  
The Academies Charter Management Organization

\_\_\_\_\_  
Date

Board Policy #: 13-001  
Adopted/Ratified: April 18, 2013  
Revision Date: May 16, 2019  
Revision Date: February 18, 2021  
Revision Date: September 17, 2024

## The Academies Charter Management Organization

### Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The Academies Charter Management Organization ("TACMO") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, TACMO will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. TACMO school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom TACMO does business, and all acts of TACMO's Board of Directors ("Board") in enacting policies and procedures that govern TACMO.<sup>1</sup>

TACMO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

<sup>1</sup> This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "BP 13-001 Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

**Commented [CF1]:** This policy is required to be posted on the School's website in a prominent, conspicuous and readily accessible location and prominently and conspicuously displayed in areas that are accessible to, and commonly frequented by, schoolsite employees, pupils, and members of the public at each schoolsite and school office, including, but not limited to, in school office lobbies, staff lounges, and pupil government meeting rooms (if any) per Ed. Code sections 234.1 and 234.6.

Board Policy #: 13-001  
Adopted/Ratified: April 18, 2013  
Revision Date: May 16, 2019  
Revision Date: February 18, 2021  
Revision Date: September 17, 2024

## **Definitions**

**Harassment** means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student<sup>2</sup> or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by TACMO.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

---

<sup>2</sup> "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.



Board Policy #: 13-001  
Adopted/Ratified: April 18, 2013  
Revision Date: May 16, 2019  
Revision Date: February 18, 2021  
Revision Date: September 17, 2024

**Electronic act** means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
  - 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 the definition of “bullying,” above.
  - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” 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.
  - Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” 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.
- An act of “Cyber sexual bullying” including, but not limited to:
  - 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 definition of “bullying,” above. 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.
  - “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.
- Notwithstanding the definitions of “bullying” and “electronic act” 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.

### **Bullying and Cyberbullying Prevention Procedures**

TACMO has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Board Policy #: 13-001  
Adopted/Ratified: April 18, 2013  
Revision Date: May 16, 2019  
Revision Date: February 18, 2021  
Revision Date: September 17, 2024

### Cyberbullying Prevention Procedures

TACMO advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

TACMO informs its employees, students, and parents/guardians of TACMO's policies regarding the use of technology in and out of the classroom. TACMO encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

### Education

TACMO employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. TACMO advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at TACMO and encourages students to practice compassion and respect each other.

TACMO educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

TACMO's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

TACMO informs TACMO employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

### Professional Development

TACMO annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other TACMO employees who have regular interaction with students.

**Commented [CF2]:** Please note that per EC section 234.6, charter schools are required to post on its website a section on social media bullying that includes all of the following references to possible forums for social media bullying:

- (A) Internet websites with free registration and ease of registration.
- (B) Internet websites offering peer-to-peer instant messaging.
- (C) Internet websites offering comment forums or sections.
- (D) Internet websites offering image or video posting platforms.

Please let us know if you would like us to provide you with some sample language that can be used to meet this requirement. Rather than having a separate page on the School's website, the School can elect to include the social media bullying language in this policy, which would also meet the requirement as long as the School posts the policy on its website as required.

**Commented [CF3]:** This is required per Ed. Code section 32283.5 (effective 1/1/19). The CDE's bullying module and online training module are currently located here:

<https://www.cde.ca.gov/ls/ss/se/bullyres.asp>

Board Policy #: 13-001  
Adopted/Ratified: April 18, 2013  
Revision Date: May 16, 2019  
Revision Date: February 18, 2021  
Revision Date: September 17, 2024

TACMO informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

TACMO also informs certificated employees about the groups of students determined by TACMO and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

TACMO encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for TACMO’s students.

### Complaint Procedures

#### Scope of the Complaint Procedures

TACMO will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the TACMO UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

**Commented [CF4]:** Per Ed. Code section 218, schools that serve pupils in grades 7 to 12, inclusive, are encouraged to use CDE resources for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils, and strategies to increase support for LGBTQ pupils and thereby improve overall school climate (which are to be updated by July 1, 2021) to provide training at least once every two years to teachers and other certificated employees.

**Commented [CF5]:** These procedures are intended to be consistent with most of our clients’ Internal Complaint/General Complaint Procedures. These specific procedures are not necessarily required. Per Ed. Code section 234.1, the complaint procedures must at a minimum include a timeline to investigate and resolve complaints and an appeal process. Please let us know if you would like to adjust these procedures.

**Commented [CF6]:** If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the School must assist the complainant in the filing of the complaint.

Board Policy #: 13-001  
Adopted/Ratified: April 18, 2013  
Revision Date: May 16, 2019  
Revision Date: February 18, 2021  
Revision Date: September 17, 2024

TACMO will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of TACMO's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of TACMO's Title IX Policy and UCP is available in the main office.

### Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Superintendent (or the Chair of the Board if the complaint is against the Superintendent) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and TACMO will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

TACMO acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by TACMO on a case-by-case basis.

**Commented [CF7]:** You may adjust this as appropriate to reflect where these policies are kept (e.g., on the school's website).

**Commented [CF8]:** Per Ed. Code section 234.1, the School is required to maintain documentation of these complaints and their resolution for a minimum of one state Categorical Program Monitoring review cycle.

Board Policy #: 13-001  
Adopted/Ratified: April 18, 2013  
Revision Date: May 16, 2019  
Revision Date: February 18, 2021  
Revision Date: September 17, 2024

TACMO prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

### Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Superintendent or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

**Commented [CF9]:** This timeframe is flexible. Please let us know if you would like to change it.

At the conclusion of the investigation, the Superintendent or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Superintendent or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Superintendent, a Board member who is not the Board Chair or a third-party investigator will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

**Commented [CF10]:** These designations may be adjusted to better align with your organization. Please let us know if you want to change these designations. If you select a Board member as indicated here, the Board member should be annually appointed/designated as the "Complaint Officer" at the Board's annual training meeting.

### Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from TACMO or termination of employment.

### Right of Appeal

Should a complainant find TACMO's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of TACMO's decision or resolution, submit a written appeal to the Chair of the TACMO Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

**Commented [CF11]:** This appeal right will need to be consistent with any appeal provided for determinations of responsibility in the School's Title IX policy.

**Commented [CF12]:** This designation may be adjusted. Please let us know if you want to change this designation. This is the designated appeal decisionmaker in the current policy.

This policy was formally revised at a meeting of The Academies Charter Management Organization Board of Directors on September 17, 2024.

\_\_\_\_\_  
Cristina Gutierrez, Board Secretary

Board Policy #: 13-001  
Adopted/Ratified: April 18, 2013  
Revision Date: May 16, 2019  
Revision Date: February 18, 2021  
Revision Date: September 17, 2024

**HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING  
COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Email Address: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present:

\_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I hereby authorize TACMO to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.**

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

**To be completed by TACMO:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

## The Academies Charter Management Organization

### Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of The Academies Charter Management Organization (“TACMO”) to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

TACMO does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.<sup>1</sup> TACMO will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in TACMO’s education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom TACMO does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the TACMO Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

#### Definitions

##### **Prohibited Sex Discrimination**

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by TACMO. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

##### **Prohibited Sex-Based Harassment**

Under Title IX, “sex-based harassment” means conduct on the basis of sex that satisfies one or more of the following:

<sup>1</sup> TACMO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

**Commented [CF1]:** Per AB 34 and 543, this policy 1) must be posted in a prominent and readily accessible location on the School’s website; 2) should be included in the School’s “regular policy statement”; 3) shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable; 4) shall be provided for each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired; 5) shall appear in any publication of the institution that sets forth the comprehensive rules, regulations, procedures, and standards of conduct for the institution (i.e., student handbook); and 6) shall be displayed in a prominent location in the main administrative building or other area of the campus or schoolsite where other similar notices/policies are posted.

Please note that in addition to this policy, the School is legally required to have certain Title IX language on the School’s website in compliance with Education Code section 221.61 including but not limited to the contact information for the Title IX coordinator, a link to the CDE’s Title IX information, the definition of discrimination and harassment based on sex as described in Section 230, and the rights set forth in Section 221.8. I am providing you with the Title IX website posting notice.

A Title IX notice of nondiscrimination must be provided on the School’s website and in each handbook, catalog, announcement, bulletin, and application form that the School makes available to students; parents, guardians, or other authorized legal representatives of elementary school and secondary school students; employees; applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the School, or which are otherwise used in connection with the recruitment of students or employees.

Please do not hesitate to reach out with any questions regarding posting requirements.

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by TACMO to provide an aid, benefit, or service under TACMO's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from TACMO's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
  - The degree to which the conduct affected the complainant's ability to access TACMO's education program or activity;
  - The type, frequency, and duration of the conduct;
  - The parties' ages, roles within TACMO's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
  - The location of the conduct and the context in which the conduct occurred; and
  - Other sex-based harassment in TACMO's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
  - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - The length of the relationship;
    - The type of relationship; and
    - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
  - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
  - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
  - Shares a child in common with the victim; or
  - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.



- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  - Fear for the person's safety or the safety of others; or
  - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through TACMO.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
  - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
  - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

**Complainant** means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in TACMO's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) TACMO's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in TACMO's education program or activity at the time of the alleged sex discrimination.

**Complaint** means an oral or written request to TACMO that objectively can be understood as a request for TACMO to investigate and make a determination about alleged sex discrimination.

**Commented [CF2]:** A complaint is no longer required to be formal, written, or signed.

**Confidential Employee** means an employee of TACMO whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom TACMO has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

**Commented [CF3]:** These "services" are not specified in the regulations. However, the U.S. Dept. of Education's Final Rule implies that they include sharing information about school policies and procedures, providing the contact information for the Coordinator and explaining that the Coordinator can provide supportive measures, referrals to school or community-based resources, and just listening.

**Party** means a complainant or respondent.

**Respondent** means a person who is alleged to have violated TACMO's prohibition on sex discrimination.

**Supportive Measures** are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to TACMO's education program or activity, including measures that are designed to protect the safety of the parties or TACMO's educational environment; or (2) provide support during TACMO's grievance procedures or during an informal resolution process.

**Title IX Coordinator**

The Board of Directors of TACMO (“Board”) has designated the following employee as the Title IX Coordinator (“Coordinator”):

Donya Ball, Ed.D.  
Superintendent  
PO Box 1189, Visalia, CA 93279  
dball@theacademiescharters.org  
(559) 730-7422

The Coordinator is responsible for coordinating TACMO’s efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure TACMO’s consistent compliance with Title IX.

**Reporting Sex Discrimination**

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

**Commented [CF4]:** All of this contact information is required. Please ensure this is the same individual and contact information named in your Title IX website posting, handbooks, and recruiting materials.

The School may have more than one Coordinator, but one must be designated by the School to retain ultimate oversight over the School’s compliance with Title IX. If the School will have more than one Coordinator, this section will likely need to be revised to make it clear who is the Coordinator that will have ultimate oversight.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. TACMO will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

### Privacy

TACMO acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

### Retaliation

TACMO prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes TACMO from requiring an employee or other person authorized by TACMO to provide aid, benefit, or service under TACMO's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

### Confidential Employees

Contact information for the confidential employees at TACMO, if any, can be found on the TACMO website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and

**Commented [CF5]:** For a complaint of discrimination, bullying, harassment, discrimination or intimidation to fall under the UCP, it must be a written complaint. However, all reports of sex discrimination and harassment must be investigated even if they are oral or outside the UCP timelines, and appropriate action must be taken when necessary according to the results of the investigation.

**Commented [CF6]:** The School is not required to designate any confidential employee. However, licensed social workers, therapists, psychologists, etc. who are employees of the School meet the definition of a confidential employee even if the School hasn't specifically designated them as such.

**Commented [CF7]:** Note this requirement. Please ensure the School's Title IX website posting includes this information. Alternatively, the School can list the contact info for the confidential employees here in this policy. However, that would mean the policy has to be revised and re-adopted whenever those employees change positions.

- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

#### **Coordinator's Response to Reports of Sex Discrimination**

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether TACMO could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents TACMO from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within TACMO's education program or activity.

### **Supportive Measures**

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or TACMO's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact [INSERT TITLE AND CONTACT INFO], who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of TACMO's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

**Commented [CF8]:** This could potentially be the person designated as an appeal decision maker. This person must have received the training required for investigators and decisionmakers.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

### **Informal Resolution**

At any time prior to determining whether sex discrimination occurred under TACMO's Title IX grievance procedures, TACMO may offer an informal resolution process to the parties. TACMO does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with **notice** that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by TACMO for use in grievance procedures if the grievance procedures are initiated or resumed.

**Commented [CF9]:** We can provide you with a sample of this notice and any of the other notices or documents referenced in this policy.

Parties will not be required or pressured to agree to participate in the informal resolution process. TACMO will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

## **Grievance Procedures**

### **Scope and General Requirements**

TACMO has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in TACMO's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

TACMO requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

TACMO will treat complainants and respondents equitably. TACMO presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

**Commented [CF10]:** All of the timeframes and many of the requirements for written notices are flexible and can be revised to better align with the School's practices. Please let us know if you would like to revise any of the timeframes or the requirements for written notices.

TACMO may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

TACMO allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

TACMO will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

TACMO will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.<sup>2</sup> Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

#### **Dismissal**

In most cases, TACMO will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

TACMO may dismiss a complaint if:

- TACMO is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in TACMO's education program or activity and is not employed by TACMO;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and TACMO determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- TACMO determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, TACMO will make reasonable efforts to clarify the allegations with the complainant.

---

<sup>2</sup> Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.



Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable TACMO policy.

#### **Appeal of a Dismissal**

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

#### **Notice of the Allegations**

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- TACMO's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the

**Commented [CF11]:** Again, this is strongly recommended. If the complainant and respondent will not be notified of the dismissal in writing, then the notice to the respondent does not need to be simultaneous, and instead can follow promptly after notification to the complainant.

incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to TACMO;

- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if TACMO provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

**Commented [CF12]:** If, in the course of an investigation, the School decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice or that are included in a complaint that is consolidated, the School must provide notice of the additional allegations to the parties whose identities are known.

### Emergency Removal

TACMO may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with TACMO's policies.

TACMO may remove a respondent from TACMO's education program or activity on an emergency basis, in accordance with TACMO's policies, provided that TACMO undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

### Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. TACMO has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by TACMO to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless TACMO obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and

**Commented [CF13]:** Regardless of any determination on whether to remove a student or employee on an emergency basis, the School still must follow the grievance process before imposing any disciplinary sanctions or other actions that are not supportive measures (e.g., terminations or expulsions) against a respondent. Emergency removal is not a substitute for reaching a determination as to a respondent's responsibility; rather, emergency removal is for the purpose of addressing imminent threats posed to any person's health or safety, which might arise out of the sexual harassment allegations. Emergency removals allow schools to address emergency situations, whether or not a grievance process is underway, provided that the school first undertakes an individualized safety and risk analysis and provides the respondent notice and opportunity to challenge the removal decision.

- Evidence that relates to the complainant’s sexual interests or prior sexual conduct, unless evidence about the complainant’s prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant’s prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant’s consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties’ timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

**Commented [CF14]:** If the School provides a description of the evidence, it will still need to provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

TACMO will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

#### **Determination of Responsibility**

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party’s or witness’s credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person’s status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

#### **Appeal of the Determination of Responsibility**

Should a party find TACMO’s determination unsatisfactory, the party may, within five (5) business days of notice of TACMO’s determination, submit a written appeal to the Chair of the TACMO Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

**Commented [CF15]:** An appeals process for the determination of responsibility is not necessarily required. The appeals process for determinations of responsibility must be at a minimum, the same the school “offers in all other comparable proceedings, if any, including proceedings relating to other discrimination complaints”. We have included a sample process here that is consistent with the appeals processes in some of our other template complaint policies. Please ensure the selected appeals process for determinations of responsibility is consistent with the School’s appeals process for other comparable proceedings.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written

**Commented [CF16]:** This is the designated appeals decisionmaker in the current policy. Please let me know if you want to change this reference.

statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

### **Consequences**

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from TACMO or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by TACMO including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within TACMO's education program or activity.

No party, witness, or other person participating in TACMO's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on TACMO's determination whether sex discrimination occurred.

### **Student Pregnancy and Related Conditions**

TACMO will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the TACMO employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to TACMO's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of TACMO's obligations under:
  - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
  - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide TACMO's Title IX notice of nondiscrimination; and

- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any TACMO leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

### **Training**

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing TACMO's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Board Policy #: 24-003  
Adopted/Ratified: September 17, 2024

**Recordkeeping**

TACMO will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions TACMO took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. TACMO will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

This policy was formally revised at a meeting of The Academies Charter Management Organization Board of Directors on September 17, 2024.

---

Cristina Gutierrez, Board Secretary

**TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Email Address: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I hereby authorize TACMO to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.**

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

**To be completed by TACMO:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

# Comprehensive School Safety Plan

## 2024-2025 School Year

**School:** Sycamore Valley Academy  
**CDS Code:** 54722560125542  
**District:** Sycamore Valley Academy  
**Address:** 6832 Avenue 280  
Visalia, CA 93277  
**Date of Adoption:** 9/17/2024  
**Date of Update:** 9/10/2024  
**Date of Review:**  
- with Staff 9/18/2024  
- with Law Enforcement 9/18/2024  
- with Fire Authority 9/18/2024

**Approved by:**

Name	Title	Signature	Date
Donya Ball	Superintendent		



## Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	5
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	8
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	10
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	22
(E) Sexual Harassment Policies (EC 212.6 [b]).....	22
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	24
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	25
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	25
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	27
(K) Hate Crime Reporting Procedures and Policies.....	28
(J) Procedures to Prepare for Active Shooters.....	29
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	29
Opioid Prevention and Life-Saving Response Procedures.....	31
Response Procedures for Dangerous, Violent, or Unlawful Activities.....	31
Instructional Continuity Plan.....	33
Safety Plan Review, Evaluation and Amendment Procedures.....	35
Safety Plan Appendices.....	36
Emergency Contact Numbers.....	37
Safety Plan Review, Evaluation and Amendment Procedures.....	38
Sycamore Valley Academy Incident Command System.....	39
Incident Command Team Responsibilities.....	40
Emergency Response Guidelines.....	42
Step One: Identify the Type of Emergency.....	42
Step Two: Identify the Level of Emergency.....	42
Step Three: Determine the Immediate Response Action.....	42

Step Four: Communicate the Appropriate Response Action .....45

Types of Emergencies & Specific Procedures.....46

- Aircraft Crash .....46
- Animal Disturbance.....46
- Armed Assault on Campus .....46
- Biological or Chemical Release.....49
- Bomb Threat/ Threat Of violence .....50
- Bus Disaster.....53
- Disorderly Conduct .....53
- Earthquake .....54
- Explosion or Risk Of Explosion .....54
- Fire in Surrounding Area .....56
- Fire on School Grounds .....56
- Flooding .....57
- Loss or Failure Of Utilities .....57
- Motor Vehicle Crash .....58
- Pandemic .....59
- Psychological Trauma.....59
- Suspected Contamination of Food or Water .....60
- Tactical Responses to Criminal Incidents .....60
- Unlawful Demonstration or Walkout.....61

Emergency Evacuation Map.....62

## **Comprehensive School Safety Plan Purpose**

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Sycamore Valley Academy Front Office.

## **Safety Plan Vision**

Provide a safe and equitable school site.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Sycamore Valley Academy Safety Committee**

#### Safety Plan Vision

The Sycamore Valley Academy Comprehensive Safety Plan provides guidance and direction to administration, faculty, and staff who have emergency management responsibilities. The Comprehensive School Safety Plan shall be followed during an emergency incident.

### **Assessment of School Safety**

The Academies Charter Management Organization along with Visalia Unified School District through the Facility Use Agreement continually assesses the safety of school facilities to support a safe and orderly environment for students. The assessment of safety includes annual facilities inventory, recommendations by parent groups, review of data regarding accidents, disciplinary incidents, and work orders, and response to emergencies. Annual safety training for staff and students provides the opportunity to assess protocols and needs. Safety assessment is ongoing and grounded in situations.

### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

TACMO supports EC32281 and items A-J through processes and procedures outlined in the Board Policy. School sites follow Board Policy to support: (a) Child Abuse Reporting, (b) implementation of emergency procedures (c) suspension and expulsion procedures for students, (d) teacher notification regarding dangerous pupils, (e) sexual harassment identification and reporting, (f) dress code procedures and safety related to gang affiliations( which is also defined by school site level), (g) safe ingress and egress of students, (h) maintenance of a safe and orderly school environment which is also determined individually at school sites, (i) student discipline rules and consequences, and (j) implications regarding hate crimes. Individual schools implement processes such as Positive Behavior Intervention Supports and Restorative Justice practices to approach student behavior positively with a focus on self-regulation. Schools affiliated with juvenile justice work within the safety frameworks of Probation as defined by individual sites. Safety trainings occur annually for staff and students and mandated trainings are sponsored for all staff regarding child and dependent adult abuse, mandated reporting, and harassment and discrimination. The school board approves safety plans according to the California Education Code, and law enforcement and fire officials are consulted for advisement on the plans. TACMO and VUSD continually assess the safety of staff and students and modify processes as needed. Through the use of surveys administered to staff, students, and parents; input is solicited from stakeholders to ensure perceptions of safety needs. Facilities conduct annual safety inspections and the Vice Principal ensures all devices and safety procedures are up to date. Board policies are updated as per California Education Code changes.

### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

Sycamore Valley Academy

Board Policy

Mandatory Reporters Policy and Training

Every child has the right to live free of physical and emotional abuse, including neglect and sexual assault. Sycamore Valley Academy ("SVA") recognizes that such abuse has severe consequences for the child, sometimes resulting in the child's own violent behavior or in drug addiction. Our schools are in a position to promote the prevention of child abuse and its reoccurrence, and to reduce the general vulnerability of children.

The following policy and procedures shall apply to all SVA employees. Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance pursuant to the following policy. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166. It is the policy of SVA that all employees shall comply with the law's reporting procedures whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

#### Definitions

"Child Abuse" or "neglect" includes the following:

A physical injury inflicted by other than accidental means on a child by another person.

Sexual abuse of a child.

Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.  
Unlawful corporal punishment or injury resulting in a traumatic condition.  
Neglect of a child or abuse in out-of-home care.

Child abuse and/or neglect includes both acts and omissions on the part of the responsible person.

"Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors" and "employees of a child protective agency." All SVA personnel are Mandated Reporters of suspected abuse and/or neglect, including but not limited to: Teachers, specialists, administrators, school psychologists, licensed nurses, counselors, and para-educators, or other classified employees trained in child abuse reporting. All SVA employees are required to report instances of suspected or known child abuse and/or neglect immediately when the employee has knowledge of or observes a child that the employee knows or reasonably suspects has been the victim of child abuse or neglect.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

"Child" means any person under 18 years of age.

#### Reporting Procedures

Once an employee witnesses, has been made aware of, has knowledge of, or reasonably suspects that an incident, behavior, or conduct may be an indication of suspected child abuse, the employee shall:

Step #1: Telephone Report. The telephone report must be made immediately, or as soon as practically possible, upon knowledge or suspicion.

This report will include:

The name of the person making the report.

The name of the child.

The present location of the child.

The nature and extent of any injury.

Any other information requested by the child protective agency or law enforcement office, including the information that led the Mandated Reporter to gain knowledge of or suspect child abuse.

When the verbal report is made, the employee shall note in writing the name of the official contacted, the date and time contacted, and any instructions or advice received.

Appropriate agency to report to:

Child Protective Services at (559) 623-0300

Police Department 559) 684-4290 (non-emergency line)

County Sheriff's Department (559)-733-6812 (non-emergency line)

c. If the agency asks the child be held until authorities arrive, the employee must remain with the child.

#### Step #2: Written Report

Within 36 hours of making the telephone report, the employee shall complete and mail to the local child protective agency (or law enforcement as appropriate) a written report, "Suspected Child Abuse Report," which includes a completed Department of Justice form (DOJ SS 8572).

Employees may obtain copies of the above form either from the SVA main office or the local child protective agency. Instructions are included on the form, and reporters may ask the Principal/Superintendent for help in completing and mailing it; however, the employee is personally responsible for ensuring that the written report is correctly filed.

The written report is to be addressed to the person to whom the telephone report was made.

Employees reporting child abuse to a child protective agency or law enforcement agency are directed to notify the Principal/Superintendent or designee as soon as possible after the initial verbal report by telephone. Administrators so notified shall provide the employee with any assistance necessary to ensure that reporting procedures are carried out in accordance with applicable law and SVA policy and procedure. At the employee's request, the Principal/Superintendent or designee may assist in completing and filing these forms. If the employee does not disclose his/her identity to an SVA administrator, he/she shall at least provide or mail a copy of the written report to the SVA Principal/Superintendent without his/her signature or name.

After completing the process above, the employee's primary responsibility is finished. The employee is not to conduct an investigation regarding the suspected abuse, not to confer with the person(s) alleged to have mistreated the child, nor contact the child's home or the alleged perpetrator prior to making the report. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protection agency, the reporter shall not notify the parent as required in other instances of removal.

#### Legal Responsibility and Liability

Mandated Reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse. This immunity shall apply even if the Mandated Reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his or her professional capacity or outside the scope of his or her employment.

If a Mandated Reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The Mandated Reporter may also be held personally liable for damages resulting from any injury to the child after a failure to report and could incur costs of defense and any subsequent damages to the child.

All employees are subject to disciplinary action for failure to report suspected child abuse pursuant to this policy. Moreover, SVA is not obligated to defend an employee who neglects or fails to make a required report.

When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them and a single report made and signed by that person. However, if any person knows or should know that the designated person failed to make the report, that person then has a duty to do so.

The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

#### Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

The selected person shall not participate in the interview.

The selected person shall not discuss the facts or circumstances of the case with the child.

The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

## Release of Child to Peace Officer or Child Protective Services Agent

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the Principal/Superintendent and/or designee shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form.

## When School Employees are Accused of Child Abuse

Regardless of the identity of the suspected child abuser, the major responsibilities of Mandated Reporters are to: 1) identify incidents of suspected child abuse, and 2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

SVA may at any time take action in accordance with the at will nature of SVA employment. Possible employee actions by SVA may include, but are not limited to, reassignment, leave of absence, or release from employment. The Principal/Superintendent or designee may seek legal counsel in connection with employee actions related to this policy.

## Training

SVA shall provide training to all new personnel regarding the obligations as Mandatory Reporters and the steps required to report suspected abuse. Child abuse reporting procedures are reviewed yearly for all returning SVA employees.

## Charter School Staff Acknowledgement

As a part of the employee hire packet, employees will sign a Child Abuse Acknowledgement form that outlines their designation as a Mandated Reporter and receipt and understanding of this policy.

## **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

### **Disaster Plan (See Appendix C-F)**

During a school crisis teachers may be injured and unable to oversee their assigned students, or it may be necessary to free teachers to fill critical Emergency Management team positions. To prepare for these situations, the principal shall establish a "Buddy Teacher" system, as outlined below, and train staff to use it when necessary.

1. Establish and maintain a current "Buddy Teacher" list.
  - a. Ensure all teachers know who their assigned buddy will be.
  - b. When possible, assign teachers in adjacent or nearby rooms as buddies.
2. Ensure that each classroom contains a "go kit/orange bucket" that contains the teacher's class roster and the buddy teacher's class roster.
3. During an emergency, buddy teachers should check with each other to determine each other's status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
  - a. Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
4. During an evacuation, it is best to have buddy teachers work together. When practical, one teacher should lead both classrooms out, while the other buddy brings up the rear, checking briefly to make sure that both classrooms are empty and doors are closed.

5. Immediately after taking roll call of both classes, one of the buddy teachers must report the result to their assigned Accountability Team Leader (or to the Accountability Group Supervisor, Operations Chief, or Incident Commander) as outlined in the Crisis Response Plan "Student Accountability Procedure".

6. Immediately following student accounting, one member of each buddy team must check in with their Group Leader, or the Command Post.

7. In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher can then be available for other assignments.

8. When classrooms have been combined and evacuation is necessary, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door before joining the students outside.

9. Ensure those substitute teachers are familiar with buddy system emergency procedures and who their buddy teachers will be.

Room 3 Barraza with Room 2 Poggione (Bustos, River, Mejia, Swarthout)

Room 17 Geiger with Rooms 18, 19- Ridenour, Torres, Halsted Saechao, Yoshida (Hernandez, Rodriguez)

Room 16 Garza with Room 15 Lofstedt (Vasquez, Hernandez)

Room 7 Henderson & Esquivel with Room 8 Casarez (Paez, Combs, Villanueva)

Room 9 Flynn with Room 10 Kappes (Larco, Brasil, Acuna-Sanchez, Swarthout, Mejia, Acosta)

Room 11 Gonzalez with Room 12 Wright (Barberena, Bryant, Combs, Villanueva)

Room 13 Harris with Room 14 de Lemos (Clark, Bryant)

Room 20 Skiff with Rooms 21 Brenner, 22 Alcantar (Calaway, Vasquez, Ace)

Room 4 (Admin- Morse & Souza) with Mrs. George and Room 5 (kitchen-cafeteria)

Michael & Jessica (VUSD staff), Steve Calderon- Custodian, William Mose tick (5th-grade student), Benson Saechao (4th Grade Student), Julian Castro (2nd grade), and LVN- Agatha Ruiz, Office Aide- Andrea Bustos

### **Adaptations for Students with Disabilities**

#### **1. Emergency Evacuation Procedures:**

William Mose tick, Benson Saechao, and Julian Castro will assemble with the LVN.

- Visual Aids: Use clear, large-print diagrams and signage to guide students with visual impairments.
- Hearing Impairments: Utilize visual alarms and flashing lights to alert students who are deaf or hard of hearing.

Pre-Drills: Conduct practice drills that cater to the specific needs of students with disabilities to ensure they understand the procedures.

#### **2. Communication Strategies:**

- Assistive Technology: Provide necessary assistive technology, such as communication devices or specialized software, to facilitate communication during emergencies.
- Sign Language Interpreters: Arrange for interpreters if needed for students who are deaf or hard of hearing.
- Simplified Instructions: Offer instructions in multiple formats (spoken, written, pictorial) for students with cognitive or learning disabilities.

#### **3. Classroom Modifications:**

- Accessible Spaces: Ensure classrooms and other facilities are accessible to students with mobility impairments, including ramps, wide doorways, and accessible restrooms.
- Safe Spaces: Designate areas within the classroom or school where students with specific needs can go for a sense of security during an emergency.



#### 4. Behavioral Supports:

- Behavioral Plans: Implement individualized behavior plans to address the needs of students with behavioral challenges, ensuring they understand and follow emergency procedures.
- Calming Strategies: Provide tools or strategies for students with sensory processing disorders to manage stress or anxiety during an emergency.

#### 5. Training and Awareness:

- Staff Training: Train all staff members on how to assist students with disabilities during emergencies, including understanding individual needs and using appropriate communication methods.
- Student Awareness: Educate students about emergency procedures in a way that is accessible and understandable to them.

#### 6. Health and Medical Needs:

- Medication Access: Ensure that students who require medication have immediate access to it during emergencies and that staff are trained to assist as needed.
- Medical Alerts: Use medical alert systems or tags to communicate critical health information quickly.

#### 7. Transportation Considerations:

- Accessible Transport: Ensure that school transportation is accessible for students with disabilities and that drivers are trained to assist them appropriately.
- Special Arrangements: Make special arrangements for students who need additional support during transport.

### **Public Agency Use of School Buildings for Emergency Shelters**

#### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

##### SUSPENSION AND EXPULSION POLICY

The following is TACMO Board Policy 12-002.

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at charter schools within The Academies Charter Management Organization (“TACMO”). In creating this policy, the Charter Management Organization has reviewed Education Code Section 48900 et seq. which describes the non-charter schools’ list of offenses for which a student may be suspended or expelled and procedures governing those suspensions and expulsions to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter Management Organization is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as TACMO’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 charters so long as the amendments comport with legal requirements. TACMO and its charter school staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

TACMO administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. This Policy and its Procedures will be printed and distributed annually as part of the Family Handbook and will clearly describe discipline expectations. The notice shall also state that these Policy and Administrative Procedures are available on request at the Superintendent’s office, or may be available for download from TACMO’s website.

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

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 its procedures are available upon request at the Principal's office.

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

A student identified as an individual with disabilities or for whom TACMO has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. TACMO will follow Section 504, the IDEA, and 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 TACMO has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

## Procedures

### A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any charter school of TACMO or at any other school or a TACMO-sponsored event at any time including but not limited to:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus;
- d) during, going to, or coming from a school-sponsored activity.

### B. Enumerated Offenses

Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

8. Possessed or used tobacco or any 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 lawful use of a student's own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. 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.
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
14. 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.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. 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 section, "hazing" does not include athletic events or school-sanctioned events.
17. 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, or the personal property of the person threatened or their immediate family.
18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
19. 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 provision shall apply to students in any of grades 4 to 12, inclusive.
20. 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.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

b) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, 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.

(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.

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.

22. 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).

23. 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 Superintendent or Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

1. 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 students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designee’s concurrence.

2. Brandished a knife at another person.

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

4. 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

Discretionary Expellable Offenses: Students may be recommended for expulsion 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 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of 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.
- 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 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 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 subdivision (e) of Section 233 of the Education Code. This provision 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.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual 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.

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

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

u) A 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 (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 Superintendent 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 Superintendent or designee's concurrence.

b) Brandished a knife at another person.

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

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

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the 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 “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

a) Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

b) The conference may be omitted if the Principal 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 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.

c) 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.

d) No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with 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, the Principal 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 as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If 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 Principal or designee, the student and the student’s parent/guardian or representative will 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 student or the student’s parents, unless the student and the student’s parent/guardian fail to attend the conference. This determination will be made by the Principal or designee upon either of the following determinations:

- 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 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 TACMO Board of Directors following a hearing before it or by the TACMO Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the TACMO 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 TACMO 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 Superintendent 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 TACMO Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (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 at least ten (10) calendar days before the date of the 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 TACMO'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 the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

TACMO 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 TACMO 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 (5) calendar 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. TACMO must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which 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, TACMO must present evidence that the witness' presence is both desired by the witness and will be helpful to TACMO. 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 they believe 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.
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 circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### G. Record of Hearing

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

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the TACMO Board of Directors, 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 his or her testimony heard in a session closed to the public.

#### Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the TACMO Board of Directors who will make a final determination regarding the expulsion. The TACMO Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The Decision of the TACMO Board of Directors is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to 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.

#### I. Written Notice to Expel

The Superintendent or designee following a decision of the TACMO Board of Directors to expel shall send written notice of the decision to expel, including the TACMO Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student;
2. 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 TACMO.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

#### J. Disciplinary Records

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

#### K. No Right to Appeal

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

#### L. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within Tulare County or their school district of residence. TACMO 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.

#### M. Rehabilitation Plans

Students who are expelled from TACMO shall be given a rehabilitation plan upon expulsion as developed by the TACMO 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 (1) year from the date of expulsion when the student may reapply to TACMO for readmission.

#### N. 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 TACMO Board of Directors following a meeting with the Superintendent 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 Superintendent or designee shall make a recommendation to the TACMO Board of Directors following the meeting regarding the Superintendent's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon TACMO's capacity at the time the student seeks readmission or admission to the Charter School.

#### O. 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.

#### P. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

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

##### 1. Notification of District

TACMO shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who the Charter School or District 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, TACMO, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan. If TACMO, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

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

If TACMO, the parent, 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 TACMO 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 TACMO 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 TACMO, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and TACMO 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

TACMO 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 Superintendent or his/her 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 IDEIA and who has violated TACMO's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if TACMO had knowledge that the student was disabled before the behavior occurred.

TACMO 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 TACMO 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 TACMO personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other TACMO supervisory personnel.

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

**(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

Pursuant to Education Code 48267 the Tulare County Probation Department notifies the Principal of Sycamore Valley Academy regarding students who have engaged in certain criminal conduct. The principal/designee is responsible for prompt notification of the student’s teachers. This information may also be shared with all administrators of the school including the superintendent of the district.

**(E) Sexual Harassment Policies (EC 212.6 [b])**

Sycamore Valley Academy

Board Policy 13-001

Harassment, Intimidation, Discrimination, and Bullying

Sycamore Valley Academy (“SVA”) believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, SVA prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This 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, consistent with this policy.

As used in this policy, “discrimination, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, SVA will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. SVA staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

**Definitions**

Bullying is defined as 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 that constitutes sexual harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

Causing a reasonable pupil to experience a substantial interference with his or her academic performance.

Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Sycamore Valley Academy.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Electronic act is the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager.

Reasonable pupil is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

## Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Executive Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

Sycamore Valley Academy acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

SVA prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

## Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of Sycamore Valley Academy, the Executive Director or designee will promptly initiate an investigation. At the conclusion of the investigation, the Executive Director or designee will notify the complainant of the outcome of the investigation. However, in no case may the Executive Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of Sycamore Valley Academy.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

## Appeal

Should the Complainant find the Executive Director or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

## Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of Sycamore Valley Academy.

## HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_



Shirts must have a collar, whereas dresses may be collarless. The following necklines are permitted: buttondown, polo, Peter Pan, and turtleneck. No t-shirts are allowed, and no other colors of shirts are allowed. No strapless, spaghetti strap, low-cut, or cut-off tops are allowed. Dresses, shorts, and skorts must be no longer than the length of your fingertips when your arms are relaxed at your sides. Tights/leggings, ties, shoes, and headwear may be different colors. Shoes must be simple and generally free of designs or embellishments. Tennis shoes, boots, dress flats (i.e. Mary Janes), and sandals (with backs) are permitted. No light-up sneakers, flip-flops, jellies, wheelies, or any type of shoes without backing is not allowed. Shoes and boots may not have heels higher than 1". Hats may be worn outside only and may have sports teams, college/school logos, or story characters (superhero, Star Wars, Pokémon, etc.). Must be mostly solid color and free of large brand logos and embellishments (rhinestones, studs, etc.). Jewelry must not pose a danger and must be removed for PE class.

Every Friday students may wear any school shirt to show their pride in The Academies (SVA or BOA). Examples include I LOVE SVA, I LOVE BOA, Jog-a-Thon, Mathletics, shirts that have been decorated at home to show school spirit, etc. Students are not required to wear a spirit shirt on Fridays; if they choose not to, the regular uniform is required.

**PE Day Dress**

Students should either wear or bring a pair of tennis shoes with them. Further details about PE attire will be sent home from the PE teacher.

**Dress Up Days**

When students are given a dress-up day, they may wear their choice of clothing; however, rules pertaining to the length of skirts, shorts, and height of heels still apply. No offensive, suggestive, obscene or vulgar logos, pictures, or messages will be allowed.

**(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

Students arrive at school via private transportation arranged by the parent/guardian or school bus provided by the school. Students arrive safely and are met at the curb or gate by school staff. Staff members assist in the ingress and egress of students. During emergency drills, students and staff follow routes as established by the school site.

**(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

**Component:**

Integrate Gifted Education Strategies

**Element:**

According to the annual LCAP survey results, 92% of parents, 83% of students, and 69% of staff agree the school provides quality instruction for gifted learners.

**Opportunity for Improvement:**

Staff will provide gifted education strategies into classroom instruction for TK-8th grade.

Objectives	Action Steps	Resources	Lead Person	Evaluation
All students participate in gifted education strategies in TK-8th grade.	Integrate universal themes to all classrooms TK-8th grade.	Resources from: <ul style="list-style-type: none"> <li>Ian Byrd</li> <li>Lisa VanGamert</li> <li>Sandra Kaplan</li> </ul>	Instructional Coach and Classroom Teachers	Evidence of improved student discourse and critical thinking in the classroom.
	Students will discuss generalizations regarding universal themes in all TK-8th grade classrooms.	Resources from: <ul style="list-style-type: none"> <li>Ian Byrd</li> <li>Lisa VanGamert</li> <li>Sandra Kaplan</li> </ul>	Instructional Coach and Classroom Teachers	Evidence of improved student discourse and critical thinking in the classroom.



**Component:**

Common Literacy Instruction

**Element:**

According to annual LCAP survey results 90% of parents, 92% of students, and 90% of staff agree or strongly agree that a broad course of study is offered and available to all students.

**Opportunity for Improvement:**

Teachers and administrators will receive professional development in areas related to literacy.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Teachers work to unpack, understand, and align grade level standards in literacy.	Teachers work collaboratively to understand the standards continuum and develop curriculum pacing guides.	CCSS frameworks. TCOE Connect TCOE/SCOE Network CCLA	Instructional Coach and Teachers	SBAC results
	Teachers will monitor and communicate progress to parents.	Expeditionary Learning (ELA curriculum) iReady - Diagnostic results ParentSquare	Teachers	Improved parent communication
	Instructional coach will implement a student centered coaching model	Student Centered Coaching model and resources - Diane Sweeney	Instructional Coach	Improved teacher efficacy
	Teachers will calibrate grade level writing to align rubrics.	TCOE Writing Consultant Units of Study writing curriculum TCOE Connect rubrics	Coach Teachers TCOE Writing Consultant	

**Component:**

Common Behavior System

**Element:**

According to annual LCAP survey results 77% of students are satisfied with their school experience.

**Opportunity for Improvement:**

Implement school wide consistent behavior expectations.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students, Teachers, and Families will know common school wide behavior expectations.	Create and implement a common behavior management system.	TACMO charter PBIS resources External behavior consultant	Site Admin Classified and Certificated staff	Reduced behavior incidents. Students and teachers report a safer school environment.
	Developed a school wide Matrix-CARE 4	TACMO charter PBIS resources External behavior consultant	Site Admin External behavior consultant	Students will be able to articulate appropriate behavior expectations for different locations on campus.
	Developed and adopted CARE 4 as a common language tool to promote consistent student expectations.	TACMO charter PBIS resources External behavior consultant	Site Admin Classified and Certificated staff	Students will be able to articulate what CARE 4 represents and utilize in daily interactions.

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Sycamore Valley Academy Student Conduct Code**

**SOCIAL CONTRACT AND HONOR CODE**

The purpose of discipline is to provide a safe and comfortable environment in which students can learn. It is the goal of all adults at TACMO to help children to learn to behave responsibly and to demonstrate respect toward people, property and process. Students at The Academies are expected to abide by our Honor Code, which states:

I will do what is right because it is right.

Derived from the Honor Code, the CARE 4 provides greater specificity regarding what TACMO believes are right choices.

TACMO requires compliance with all rules and regulations as described in the Family Handbook, distributed to all students at the beginning of each school year. All rules and regulations in the Family Handbook will fall somewhere within the CARE 4 principals.

The CARE 4 Principles:

Cooperation- I will be a team player.

Accountability- I will do what is expected of me, even when no one is watching.

Respect- I will value myself, others and the school environment.

Empathy- I will be mindful of and show care for others.

The Honor Code and CARE 4 encompass all student behavior at school.

Students sign the code and CARE 4 commitment annually and receive instruction in their meaning.

Students are encouraged to consider the consequences of their actions and school rules before they act to determine whether an action is the “right choice.”

**SCHOOL RULES**

At The Academies, the focus is on learning; every student has the right to learn. Students who interfere with this right will be subject to the school’s social contract procedures. The Superintendent, Principals, or Vice Principal have the authority to talk to all students involved in any incident and to determine the course of action to be taken. The following school rules apply at school, going to and from school, on any school provided transportation, and at any event where TACMO is represented (regardless of location), and apply to all TACMO students.

1. Students will be kind to themselves and others.
2. Students will not take or destroy what is not theirs.
3. Students will follow instructions of staff and follow class respect agreements.
4. Students will dress for success and be ready to present the best of themselves each day.

## **Conduct Code Procedures**

### **SOCIAL CONTRACT OVERVIEW**

#### **Tier 1**

All students at TACMO will take part in the schoolwide prevention measures that inspire, inform, integrate and appreciate our student body. These efforts include, but are not limited to, school wide instruction in social and emotional learning skills and crucial habits of a scholar, the school's social contract and CARE 4 commitment, events and presentations to teach expectations as well as reward achievement, regular assignments and homework dealing with moral dilemmas, and a culture of appreciation for ongoing learning and excellence. Further, all classes will create respect agreements defining what acceptable behavior will look like in their class and students and teacher will sign together.

#### **Tier 2**

At the classroom level, TACMO has a commitment to giving focused attention to any and all behaviors that interfere with the right of all students to learn in a safe and comfortable environment. When the behavior of a student interferes with this right, teachers will utilize restorative practices to remind the student of their commitment to the classroom respect agreements, redirect the student to a more appropriate behavior or to a refocus form, and repair the harm done through meetings, mediation and application of logical responses (consequences) to the behavior. Parents may be contacted, at teacher discretion, to participate in supporting their student through the process, and the student will be monitored on a limited basis until they meet again with the teacher to review ongoing behavior progress. After the third time through this process for any single student, the repair will automatically include referral to the office.

\*NOTE: Some behaviors require immediate office referral and/or immediate suspension/expulsion review. In these cases, parents will always be immediately contacted.

#### **Tier 3**

At the office level, SVA will provide more intense structured and comprehensive behavior intervention which may include, but is not limited to, meeting with an administrator, involving family in meetings and mediations, student re-commitment to honor code and CARE 4 principles, functional behavior analysis, individual behavior contracts, and potentially suspension and/or expulsion review. The complete suspension and expulsion policy can be found in the Family Handbook. The office may also apply logical responses (consequences) for the behavior and students are subject to progressive, ongoing monitoring of their behavior and further meetings as necessary.

### **(K) Hate Crime Reporting Procedures and Policies**

The Academies Charter Management Organization ("TACMO") believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, TACMO prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This 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.

As used in this policy, "discrimination, harassment, intimidation, and bullying" are described as the intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber-sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status, sexual orientation, gender, gender identity, gender expression, immigration status, nationality including national origin, country origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, TACMO will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. TACMO staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene, when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any

employee, independent contractor or other person with whom TACMO does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. TACMO will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. TACMO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

#### **(J) Procedures to Prepare for Active Shooters**

In efforts to prepare for active shooters TACMO will implement the following:

- **Training and Drills:** We will Conduct regular training sessions for all staff members, including teachers, administrators, and support staff, on recognizing signs of potential violence and responding effectively to an active shooter situation.
- **Communication Protocols:** Establish clear communication protocols for alerting staff, students, and law enforcement in the event of an active shooter. Use a multi-layered communication approach, such as public address systems, text alerts, and email notifications.
- **Mental Health Support:** Provide access to mental health resources for students and staff, including counseling services and programs that promote emotional well-being and conflict resolution.
- **Active Shooter Response Plan:** Develop a response plan that includes options such as “Run, Hide, Fight,” lockdown procedures, and evacuation routes. Ensure all staff and students are familiar with these procedures.
- **Staff Roles and Responsibilities:** Define specific roles and responsibilities for staff members during an active shooter situation, including designated safety officers, communication officers, and first aid responders.
- **Emergency Supplies:** Ensure that classrooms and offices are equipped with emergency supplies, such as first aid kits, communication devices, and barricade tools.
- **\*\*Evacuation Plans\*\*:** Designate multiple evacuation routes and reunification sites, both on-campus and off-campus, and ensure all staff and students are aware of these routes and locations.
- **Immediate Notification:** Utilize the established communication protocols, such as Parent Square, PowerSchool, or ActVnet to immediately notify all staff, students, and law enforcement of the active shooter threat.
- **Lockdown Procedures:** Implement lockdown procedures if evacuation is not possible. This includes locking doors, turning off lights, and instructing students to stay quiet and out of sight.
- **Post-Incident Reunification:** We will be using ActVnet to implement a reunification plan for reuniting students with their families after an incident.
- **Debriefing and Evaluation:** Conduct a debriefing session with all involved parties, including law enforcement, to evaluate the response and identify areas for improvement. Document lessons learned and update the safety plan accordingly.

#### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Electronic act is the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager.

Reasonable pupil is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

#### **Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Executive Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

Sycamore Valley Academy acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

SVA prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

#### Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of Sycamore Valley Academy, the Executive Director or designee will promptly initiate an investigation. At the conclusion of the investigation, the Executive Director or designee will notify the complainant of the outcome of the investigation. However, in no case may the Executive Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of Sycamore Valley Academy.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

#### Appeal

Should the Complainant find the Executive Director or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

#### Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of Sycamore Valley Academy.

#### HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

---

---

---

I hereby authorize Sycamore Valley Academy to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by Sycamore Valley Academy:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

### **Opioid Prevention and Life-Saving Response Procedures**

The school provides a comprehensive education about opioids, their dangers, and the signs of an overdose for all staff. We will ensure that Naloxone is accessible in strategic locations on campus. All TACMO staff are trained to administer Naloxone in case of an emergency.

Signs of an overdose:

- Loss of consciousness or unresponsiveness
- SLOW, shallow, or stopped breathing
- Constricted (small) pupils
- Choking or gurgling sounds
- Limp body

The steps for our emergency response procedures for suspected opioid overdoses:

- Identify opioid overdose and check for response
- give Narcan Nasal Spray
- Call for Emergency medical help (911), evaluate, and support
- Notify parent

Students will receive follow-up supports from our mental health clinician and staff to help provide resources for ongoing education and supports for them and their families.

### **Response Procedures for Dangerous, Violent, or Unlawful Activities**

1. Immediate Response Actions:

- Immediately notify the school administration of the incident.
- Activate the emergency communication system (PA system, alarms, or emergency alerts) to inform all staff and students of the situation.
- Call 911 to report the incident to law enforcement and emergency responders.

- Lockdown Procedures:

- Announce a lockdown if there is a direct threat on campus.
- Lock all classroom doors and secure students and staff in safe areas away from windows and doors.
- Silence cell phones and maintain quiet until an "all-clear" signal is given.
- Evacuation:
  - If necessary, follow evacuation procedures to move students and staff to a designated safe area.
  - Use designated evacuation routes unless blocked by the threat.
- Shelter-in-Place:
  - If hazardous materials are involved, follow shelter-in-place procedures, such as sealing doors and windows and turning off HVAC systems.

## 2. Coordination with Law Enforcement and Emergency Services:

- Ensure that a clear line of communication is established with local law enforcement and emergency services.
- Provide emergency responders with access to the school's layout, including exits, entrances, and any potential hazards. (TCSO, TCF, ActVnet)
- Cooperate fully with law enforcement officials conducting investigations or responding to incidents.

## 3. Communication with Parents and the Community:

- Use a designated communication system (ParentSquare) to inform parents and guardians about the situation promptly.
- Provide updates as needed, including the nature of the incident, any injuries, and instructions for student pick-up or reunification.

## 4. Post-Incident Actions:

- Reunification Plan:
  - Implement a reunification plan for safely releasing students to their parents or guardians (ActVnet)
  - Designate specific areas for parents to pick up their children.
- Counseling and Support:
  - Provide access to mental health professionals (Mental Health Clinician/School Psychologist) for students and staff affected by the incident.
- Debriefing and Review:
  - Conduct a debriefing with school staff, law enforcement, and emergency responders to evaluate the response and identify areas for improvement.
- Documentation:
  - Document all actions taken during and after the incident, including a timeline of events, communications, and outcomes.

## 5. Training and Drills:

- Conduct regular training for staff on response procedures for dangerous, violent, or unlawful activities.
- Hold regular (monthly) drills (e.g., lockdown, evacuation, shelter-in-place) to ensure preparedness and compliance with procedures.

## 6. Prevention and Intervention Strategies:

- Implement threat assessment protocols to identify and address potential threats before they escalate.
- Encourage a safe reporting culture where students and staff feel comfortable reporting suspicious activities or concerns.
- Offer violence prevention programs and promote a positive school climate.

## 7. Legal Compliance:

- Ensure compliance with California laws and regulations, including the California Education Code, Title 5, California Code of Regulations, and all local district policies.

## 8. Special Considerations:

- Plan for individuals with disabilities or special needs to ensure they are accounted for and safely evacuated or sheltered.

- Consider language barriers and provide multilingual communication options.

## **Instructional Continuity Plan**

### 1. Emergency Preparedness:

- Identification of Potential Disruptions:
- Identify the types of emergencies that could impact instructional continuity (e.g., earthquakes, wildfires, pandemics, active shooter situations).

### Emergency Communication Plan:

- Establish a clear communication protocol for notifying staff, students, and parents about school closures or shifts to remote learning.
- Use multiple channels, such as emails, text messages, phone calls, social media, ParentSquare and the school website.

### 2. Continuity of Instruction:

- Remote Learning Platforms:
- Identify and implement digital platforms (e.g., Google Classroom, Zoom) that support remote instruction and communication.
- Ensure all students and staff have access to these platforms and are trained to use them effectively.
- Lesson Plans and Resources:
- Develop flexible lesson plans that can be quickly adapted to a remote or hybrid format.
- Create or identify digital resources, such as online textbooks, educational apps, and recorded lessons.
- Equity and Access: - Ensure that all students, including those with disabilities or limited access to technology, receive equitable instruction.
- Provide devices (e.g., laptops, tablets) and internet access to students who need them, possibly through district loan programs or partnerships with community organizations.
- Special Education and ELL Services
- Develop specific plans for continuing special education services, such as Individualized Education Programs (IEPs) and English Language Learner (ELL) support, in a remote or hybrid environment.
- Use virtual tools to deliver therapy (ex: speech & occupational therapy), tutoring, and other specialized services.

### 3. Staff Roles and Responsibilities:

- Staff Training:
- Provide training to all staff on the use of remote learning tools, digital communication methods, and emergency protocols.
- Defined Roles:
- Clearly define roles and responsibilities for teachers, support staff, administrators, and IT personnel in implementing the instructional continuity plan.
- Substitute Plans:
- Prepare substitute plans for teachers and staff who may be unavailable during an emergency.

### 4. Student and Family Support:

- Communication with Families:
- Develop a plan for ongoing communication with students and families about instructional expectations, schedules, and available resources.
- Provide guidance to families on how to support their children's learning at home.
- Mental Health and Wellness:
- Ensure access to mental health support and counseling services, including virtual options, for students and families affected by the emergency.
- Accessibility:
- Make sure instructional materials and communications are accessible to all, considering language barriers and disabilities.

### 5. Assessment and Feedback:



- Grading and Assessment Policies:
- Establish guidelines for grading and assessments during remote or hybrid learning, including flexibility for students facing challenges.
- Formative and Summative Assessments:
- Use a combination of formative (ongoing) and summative (end-of-term) assessments to monitor student progress and provide feedback.
- Attendance and Engagement Tracking:
- Develop procedures for tracking student attendance and engagement in remote learning, including follow-up actions for students who are not participating.

#### 6. Technology and Infrastructure:

- IT Support:
- Provide technical support for students, families, and staff to troubleshoot issues related to devices, connectivity, and digital platforms.
- Cybersecurity Measures:
- Ensure that all digital learning environments are secure and that data privacy is maintained according to state and federal regulations.

#### 7. Recovery and Transition Plan:

- Return to In-Person Instruction:
- Establish criteria for determining when it is safe to return to in-person instruction.
- Develop a phased approach to transition back to regular school operations, including hybrid models if needed.
- Remediation and Enrichment:
- Plan for remediation and enrichment activities to address learning gaps that may have developed during remote learning.
- Review and Revise:
- Regularly review and update the Instructional Continuity Plan based on feedback and lessons learned from any actual incidents.

#### 8. Compliance and Coordination:

- Alignment with State Guidelines:
- Ensure that the plan aligns with California Department of Education (CDE) guidelines and local education agency (LEA) policies.
- Coordination with Local Authorities:
- Coordinate with local health departments, emergency management agencies, and other relevant authorities to align response efforts and share information. (TCSO & TCF)

## **Safety Plan Review, Evaluation and Amendment Procedures**

The Comprehensive School Safety Plan shall be reviewed annually by the school site. Administrative staff shall review data, goals, and updates in policy to ensure the plan is valid and aligned to the current school climate. The Board of Directors will approve the Comprehensive School Safety Plan annually. All school sites will align plans with TACMO policy, and plans shall be reviewed by law and fire and enforcement.

## Safety Plan Appendices

## Emergency Contact Numbers

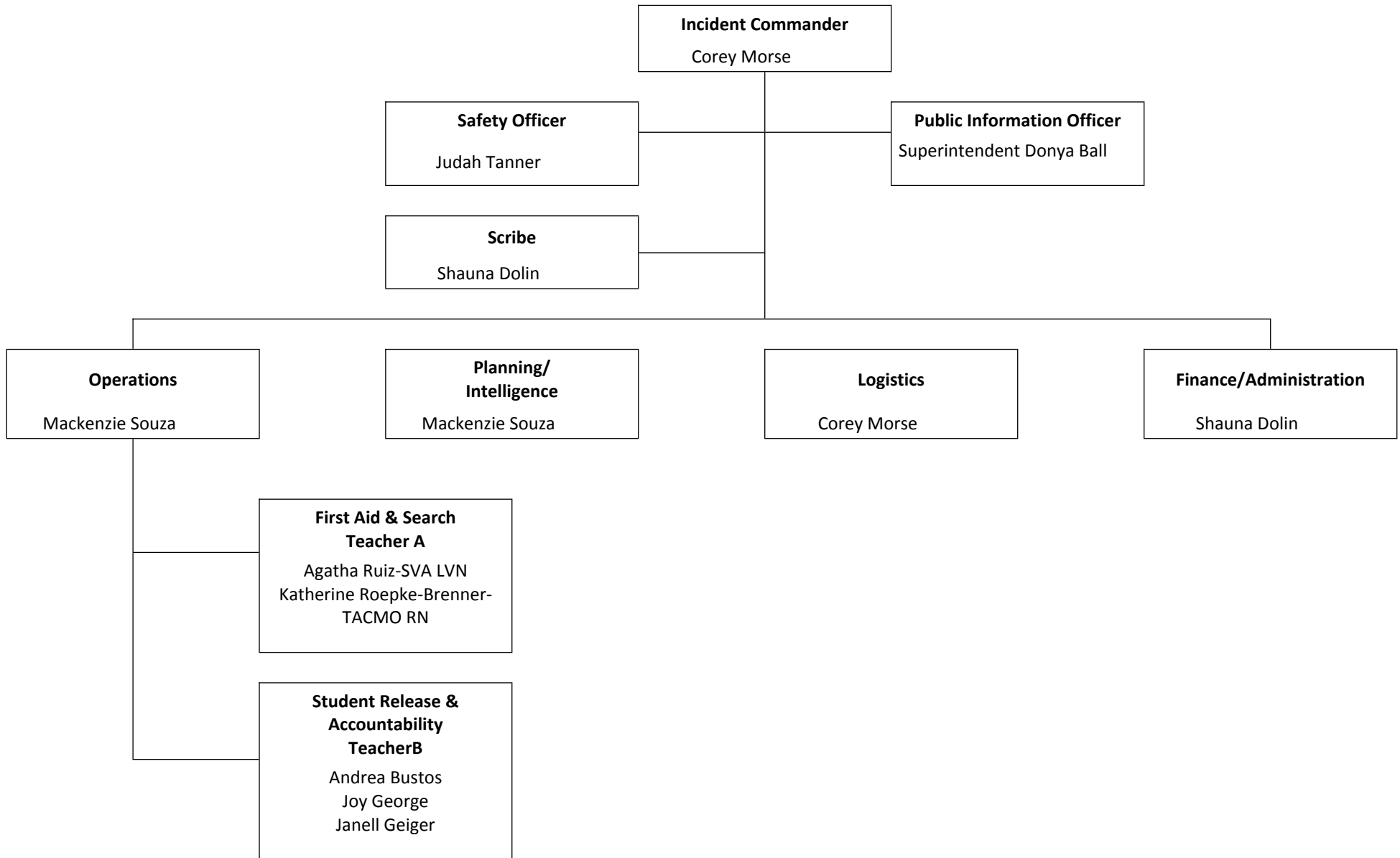
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Tulare County Sheriff Department	559-733-6218	
Law Enforcement/Fire/Paramedic	Tulare County Fire	559-733-6544	
School District	TACMO Office	559-429-4351	
School District	Superintendent Cell	559-240-5210	Superintendent Dr. Ball Cell Number
School District	Operation's Director Cell	559-623- 8396	Operations Director- Claudia VanGronigan
School District	SVA Principal	559-730-6646	Corey Morse
School District	SVA Vice Principal	559-679-3659	Mackenzie Souza

### Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
2024/2025 Comprehensive Safety Plan presented to TACMO Board	9/17/2024	reviewed via email

Sycamore Valley Academy Incident Command System



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

**Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

**Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.



## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed below.

### Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

**Level 1 Emergency:** A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury on the play yard. Guidelines to manage Level 1 (Crisis) are describe in the Crisis Response Checklist.

**Level 2 Emergency:** A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., "unknown white powder".

**Level 3 Emergency:** A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### Step Three: Determine the Immediate Response Action

Step Three: Determine the Immediate Response Action DETERMINE IMMEDIATE RESPONSE ACTIONS

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are: (a) Duck and Cover, (b) Shelter-In-Place, (c) Lock Down, (d) Evacuate Building, (e) Off-Site Evacuation, or (f) All Clear.

#### DUCK AND COVER

This action is taken to protect students and staff from flying or falling debris. Description of Action

1. The administrator on site will make the following announcement on the PA system. If the PA system is not available, the administrator on site will use other means of communication, i.e., sending messengers to deliver instructions. The administrator on-site should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR GIVEN FURTHER INSTRUCTIONS."

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

#### SHELTER-IN-PLACE

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in the outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air. The difference between Shelter-in-Place and LockDown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

## Description of Action

1. The administrator on site will make the following announcement on the PA system. If the PA system is not available, the administrator on site will use other means of communication, i.e., sending messengers to deliver instructions. The administrator on-site should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."

2. If inside, teachers will keep students in the classroom until further instructions are given.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.

4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

## LOCKDOWN

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During LockDown students are to remain in the classrooms or designated locations at all times.

The difference between Shelter-in-Place and LockDown is that the former involves the shut down of the HVAC systems and allows for the free movement of students within the building.

## Description of Action

1. The administrator on site will make the following announcement on the PA system. If the PA system is not available, the administrator on site will use other means of communication. The administrator on sites should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."

2. If inside, teachers will instruct students to lie on the floor lock the doors, and close any shades or blinds if it appears safe to do so.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (i.e., library, cafeteria,).

4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.

5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

## EVACUATE BUILDING

This action is taken after the decision is made that it is unsafe to remain in the building.

### Description of Action

1. The administrator on site will make the following announcement on the PA system. If the PA system is not available, the administrator on site will use other means of communication, i.e., sending messengers to deliver instructions. The administrator on-site should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."

2. The administrator on-site will initiate a fire alarm.

3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.

4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.

5. Once assembled, teachers and students will stay in place until further instructions are given.

## OFF-SITE EVACUATION

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

### Description of Action

1. The administrator on site will make the following announcement on the PA system. If the PA system is not available, the administrator on site will use other means of communication (i.e., sending messengers to deliver instructions). The administrator on-site should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."

2. The administrator on-site will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.

3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.

4. Once assembled off-site, teachers and students will stay in place until further instructions are given.

5. In the event clearance is received from appropriate agencies, the administrator on-site may authorize students and staff to return to the classrooms.

## ALL CLEAR

This action is taken to notify teachers that normal school operations can resume.

### Description of Action

1. The administrator on site will make the following announcement on the PA system. If the PA system is not available, the administrator on site will use other means of communication (i.e., sending messengers to deliver instructions).

"YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."

2. This action signifies the emergency is over.

3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

**Step Four: Communicate the Appropriate Response Action**

Communicate appropriate response action and implement Incident Command system.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

A crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

#### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and Tulare County Sheriff's Department (559-733-6218) and will provide the exact location (e.g., building or area) and nature of the emergency.
5. If on school property, the Safety Officer will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section regarding fuel or chemical spill. If the crash results in a utility interruption, refer to section regarding utility on interruption.
6. The School Administrator will organize fire suppression activities until the Fire Department arrives.
7. The First Aid/Search Teacher A will check injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
9. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

### **Animal Disturbance**

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

#### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, may include LOCKDOWN or EVACUATE BUILDING.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call the Tulare County Sheriff's Department (559-733-6218), or Tulare County Animal Services (559-636-4050) and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the parent, and TACMO Risk Manager will be notified.
5. The School Administrator will initiate of OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

### **Armed Assault on Campus**

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

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

#### **ACTIONS - ALL SCHOOL STAFF**

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.

Act immediately if you or your students:

1. Hear a sound that might be gunfire.
2. 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.

1. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
2. Be decisive. Communicate your plan to your students and act quickly.
3. Call 911 and the School Office as soon as it is safe to do so.

Options: Run, Hide or Fight

Run is the first option when an active shooter is in the building.

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

Leave everything behind.

If you encounter people along the way ...

Adults: Warn them and take them with if you can but don't stop if they refuse to come.

Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care.

Place terrain and buildings between you and the assailant to cover your escape. Keep going until you are certain you are out of danger.

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. Call 911 as soon as it is safe to do so.

Keep your students with you. Call (911 and 559-730-7422) to report your location and obtain instructions.

Hide is the next option if running is not safe.

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;

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.

Use text or email to communicate your location, the number of students or staff with you, and 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.

Fight is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.

Construct a strong barricade.

If you have another way out (a window or back door) use it while the assailant is attempting to get in. If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.

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.

Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.

If your 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. 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.

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:

Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

#### Law Enforcement

If you encounter law enforcement officers... Immediately raise your hands in the air, display your open palms, and splay your fingers. 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.

#### Weapons

If the assailant loses control of a weapon, exercise extreme care when securing it: Do not pick up 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.

#### Ongoing Communication

(This is communicated publicly by Superintendent Ball)

#### Extended Day Programs / After School Activities

(SVA will train all involved with student activities and extracurricular programs.)

#### PRINCIPAL/SITE ADMINISTRATOR 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 on campus 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 CMO after you call 911 (429-4351). If possible assist emergency personnel.

Assist police in entering the school;

Provide officers with keys, maps and any other information requested.

#### DISTRICT STAFF ACTIONS

Incident Command Center

Activate the district's Incident Command Center

Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency .

Offsite Reunification

The Operations Section should prepare an off-site evacuation site 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.

Buses 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.

### **Biological or Chemical Release**

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1- Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

#### **Procedure**

##### **SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING**

1. The School Administrator will initiate the EVACUATE BUILDING action as described. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call "911" (dial 9, 911), and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The School Administrator will notify the Superintendent of the situation.
4. The School Administrator will instruct the Security/Operations Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Operations Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who may have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical team should assess the need for medical attention
7. The First Aid Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The School Psychologist and Mental Health Clinician will convene onsite and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the Tulare County Hazardous Materials or appropriate agency provides clearance and the School Administrator gives authorization to do so.

##### **SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED**

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action.
2. The Security/Operations Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The School Administrator will call "911" (dial 9, 911) and will provide the exact location and nature of emergency.
4. The School Administrator will notify the Superintendent.



5. The Security/Operations Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid Team should assess the need for medical attention.
7. The First Aid Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The School Psychologist and Mental Health Clinician will convene onsite and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

### SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Operations Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
4. The School Administrator will call "911" (dial 9, 911) and will provide the exact location and nature of emergency.
5. The School Administrator will notify the Superintendent of the situation.
6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

### **Bomb Threat/ Threat Of violence**

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is extremely rare for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, emailed, posted online, or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in "response" to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get and write down, as much useful information as possible from, and about, the caller. The "CALL TAKER INSTRUCTIONS" sheet and "TELEPHONE BOMB THREAT REPORT" form, bound at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every Staff member should also be trained in their use.

### ASSESSING THE BOMB THREAT

The "Telephone Bomb Threat Report" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH-LEVEL threat, which means it must be taken seriously:

**LOW LEVEL-** The probable motive is to cause disruption: The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics, and hangs up quickly. The caller is often young and lacks skill at crafting a credible prank message.

**MEDIUM LEVEL-** The probable motive is to cause disruption: The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. The caller may be teen-aged and better able to embellish a prank message.

**HIGH LEVEL-** May be driven by conscience or other reason to issue a warning: The caller is very detailed and describes the type, power, location, or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. The caller is likely older and must be taken seriously!

Additionally, bomb threats that come after the termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise, the person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies. Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered

#### **BOMB THREAT RESPONSE GUIDELINES RESPONSE PROCEDURE – Part 1**

**CAUTION:** There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their **THREAT LEVEL ASSESSMENT**. When the threat level is perceived as “High”, unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300-foot zone.

#### **ADMINISTRATION (School Incident Commander/Designee)**

CALL 9-1-1 and provide information about the emergency:

- Confirm the address of the school.
- Provide threat details – Supposed bomb location, Supposed detonation time, etc.
- Provide the location of the school Incident Command post.
- Describe the best access for emergency responders – driveway/gate.
- If possible, remain online to provide updates.

**Conduct Threat Assessment –** Then either evacuate buildings or Shelter-In-Place:

- If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
- If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.

Establish a school Incident Command Post · Be certain to take the school Crisis Response Box.

If the threat is deemed credible:

- Establish a command post at least 400 feet from campus buildings.
- Ensure that it is away from automobiles, refuse containers, or mailboxes.
- Conduct a scan of the area for any suspicious items.
- Employ runners to communicate.

Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:

- Conduct building /site search.
- Cancel school and notify parents to pick up students from campus.
- Evacuate students to an off-campus site for pick-up by parents.

Announce “All Clear” if and when it is deemed safe to do so. **RESPONSE PROCEDURE – Part 2**

**CAUTION:** There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their **THREAT LEVEL ASSESSMENT**. When the threat level is perceived as “High”, unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300-foot zone.

#### **TEACHERS/STAFF**

Initiate “BUILDING EVACUATION” or “SHELTER-IN-PLACE”- as directed. IF EVACUATING- follow normal Evacuation and Student Accountability procedures, but ADD THESE ACTIONS:

Have everyone in the room take their personal belongings with them. This will speed the "building search" process later. Tell students to turn off their cell phones - and leave them off - for safety.

While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out-of-place, or suspicious objects.

Report suspicious objects to the Incident Commander as soon as possible. As the assembly area is approached, scan for unusual, out-of-place, or suspicious objects.

· If anything seems out of the ordinary, move students to another location. If possible, keep students at least 300 feet away from buildings.

· Students should be in open areas away from cars, outbuildings, trash cans, etc. If you relocate, report your new location and reason for moving as soon as possible.

Use the Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.

Await further instructions or an "ALL CLEAR" announcement. IF SHELTER-IN-PLACE is ordered: Follow normal Shelter-In-Place procedures. Conduct a visual scan of the room to detect unusual, out-of-place, or suspicious objects. Do not move or touch any suspicious item. If a suspicious object is found, initiate an immediate Building Evacuation AND notify the school Incident Commander. Take all other steps outlined in the section "IF EVACUATING" above.

#### BOMB SEARCH PROCEDURE

The person most qualified to search a given area is the person who is most familiar with that area! If familiar with an area, a person can quickly scan it and answer these critical questions:

1. Is there anything unusual?
2. Is there anything out of place?
3. Is there anything that looks suspicious?

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an "Improvised Explosive Device" or simply an "IED". "Improvised" means it is a person's own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.

#### COORDINATING THE FACILITY SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:

TEACHERS: Classrooms. PHYSICAL EDUCATION TEACHERS: Gym, locker rooms, and related halls. LIBRARIANS: Library, storage rooms, and any associated areas. CAFETERIA PERSONNEL: Kitchen, cafeteria, and storage areas.

CUSTODIAL/MAINTENANCE PERSONNEL: Custodial/maintenance storage and equipment areas, restrooms, stairwells, assembly rooms (auditorium, etc.) building perimeters and school grounds, including trash cans.

BUS DRIVERS: Buses and any bus-related facilities on campus.

ADMINISTRATIVE PERSONNEL: Administrative offices/areas, hallways, and empty classrooms. Check hallways to identify unchecked areas.

It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

ROOM SEARCH PROCEDURE Search teams should be comprised of two people whenever possible.

FIRST SEARCH: Divide the room into two levels. First search the floor and all areas up to window sill height or three feet from the floor.

SECOND SEARCH: Search areas from three feet to the top of the head. Move-in circular motion around the room to the starting point.

THIRD SEARCH: Search the top of head to the ceiling. FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignments.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on campus has been searched.

#### IF A SUSPICIOUS ITEM IS FOUND:

1. DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

#### CALL TAKER INSTRUCTIONS

Use the "Telephone Bomb Threat Report" form as a guide while talking with the caller. Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.

Listen closely to detect other information about the caller:

- Try to detect items in the "Description of Caller" and "Other Clues" sections of the form. Signal co-workers that you are receiving a bomb threat call.
- If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.

Stay calm and indicate your desire to cooperate with the caller. DO NOT antagonize or challenge the caller. Ask the caller to repeat or explain anything you did not understand. Prolong the conversation as long as possible. Obtain as much information as possible. Special Note: As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a "bomb threat" call:

1. Remain calm and politely advise the caller: "I am a student. Please hold while I get an adult to talk to you."
2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back!

#### Bus Disaster

Guidelines for school bus crashes follow guidance provided by the busing company or Visalia Unified School District. The safety of students and communication with parents is a first priority and will be conducted in accordance with VUSD, TACMO administration and bus vendors.

1. The company or driver will contact their supervisor.
2. A list of students on the bus will be provided by SVA.
3. School administrators will work collectively with a designee to respond to the site and implement safety procedures as defined by first responders.
4. All students and staff on the bus need to be identified as being involved in the crash.
5. Students released by first responders need to be remanded to school district officials who will make contact with families and release students to families.
6. School bus crashes are emotional and the needs and emotions of students must be considered. Support will be given by the school psychologist and mental health clinician.

#### Disorderly Conduct

TACMO applies the code of conduct for disciplinary procedures to address disorderly conduct.

## **Earthquake**

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

### **Procedure**

Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER.

Move away from windows and overhead hazards to avoid glass and falling objects.

When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Student Release Team of missing students.

The School Administrator will direct the Security/Operations Team to post guard a safe distance away from building entrances to prevent access.

The Security/Operations Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires. The First Aid Team will check for injuries and provide appropriate first aid.

The School Administrator will direct the Security/Operations Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).

If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.

The School Administrator will contact the Logistics Coordinator to determine additional actions that may be necessary.

The School Administrator will contact the operations director to ensure buildings are safe for occupancy. When safe to do so, the Fire Suppression and Hazardous Materials Team or appropriate VUSD team will conduct an inspection of school buildings. The Fire Suppression and Hazardous Materials Team or appropriate VUSD team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.

Any affected areas will not be reopened until the TACMO Operations Director is provided clearance and the School Administrator gives authorization to do so.

### **OFF-SITE EVACUATION**

In the event an earthquake occurs during non- school hours:

The School Administrator and the Facilities Director will assess damages to determine any necessary corrective actions. The School Administrator may direct the Fire Suppression and Hazardous Materials Team or appropriate VUSD team to participate in the assessment.

The School Administrator should confer with the operations director who will communicate with VUSD on identified damages to determine if the school should be closed.

## **Explosion or Risk Of Explosion**

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1- Explosion on school property; Scenario 2 - Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 - Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For "Bomb Threats"

### **Procedure**

#### **SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY**

1. In the event of an explosion, all persons should initiate DUCK AND COVER.

2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.

3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described previously. Evacuation may be warranted in some buildings and other buildings may be used as shelter.

4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will call 911" (dial 9, 911) and Local Police and/or Tulare County Sheriff's Dept. (559-733-6218) and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The First Aid Team will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The Security/Operations Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
10. The School Administrator will notify the Superintendent of the situation. A member of this group will call the Office of Communications with information on the situation.
11. The Security/Operations Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
13. The School Administrator will contact the Operations Director who will get confirmation from VUSD to ensure buildings are safe for occupancy. When safe to do so, the Fire Suppression and Hazardous Materials Team or appropriate VUSD team will conduct an inspection of school buildings. The Fire Suppression and Hazardous Materials Team or appropriate VUSD team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
15. The School Administrator will initiate an OFF-SITE EVACUATION.

#### SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other staff routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" (dial 9, 911) and Local Police and/or the Tulare County Sheriff's Dept. (559-733-6218) and will provide the exact location (e.g. building, room, area) and nature of emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B, or C for ordinary combustible.

#### SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

1. The School Administrator will initiate the SHELTER-IN-PLACE.
2. The School Administrator will notify "911" (dial 911) local police and/or Tulare County Sheriff's Dept. (559-733-6218) and will provide the exact location (e.g., building, area) and nature of emergency.
3. The School Administrator will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

#### SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
3. The School Administrator will notify "911" (dial 9, 911) and local police and/or Tulare County Sheriff's Dept. (559-733-6218) and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. The Security/Utilities team will turn off the school's main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
7. At the School Administrator's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

### **Fire in Surrounding Area**

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

#### **Procedure**

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
2. The School Administrator will notify "911" (dial 911) and local police and/or Tulare County Sheriff's Dept. (559-733-6218) and will provide the location and nature of emergency.
3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Agency Liaison will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
6. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the First Aid Team of missing students.
7. The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
8. The School Administrator will notify the Superintendent of the emergency situation. A member of this group will call the Office of the Communication with information of this situation.
9. If needed, the School Administrator will notify VUSD Transportation to request busses for staff and student evacuation.
10. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

### **Fire on School Grounds**

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

#### **Procedure**

1. Upon discovery of fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
2. The School Administrator will immediately initiate the EVACUATE BUILDING. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the field.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the field to account for students. Teachers will notify the Admin team of missing students.
4. The School Administrator will call "911" (dial 9, 911) and local police and/or Tulare County Fire Dept. (559-802-9800) and will provide the exact location referencing ACTVNET building labels (e.g., building letter, room #, and direction) of the fire.

The Fire Suppression and Hazardous Materials Team or appropriate VUSD team will suppress fires and initiate rescue procedures until the local fire department arrives.

The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.

The Agency Liaison will direct the fire department to the fire and brief fire department officials on the situation.

The Security/Utilities Team will notify the appropriate utility company of damages.

The School Administrator will notify the Chief of Student Services of the fire. A member of this group will call the Office of Communications with information about the situation.

Any affected areas will not be reopened until the Tulare County Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.

For fires during non-school hours, the School Administrator, the Superintendent will determine if the school will open the following day.

All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

### **Flooding**

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man made dam.

#### **Procedure**

The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF- SITE EVACUATION.

The School Administrator will notify "911" (dial 9, 911) and local police and/or Tulare County Sheriff's Dept. (559-733-6218- non emergency line) and will describe the nature and extent of the flooding.

The School Administrator will keep a battery-powered radio tuned to a local radio station for information.

If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the First Aid Team of missing students.

The School Administrator will notify the Superintendent of the emergency situation.

The School Administrator will initiate an OFF-SITE EVACUATION, as if warranted by changes in conditions .

### **Loss or Failure Of Utilities**

This procedure addresses situations involving a loss of water, power, or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

#### **Procedure**

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.

Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER- IN- PLACE, or EVACUATE BUILDING.

The School Administrator will notify the operations director who will contact the appropriate VUSD department or contact the appropriate utility department and provide the location and nature of the emergency.



Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted. The School Administrator will notify the Assistant Superintendent of Student Services and Support of the loss of utility service. As needed, school emergency supplies will be utilized to compensate for the loss of a utility. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

#### Plan for a Loss of Water

Loss of power, water, and/or gas does not constitute an emergency and classes should continue using temporary utilities and supplies unless otherwise directed by the Office of the Superintendent/designee. Report all power, water, and/or gas losses immediately to the Office of the Superintendent/designee. The Office of the Superintendent/designee will notify the Facilities Department and all other appropriate resources as needed to respond to the utility interruption. If possible, the SCCOE safety designee should call the utility company to get information regarding the severity of the outage.

A leak of power, water, and/or gas may constitute an emergency. Contact the Office of the Superintendent/designee for advice on how to respond immediately after evacuating students and staff from the affected areas. The Office of the Superintendent/designee will notify the Facilities Department and all other appropriate resources as needed to respond to the utility leak. If possible, the site should call the utility company for advice regarding the incident, request assistance if necessary, and request a follow-up inspection after repair. Only if there is a threat to a person or property should the utilities be shut off by the site.

Toilets: A temporary toilet is provided in each classroom by using a trash receptacle, and plastic bags, and where privacy is afforded.

#### Plan for a Loss of Electricity

Loss of power, water, and/or gas does not constitute an emergency and classes should continue using temporary utilities and supplies unless otherwise directed by the Office of the Superintendent/designee. Report all power, water, and/or gas losses immediately to the Office of the Superintendent/designee. The Office of the Superintendent/designee will notify the Facilities Department and all other appropriate resources as needed to respond to the utility interruption. If possible, the site should call the utility company to get information regarding the severity of the outage.

A leak of power, water, and/or gas may constitute an emergency. Contact the Office of the Superintendent/designee for advice on how to respond immediately after evacuating students and staff from the affected areas. The Office of the Superintendent/designee will notify the Facilities Department and all other appropriate resources as needed to respond to the utility leak. If possible, the site should call the utility company for advice regarding the incident, request assistance if necessary, and request a follow-up inspection after repair. Only if there is a threat to a person or property should the utilities be shut off by the site.

Ventilation: Staff will prop open classroom and office doors to ensure proper ventilation. Emergency Light: If needed, staff will be provided with additional lighting such as flashlights.

#### Plan for a Loss of Natural Gas

Loss of power, water, and/or gas does not constitute an emergency and classes should continue using temporary utilities and supplies unless otherwise directed by the Office of the Superintendent/designee as a method to respond to the utility interruption. If possible, the site should call the utility company to get information regarding the severity of the outage.

A leak of power, water, and/or gas may constitute an emergency. Contact the Office of the Superintendent/designee for advice on how to respond immediately after evacuating students and staff from the affected areas. The Office of the Superintendent/designee will notify the Facilities Department and all other appropriate resources as needed to respond to the utility leak. If possible, the site should call the utility company for advice regarding the incident, request assistance if necessary, and request a follow-up inspection after repair. Only if there is a threat to a person or property should the utilities be shut off by the site.

#### Plan for a loss of Communication

In the event of a loss of school site landline telephone services, the administration will use their cell phones to notify the Office of the Superintendent/designee of the loss of communication.

### **Motor Vehicle Crash**

Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

#### Procedure

The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER- IN PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call "911" (dial 9, 911) and local police and/or Tulare County Sheriff's Dept. (559-733-6218) and will provide the exact location (e.g., building, area) and nature of emergency.

The School Administrator will notify the Office of the Superintendent of the situation. A member of this group will call the Office of Communications with information on this situation.

The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a utility interruption, refer to Loss or Failure of Utilities.

The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.

The First Aid/Medical Team will check for injuries to provide appropriate first aid.

Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.

The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

### **Pandemic**

In the event of a pandemic, Sycamore Valley Academy and TACMO will work closely with and seek guidance from the Local Health officials as well as the Centers for Disease Control and Prevention (CDC).

The following is the next steps that will be taken:

Step One- This step would be initiated if/when the virus mutates to person-to-person transmission.

- Communicate this information with parents using Parent Square, email, and/or SVA social media platforms.
- Intensify cleaning and disinfecting common areas for students including frequently touched surfaces and objects.

Step Two- This step would be initiated when a case appears in the San Joaquin Valley.

- Communicate this information with parents using Parent Square, email, and/or SVA social media platforms.
- ABegin keeping individuals who are affected away from others.
- Evaluate canceling events/activities/field trips etc.
- Evaluate canceling after school programs.

Step Three- This step would be initiated when either the County Health Department or Centers for Disease Control and Prevention (CDC) instructs the school to close.

- Communicate this information with all parents using Parent Square, email, and/or SVA social media platforms.
- Evaluate school closure.
- Evaluate offering students to pick up lunch daily.
- Distance Learning begins for all students.
- Evaluate distributing technology devices for students and hot spots.

Step Four- This step would begin when schools are re-opened.

- Communicate this information to all parents using Parent Square, email, and/or SVA social media platforms.
- Evaluation of school re-opening on a minimum day schedule.
- Administration evaluates restructuring the instructional school year to recover lost instructional time.

### **Psychological Trauma**

Crisis management requires actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

Temporary disruption of regular school functions and routines.

Significant interference with the ability of students and staff to focus on learning. Physical and/or psychological injury to students and staff.

Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, attention must turn to meeting the emotional and psychological needs of students and staff.

The School Administrator will establish a Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.

The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency. The Psychological First Aid Team will provide direct intervention services.

If there is a need for additional assistance, the School Administrator will notify the Superintendent.

The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.

In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury, and death. The Psychological First Aid Team will provide ongoing assessment of needs and follow-up services as required.

### **Suspected Contamination of Food or Water**

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

#### **Procedure**

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.

The School Administrator will notify "911" (dial 9, 911), Tulare County Environmental Health (559-624-7400).

The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.

The First Aid Team will assess the need for medical attention and provide first aid as appropriate.

The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.

Facilities will notify the Superintendent, who will request an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.

The School Administrator and the Superintendent will confer with the Tulare County Department of Health Services before the resumption of normal operations.

The School Administrator will notify parents of the incident, as appropriate.

### **Tactical Responses to Criminal Incidents**

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call.

#### **Procedure**

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.

The School Threat Assessment Team will conduct the threat assessment. SVA administration shall enlist the support of the Tulare County Sheriff's Department (559-733-6218).

The School Threat Assessment Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Tulare County Sheriff's Department.

Category 1: High violence potential; qualifies for arrest or hospitalization.

Category 2: High violence potential; does not qualify for arrest or hospitalization.

Category 3: Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.

Category 4: Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.

Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

In categorizing the risk, the School Threat Assessment Team will attempt to answer two questions: (1) is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?

The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.

The School Threat Assessment Team will recommend appropriate action to the School Administrator.

As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

### **Unlawful Demonstration or Walkout**

An Unlawful Demonstration/Walkout is an unauthorized assemblage on or off-campus by staff or students for the purpose of protest or demonstration.

#### **Procedure**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.

The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE. The School Administrator will notify the Local Police and/or Tulare County Sheriff's Dept. (559-733-6218) and the Superintendent.

The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed.

The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.

If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.

Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes in rooms so equipped.

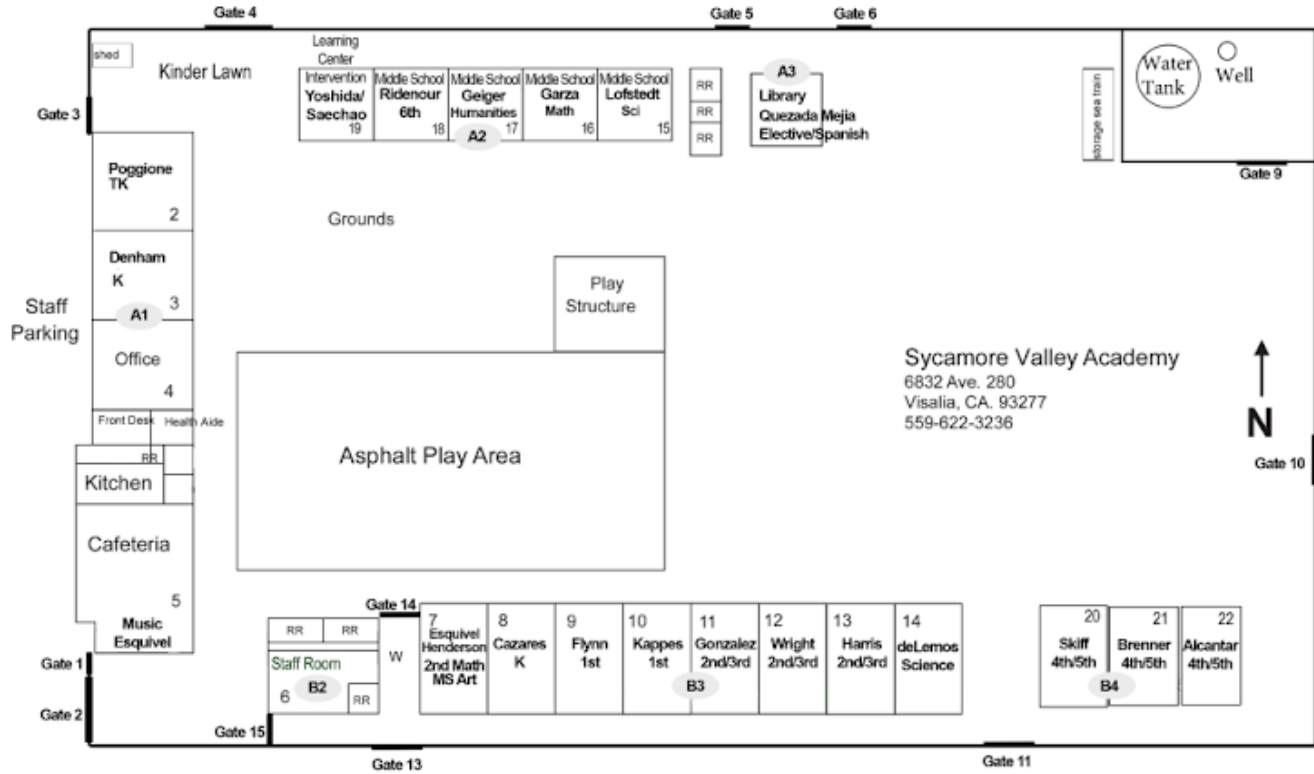
The Documentation staff member should keep an accurate record of events, conversations, and actions. All media inquiries will be referred to Dr. Ball at the CMO office (559-429-4351)

The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.

The School Administrator will notify parents of the incident, as appropriate.

# Emergency Evacuation Map

## Sycamore Valley Academy



# Comprehensive School Safety Plan

**2024-2025  
School Year**

**School:** Blue Oak Academy  
**CDS Code:** 54105460135459  
**District:** Blue Oak Academy  
**Address:** 28050 Rd 148  
Visalia, Ca, 93292

**Date of Adoption:**

**Date of Update:** 9/17/24

**Date of Review:**

- with Staff 9/18/24

- with Law Enforcement

- with Fire Authority

**Approved by:**

Name	Title	Signature	Date

## Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	5
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	8
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	10
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	24
(E) Sexual Harassment Policies (EC 212.6 [b]).....	24
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	25
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	25
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	25
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	28
(K) Hate Crime Reporting Procedures and Policies.....	29
(J) Procedures to Prepare for Active Shooters.....	29
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	30
Opioid Prevention and Life-Saving Response Procedures.....	32
Response Procedures for Dangerous, Violent, or Unlawful Activities.....	32
Instructional Continuity Plan.....	33
Safety Plan Review, Evaluation and Amendment Procedures.....	36
Safety Plan Appendices.....	37
Emergency Contact Numbers.....	38
Safety Plan Review, Evaluation and Amendment Procedures.....	39
Blue Oak Academy Incident Command System.....	40
Incident Command Team Responsibilities.....	41
Emergency Response Guidelines.....	42
Step One: Identify the Type of Emergency.....	42
Step Two: Identify the Level of Emergency.....	42
Step Three: Determine the Immediate Response Action.....	42

Step Four: Communicate the Appropriate Response Action .....45

Types of Emergencies & Specific Procedures.....46

- Aircraft Crash .....46
- Animal Disturbance.....46
- Armed Assault on Campus .....47
- Biological or Chemical Release.....49
- Bomb Threat/ Threat Of violence .....51
- Bus Disaster.....57
- Disorderly Conduct .....57
- Earthquake .....57
- Explosion or Risk Of Explosion .....58
- Fire in Surrounding Area .....60
- Fire on School Grounds .....61
- Flooding .....62
- Loss or Failure Of Utilities .....62
- Motor Vehicle Crash .....64
- Pandemic .....65
- Psychological Trauma.....65
- Suspected Contamination of Food or Water .....66
- Tactical Responses to Criminal Incidents .....66
- Unlawful Demonstration or Walkout.....67

Emergency Evacuation Map.....68



## **Comprehensive School Safety Plan Purpose**

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Blue Oak Academy.

## **Safety Plan Vision**

The Blue Oak Academy Comprehensive Safety Plan provides guidance and direction to administration, faculty, and staff who have emergency management responsibilities. The Emergency Response Plan along with the Comprehensive School Safety Plan shall be used during an emergency incident.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Blue Oak Academy Safety Committee**

Gina Ananian- Parent  
Alexis Vance - Vice Principal  
Staci Soares- Principal  
Cristina Johnson- Academic Coach

### **Assessment of School Safety**

The Academies Charter Management Organization along with Visalia Unified School District through the Facility Use Agreement continually assesses the safety of school facilities to support a safe and orderly environment for students. The assessment of safety includes annual facilities inventory, recommendations by parent groups, review of data regarding accidents, disciplinary incidents, and work orders, and response to emergencies. Annual safety training for staff and students provide the opportunity to assess protocols and needs. Safety assessment is ongoing and grounded in situations.

### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

TACMO supports EC32281 and items A-J through processes and procedures outlined in Board Policy. School sites follow Board Policy to support: (a) Child Abuse Reporting, (b) implementation of emergency procedures (c) suspension and expulsion procedures for students, (d) teacher notification regarding dangerous pupils, (e) sexual harassment identification and reporting, (f) dress code procedures and safety related to gang affiliations( which is also defined by school site level), (g) safe ingress and egress of students, (h) maintenance of a safe and orderly school environment which is also determined individually at school sites, (i) student discipline rules and consequences ,and (j) implications regarding hate crimes. Individual schools implement processes such as Positive Behavior Intervention Supports and Restorative Justice to approach student behavior in a positive manner with a focus on self regulation. Schools affiliated with juvenile justice work within the safety frameworks of Probation as defined by individual sites. Safety trainings occur annually for staff and students and mandated trainings are sponsored for all staff regarding child and dependent adult abuse, mandated reporting, and harassment and discrimination. The school board approves safety plans according to California Education Code, and law enforcement and fire officials are consulted for advisement on the plans. TACMO and VUSD continually assesses the safety of staff and students and modifies processes as needed. Through use of surveys administered to staff, students, and parents; input is solicited from stakeholders to ensure perceptions of safety needs. Facilities conducts annual safety inspections and the Vice Principal ensures all devices and safety procedures are up to date. Board policies are updated as per California Education Code changes.

### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

Blue Oak Academy  
Board Policy  
Mandatory Reporters Policy and Training

Every child has the right to live free of physical and emotional abuse, including neglect and sexual assault. Blue Oak Academy (BOA) recognizes that such abuse has severe consequences for the child, sometimes resulting in the child's own violent behavior or in drug addiction. Our schools are in a position to promote the prevention of child abuse and its reoccurrence, and to reduce the general vulnerability of children.

The following policy and procedures shall apply to all BOA employees. Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance pursuant to the following policy. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166. It is the policy of BOA that all employees shall comply with the law's reporting procedures whenever they have knowledge of or observe a child in the course of their employment whom they know or reasonably suspect to have been the victim of child abuse.

## Definitions

"Child Abuse" or "neglect" includes the following:

A physical injury inflicted by other than accidental means on a child by another person.

Sexual abuse of a child.

Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.

Unlawful corporal punishment or injury resulting in a traumatic condition.

Neglect of a child or abuse in out-of-home care.

Child abuse and/or neglect includes both acts and omissions on the part of the responsible person.

"Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors" and "employees of a child protective agency." All BOA personnel are Mandated Reporters of suspected abuse and/or neglect, including but not limited to: Teachers, specialists, administrators, school psychologists, licensed nurses, counselors, and paraeducators, or other classified employees trained in child abuse reporting. All BOA employees are required to report instances of suspected of known child abuse and/or neglect immediately when the employee has knowledge of or observes a child that the employee knows or reasonably suspects has been the victim of child abuse or neglect.

"Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.

"Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

"Child" means any person under 18 years of age.

## Reporting Procedures

Once an employee witnesses, has been made aware of, has knowledge of, or reasonably suspects that an incident, behavior, or conduct may be an indication of suspected child abuse, the employee shall:

Step #1: Telephone Report. The telephone report must be made immediately, or as soon as practically possible, upon knowledge or suspicion.

This report will include:

The name of the person making the report.

The name of the child.

The present location of the child.

The nature and extent of any injury.

Any other information requested by the child protective agency or law enforcement office, including the information that led the Mandated Reporter to gain knowledge of or suspect child abuse.

When the verbal report is made, the employee shall note in writing the name of the official contacted, the date and time contacted, and any instructions or advice received.

Appropriate agency to report to:

Child Protective Services at 559-623-0300

Visalia Police Department 559-734-8117

Farmersville Police Department 559-747-1243

County Sheriff's Department 559-733-6218

c. If the agency asks the child be held until authorities arrive, the employee must remain with the child.

## Step #2: Written Report

Within 36 hours of making the telephone report, the employee shall complete and mail to the local child protective agency (or law enforcement as appropriate) a written report, "Suspected Child Abuse Report," which includes a completed Department of Justice form (DOJ SS 8572).

Employees may obtain copies of the above form either from the BOA main office or the local child protective agency. Instructions are included on the form, and reporters may ask the Principal/Superintendent for help in completing and mailing it; however, the employee is personally responsible for ensuring that the written report is correctly filed.

The written report is to be addressed to the person to whom the telephone report was made.

Employees reporting child abuse to a child protective agency or law enforcement agency are directed to notify the Principal/Superintendent or designee as soon as possible after the initial verbal report by telephone. Administrators so notified shall provide the employee with any assistance necessary to ensure that reporting procedures are carried out in accordance with applicable law and BOA policy and procedure. At the employee's request, the Principal/Superintendent or designee may assist in completing and filing these forms. If the employee does not disclose his/her identity to an BOA administrator, he/she shall at least provide or mail a copy of the written report to the BOA Principal/Superintendent without his/her signature or name.

After completing the process above, the employee's primary responsibility is finished. The employee is not to conduct an investigation regarding the suspected abuse, not to confer with the person(s) alleged to have mistreated the child, nor contact the child's home or the alleged perpetrator prior to making the report. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protection agency, the reporter shall not notify the parent as required in other instances of removal.

#### Legal Responsibility and Liability

Mandated Reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse. This immunity shall apply even if the Mandated Reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his or her professional capacity or outside the scope of his or her employment.

If a Mandated Reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The Mandated Reporter may also be held personally liable for damages resulting from any injury to the child after a failure to report and could incur costs of defense and any subsequent damages to the child.

All employees are subject to disciplinary action for failure to report suspected child abuse pursuant to this policy. Moreover, BOA is not obligated to defend an employee who neglects or fails to make a required report.

When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them and a single report made and signed by that person. However, if any person knows or should know that the designated person failed to make the report, that person then has a duty to do so.

The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

#### Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

The selected person shall not participate in the interview.

The selected person shall not discuss the facts or circumstances of the case with the child.

The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer or Child Protective Services Agent

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the Principal/Superintendent and/or designee shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form.

#### When School Employees are Accused of Child Abuse

Regardless of the identity of the suspected child abuser, the major responsibilities of Mandated Reporters are to: 1) identify incidents of suspected child abuse, and 2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

BOA may at any time take action in accordance with the at will nature of BOA employment. Possible employee actions by BOA may include, but are not limited to, reassignment, leave of absence, or release from employment. The Principal/Superintendent or designee may seek legal counsel in connection with employee actions related to this policy.

#### Training

BOA shall provide training to all new personnel regarding the obligations as Mandatory Reporters and the steps required to report suspected abuse. Child abuse reporting procedures are reviewed yearly for all returning BOA employees.

#### Charter School Staff Acknowledgement

As a part of the employee hire packet, employees will sign a Child Abuse Acknowledgement form that outlines their designation as a Mandated Reporter and receipt and understanding of this policy.

### **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

#### **Disaster Plan (See Appendix C-F)**

##### Guidelines for Preparing a Buddy Teacher List

During a school crisis teachers may be injured and unable to oversee their assigned students, or it may be necessary to free teachers to fill critical Emergency Management team positions. To prepare for these situations, the principal shall establish a "Buddy Teacher" system, as outlined below, and train staff to use it when necessary.

1. Establish and maintain a current "Buddy Teacher" list.
  - a. Ensure all teachers know who their assigned buddy will be.
  - b. When possible, assign teachers in adjacent or nearby rooms as buddies.
2. Ensure that each classroom contains a "go kit/orange bucket" that contains the teacher's class roster and the buddy teacher's class roster.

3. During an emergency, buddy teachers should check with each other to determine each other’s status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
  - a. Remember: The teachers’ responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
4. During an evacuation, it is best to have buddy teachers work together. When practical, one teacher should lead both classrooms out, while the other buddy brings up the rear, checking briefly to make sure that both classrooms are empty and doors are closed.
5. Immediately after taking roll call of both classes, one of the buddy teachers must report the result to their assigned Accountability Team Leader (or to the Accountability Group Supervisor, Operations Chief, or Incident Commander) as outlined in the Crisis Response Plan “Student Accountability Procedure”.
6. Immediately following student accounting, one member of each buddy team must check in with their Group Leader, or the Command Post.
7. In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy’s classroom into the other. One teacher can then be available for other assignments.
8. When classrooms have been combined and evacuation is necessary, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door before joining the students outside.
9. Ensure those substitute teachers are familiar with buddy system emergency procedures and who their buddy teachers will be.

**Buddy Classes Aug 2024-25**

403 Aguilar 404 Ramage  
 402 Hendrick 401 Weeaks  
 405 Hendershot 406 Orr  
 407 Britter 408 Keck  
 801 McMahon 803 Juarez 804 Ice  
 701 Leonardo 702 Bakke/Esquivel  
 601 Villarreal 602 Enos  
 604 Enriquez 603 Ream  
 502 Gravitt 503 Martinez 504 Rodriguez  
 Roving Brumfield Roving Villaseñor

**Adaptations for Students with Disabilities**

**1. Emergency Evacuation Procedures:**

Visual Aids: Use clear, large-print diagrams and signage to guide students with visual impairments.

Hearing Impairments: Utilize visual alarms and flashing lights to alert students who are deaf or hard of hearing.

Pre-Drills: Conduct practice drills that cater to the specific needs of students with disabilities to ensure they understand the procedures.

**2. Communication Strategies:**

**Assistive Technology:** Provide necessary assistive technology, such as communication devices or specialized software, to facilitate communication during emergencies.

**Sign Language Interpreters:** Arrange for interpreters if needed for students who are deaf or hard of hearing.

**Simplified Instructions:** Offer instructions in multiple formats (spoken, written, pictorial) for students with cognitive or learning disabilities.

### 3. Classroom Modifications:

**Accessible Spaces:** Ensure classrooms and other facilities are accessible to students with mobility impairments, including ramps, wide doorways, and accessible restrooms.

**Safe Spaces:** Designate areas within the classroom or school where students with specific needs can go for a sense of security during an emergency.

### 4. Behavioral Supports:

**Behavioral Plans:** Implement individualized behavior plans to address the needs of students with behavioral challenges, ensuring they understand and follow emergency procedures.

**Calming Strategies:** Provide tools or strategies for students with sensory processing disorders to manage stress or anxiety during an emergency.

### 5. Training and Awareness:

**Staff Training:** Train all staff members on how to assist students with disabilities during emergencies, including understanding individual needs and using appropriate communication methods.

**Student Awareness:** Educate students about emergency procedures in a way that is accessible and understandable to them.

### 6. Health and Medical Needs:

**Medication Access:** Ensure that students who require medication have immediate access to it during emergencies and that staff are trained to assist as needed.

**Medical Alerts:** Use medical alert systems or tags to communicate critical health information quickly.

### 7. Transportation Considerations:

**Accessible Transport:** Ensure that school transportation is accessible for students with disabilities and that drivers are trained to assist them appropriately.

**Special Arrangements:** Make special arrangements for students who need additional support during transport.

## **Public Agency Use of School Buildings for Emergency Shelters**

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

#### **SUSPENSION AND EXPULSION POLICY**

The following is TACMO Board Policy 12-002.

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

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as TACMO'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 charters so long as the amendments comport with legal requirements. TACMO and its charter school staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

TACMO administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. This Policy and its Procedures will be printed and distributed annually as part of the Family Handbook and will clearly describe discipline expectations. The notice shall also state that these Policy and Administrative Procedures are available on request at the Superintendent's office, or may be available for download from TACMO's website.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment

includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employees use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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 its procedures are available upon request at the Principal's office.

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

A student identified as an individual with disabilities or for whom TACMO has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. TACMO will follow Section 504, the IDEA, and 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 TACMO has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

#### Procedures

##### A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any charter school of TACMO or at any other school or a TACMO-sponsored event at any time including but not limited to:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus;
- d) during, going to, or coming from a school-sponsored activity.

##### B. Enumerated Offenses

Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
5. Committed or attempted to commit robbery or extortion.
  6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  8. Possessed or used tobacco or any 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 lawful use of a student's own prescription products by a student.
  9. Committed an obscene act or engaged in habitual profanity or vulgarity.
  10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
  12. 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.
  13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
  14. 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.
  15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  16. 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 section, "hazing" does not include athletic events or school-sanctioned events.
  17. 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 families safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
  18. 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 individuals 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.
  19. 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 provision shall apply to students in any of grades 4 to 12, inclusive.
  20. 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.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

b) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, 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.

(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.

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.

22. 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).

23. 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 Superintendent or Principal or designees concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

1. 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 students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designees concurrence.
2. Brandished a knife at another person.
3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
4. 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

Discretionary Expellable Offenses: Students may be recommended for expulsion 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 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of 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.
- 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 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 subdivision (e) of Section 233 of the Education Code. This provision 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.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual 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.

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

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

u) A 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 (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 Superintendent or designees 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 Superintendent or designees concurrence.
  - b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the 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 "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade. The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

#### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

##### 1. Conference

- a) Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
- b) The conference may be omitted if the Principal 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 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.
- c) 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.
- d) No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with 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, the Principal 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 as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If 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 Principal or designee, the student and the student's parent/guardian or representative will 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 student or the student's parents, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Principal or designee upon either of the following determinations: 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 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 TACMO Board of Directors following a hearing before it or by the TACMO Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the TACMO 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 TACMO 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 Superintendent 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 TACMO Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (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 at least ten (10) calendar days before the date of the 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 TACMO disciplinary rules which relate to the alleged violation;
4. Notification of the students or parent/guardians obligation to provide information about the students status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the students parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the students behalf including witnesses.

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

TACMO 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 TACMO 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 (5) calendar 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. TACMO must also provide the victim a room separate from the hearing room for the complaining witness use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which 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, TACMO must present evidence that the witness presence is both desired by the witness and will be helpful to TACMO. 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 they believe 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.

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

#### G. Record of Hearing

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

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the TACMO Board of Directors, 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 his or her testimony heard in a session closed to the public.

#### Expulsion Decision

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

The Decision of the TACMO Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to 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

#### I. Written Notice to Expel

The Superintendent or designee following a decision of the TACMO Board of Directors to expel shall send written notice of the decision to expel, including the TACMO Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student;
2. Notice of the students or parent/guardians obligation to inform any new district in which the student seeks to enroll of the students status with TACMO.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The students name
  2. The specific expellable offense committed by the student
- J. Disciplinary Records

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

#### K. No Right to Appeal

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

#### L. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within Tulare County or their school district of residence. TACMO 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.

#### M. Rehabilitation Plans

Students who are expelled from TACMO shall be given a rehabilitation plan upon expulsion as developed by the TACMO 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 (1) year from the date of expulsion when the student may reapply to TACMO for readmission.

#### N. 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 TACMO Board of Directors following a meeting with the Superintendent 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 Superintendent or designee shall make a recommendation to the TACMO Board of Directors following the meeting regarding the Superintendent's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The students readmission is also contingent upon TACMO capacity at the time the student seeks readmission or admission to the Charter School.

#### O. 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.

#### P. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a

hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

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

##### 1. Notification of District

TACMO shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who the Charter School or District 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, TACMO, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b) If the conduct in question was the direct result of the local educational agencies failure to implement the IEP/504 Plan.

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

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

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

If TACMO, the parent, 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 TACMO 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 TACMO 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 TACMO, the student shall remain in the

interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and TACMO 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

TACMO 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 Superintendent or his/her 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 IDEIA and who has violated TACMO disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if TACMO had knowledge that the student was disabled before the behavior occurred.

TACMO 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 TACMO 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 TACMO personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other TACMO supervisory personnel.

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

TACMO 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.

**(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

Pursuant to Education Code 48267 the Tulare County Probation Department notifies the Principal of Blue Oak Academy regarding students who have engaged in certain criminal conduct. The principal/designee is responsible for prompt notification of the student's teachers. This information may also be shared with all administrators of the school including the superintendent of the district.

**(E) Sexual Harassment Policies (EC 212.6 [b])**

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by The Academies.

The Academies is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

Physical assaults of a sexual nature, such as:

Rape, sexual battery, molestation or attempts to commit these assaults and  
Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body

Unwanted sexual advances, propositions or other sexual comments, such as:

Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience  
Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct  
Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex

Sexual or discriminatory displays or publications anywhere in the educational environment, such as:

Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment  
Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and  
Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

## **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

### UNIFORM DRESS CODE POLICY

At The Academies, we support a school uniform policy in order to level the playing field for all of our students. Our school uniform policy helps to provide an academic environment where children feel equal, and are not distracted or offended by what others wear. It is the parent or guardian's responsibility to be sure that the student is wearing the official school uniform.

Shirts, Dresses, Sweaters, Sweatshirts, Coats, Jackets, Pants, Shorts, Skorts, and Skirts must be free of designs, logos, or embellishments and must fit the student appropriately (not be excessively large or excessively tight). The following solid colors are permitted:

Blue (BOA)

White

Brown

Khaki

Black

Gray

Denim

No other colors permitted

Shirts must have a collar, whereas dresses may be collarless. The following necklines are permitted: button-down, polo, Peter Pan, turtleneck. No t-shirts allowed, and no other colors of shirt are allowed. No strapless, spaghetti strap, low-cut, or cut off tops are allowed. Bare midriffs are not allowed.

Jeans must be hole free above the knee.

Dresses, shorts, and skorts must be longer than the length of your fingertips when arms are at your sides. Tights/leggings (worn under bottoms), ties, shoes and headwear may be different colors.

Shoes must be simple and generally free of designs or embellishments. Tennis shoes, boots, dress flats (i.e. Mary Janes), and sandals (with backs) are permitted. No light-up sneakers, flip-flops, jellies, wheelies, or any type of shoes without a backing is allowed.

Shoes and boots may not have heels higher than 1".

Hats may be worn outside only containing only appropriate images.

Jewelry must not pose a danger and must be removed for PE class.

Every Friday - Students may wear any school shirt to show their pride in The Academies (SVA or BOA). Examples include I LOVE SVA, I LOVE BOA, Jog-a-Thon, Mathletics, or shirts that have been decorated at home to show school spirit, etc. Students are not required to wear a spirit shirt on Fridays; if they choose not to, the regular uniform is required, or solid colored tshirts in school colors.

PE Day Dress - Students should either wear or bring a pair of tennis shoes with them. Further details about PE attire will be sent home from the PE teacher.

Dress Up Days - When students are given a dress up day, they may wear their choice of clothing; however, rules pertaining to the length of skirts, shorts, and height of heels still apply. No offensive, suggestive, obscene or vulgar logos, pictures, or messages will be allowed.

## **(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

Students arrive at school via private transportation arranged by the parent/guardian. Students arrive safely and are met at the curb or gate by school staff. Staff members assist in the ingress and egress of students. During emergency drills, students and staff follow routes as established by the school site.

## **(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

### **Component:**

Integrate Gifted Education Strategies

**Element:**

According to the annual LCAP survey results 92% of parents, 83% of students, and 69% of staff agree the school provides quality instruction for gifted learners.

**Opportunity for Improvement:**

Staff will provide gifted education strategies, into Classroom instruction for TK-8th grade.

Objectives	Action Steps	Resources	Lead Person	Evaluation
All students participate in gifted education strategies in TK- 8th grade.	Integrate universal themes to all classrooms TK-8th grade.	Resources from: <ul style="list-style-type: none"> <li>• Ian Byrd</li> <li>• Lisa VanGamert</li> <li>• Sandra Kaplan</li> </ul>	Instructional Coach and Classroom Teachers	Evidence of improved student discourse and critical thinking in the classroom.
	Students will discuss generalizations regarding universal themes in all TK-8th classrooms.	Resources from: <ul style="list-style-type: none"> <li>• Ian Byrd</li> <li>• Lisa VanGamert</li> <li>• Sandra Kaplan</li> </ul>	Instructional Coach and Classroom Teachers	Evidence of improved student discourse and critical thinking in the classroom.

**Component:**

Common Literacy Instruction

**Element:**

According to annual LCAP survey results 90% of parents, 92% of students, and 90% of staff agree or strongly agree that a broad course of study is offered and available to all students.

**Opportunity for Improvement:**

Teachers and administrators will receive professional development in areas related to literacy.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Teachers work to unpack, understand, and align grade level standards in literacy.	Teachers work collaboratively to understand the standards continuum and develop curriculum pacing guides.	CCSS frameworks. TCOE Connect. TCOE/SCOE Network CCLA	Instructional Coach and Teachers.	SBAC results
	Teachers will monitor and communicate progress to parents.	Expeditionary Learning (ELA curriculum) iReady - Diagnostic results ParentSquare	Teachers	Improved parent communication.
	Instructional coach will implement a student centered coaching model.	Student Centered Coaching model and resources - Diane Sweeney.	Instructional Coach	Improved teacher efficacy.
	Teachers will calibrate grade level writing to align rubrics.	TCOE Writing Consultant. Units of Study writing curriculum. TCOE Connect rubrics.	Coach Teachers TCOE Writing Consultant	SBAC results

**Component:**

Common Behavior System

**Element:**

According to annual LCAP survey results 77% of students are satisfied with their school experience.

**Opportunity for Improvement:**

Implement school wide consistent behavior expectations.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students, Teachers, and Families will know common school wide behavior expectations.	Create and implement a common behavior management system.	TACMO charter PBIS resources External behavior consultant.	Site Admin Classified and Certificated staff	Reduced behavior incidents. Students and teachers report a safer school environment.
	Developed a school wide Matrix- CARE 4.	TACMO charter PBIS resources External behavior consultant.	Site Admin External behavior consultant	Students will be able to articulate appropriate behavior expectations for different locations on campus.
	Developed and adopted CARE 4 as a common language tool to promote consistent student expectations.	TACMO charter PBIS resources External behavior consultant.	Site Admin Classified and Certificated staff	Students will be able to articulate what CARE 4 represents and utilize in daily interactions.



## **(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

### **Blue Oak Academy Student Conduct Code**

#### **SOCIAL CONTRACT AND HONOR CODE**

The purpose of discipline is to provide a safe and comfortable environment in which students can learn. It is the goal of all adults at TACMO to help children to learn to behave responsibly and to demonstrate respect toward people, property and process. Students at The Academies are expected to abide by our Honor Code, which states:

I will do what is right because it is right.

Derived from the Honor Code, the CARE 4 provides greater specificity regarding what TACMO believes are right choices.

TACMO requires compliance with all rules and regulations as described in the Family Handbook, distributed to all students at the beginning of each school year. All rules and regulations in the Family Handbook will fall somewhere within the CARE 4 principals.

The CARE 4 Principles:

Cooperation- I will be a team player.

Accountability- I will do what is expected of me, even when no one is watching.

Respect- I will value myself, others and the school environment.

Empathy- I will be mindful of and show care for others.

The Honor Code and CARE 4 encompass all student behavior at school.

Students sign the code and CARE 4 commitment annually and receive instruction in their meaning.

Students are encouraged to consider the consequences of their actions and school rules before they act to determine whether an action is the "right choice."

#### **SCHOOL RULES**

At The Academies, the focus is on learning; every student has the right to learn. Students who interfere with this right will be subject to the school's social contract procedures. The Superintendent, Principals, or Vice Principal have the authority to talk to all students involved in any incident and to determine the course of action to be taken. The following school rules apply at school, going to and from school, on any school provided transportation, and at any event where TACMO is represented (regardless of location), and apply to all TACMO students.

1. Students will be kind to themselves and others.
2. Students will not take or destroy what is not theirs.
3. Students will follow instructions of staff and follow class respect agreements.
4. Students will dress for success and be ready to present the best of themselves each day.

#### **Conduct Code Procedures**

##### **Tier 1**

All students at TACMO will take part in the schoolwide prevention measures that inspire, inform, integrate and appreciate our student body. These efforts include, but are not limited to, school wide instruction in social and emotional learning skills and crucial habits of a scholar, the school's social contract and CARE 4 commitment, events and presentations to teach expectations as well as reward achievement, regular assignments and homework dealing with moral dilemmas, and a culture of appreciation for ongoing learning and excellence. Further, all classes will create respect agreements defining what acceptable behavior will look like in their class and students and teachers will sign together.

##### **Tier 2**

At the classroom level, TACMO has a commitment to giving focused attention to any and all behaviors that interfere with the right of all students to learn in a safe and comfortable environment. When the behavior of a student interferes with this right, teachers will utilize restorative practices to remind the student of their commitment to the classroom respect agreements, redirect the student to a more appropriate behavior or to a refocus form, and repair the harm done through meetings, mediation and application of logical responses (consequences) to the behavior. Parents may be contacted, at teacher discretion, to participate in supporting their student through the process, and the student will be monitored on a limited basis until they meet again with the teacher to review ongoing behavior progress. After the third time through this process for any single student, the repair will automatically include referral to the office.

\*NOTE: Some behaviors require immediate office referral and/or immediate suspension/expulsion review. In these cases, parents will always be immediately contacted.

### Tier 3

At the office level, SVA will provide more intense structured and comprehensive behavior intervention which may include, but is not limited to, meeting with an administrator, involving family in meetings and mediations, student re-commitment to honor code and CARE 4 principles, functional behavior analysis, individual behavior contracts, and potentially suspension and/or expulsion review. The complete suspension and expulsion policy can be found in the Family Handbook. The office may also apply logical responses (consequences) for the behavior and students are subject to progressive, ongoing monitoring of their behavior and further meetings as necessary.

### **(K) Hate Crime Reporting Procedures and Policies**

The Academies Charter Management Organization (“TACMO”) believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, TACMO prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This 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.

As used in this policy, “discrimination, harassment, intimidation, and bullying” are described as the intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber-sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status, sexual orientation, gender, gender identity, gender expression, immigration status, nationality including national origin, country origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, TACMO will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. TACMO staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene, when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom TACMO does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. TACMO will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. TACMO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

### **(J) Procedures to Prepare for Active Shooters**

In efforts to prepare for active shooters TACMO will implement the following:

- **Training and Drills:** We will Conduct regular training sessions for all staff members, including teachers, administrators, and support staff, on recognizing signs of potential violence and responding effectively to an active shooter situation.
- **Communication Protocols:** Establish clear communication protocols for alerting staff, students, and law enforcement in the event of an active shooter. Use a multi-layered communication approach, such as public address systems, text alerts, and email notifications.
- **Mental Health Support:** Provide access to mental health resources for students and staff, including counseling services and programs that promote emotional well-being and conflict resolution.

- Active Shooter Response Plan: Develop a response plan that includes options such as “Run, Hide, Fight,” lockdown procedures, and evacuation routes. Ensure all staff and students are familiar with these procedures.
- Staff Roles and Responsibilities: Define specific roles and responsibilities for staff members during an active shooter situation, including designated safety officers, communication officers, and first aid responders.
- Emergency Supplies: Ensure that classrooms and offices are equipped with emergency supplies, such as first aid kits, communication devices, and barricade tools.
- **\*\*Evacuation Plans\*\***: Designate multiple evacuation routes and reunification sites, both on-campus and off-campus, and ensure all staff and students are aware of these routes and locations.
- Immediate Notification: Utilize the established communication protocols, such as Parent Square, PowerSchool, or ActVnet to immediately notify all staff, students, and law enforcement of the active shooter threat.
- Lockdown Procedures: Implement lockdown procedures if evacuation is not possible. This includes locking doors, turning off lights, and instructing students to stay quiet and out of sight.
- Post-Incident Reunification: We will be using ActVnet to implement a reunification plan for reuniting students with their families after an incident.
- Debriefing and Evaluation: Conduct a debriefing session with all involved parties, including law enforcement, to evaluate the response and identify areas for improvement. Document lessons learned and update the safety plan accordingly.

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Electronic act is the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager.

Reasonable pupil is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

#### **Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Executive Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

Blue Oak Academy acknowledges and respects every individual’s rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

BOA prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of Blue Oak Academy, the Executive Director or designee will promptly initiate an investigation. At the conclusion of the investigation, the Executive Director or designee will notify the complainant of the outcome of the investigation. However, in no case may the Executive Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of Blue Oak Academy.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Executive Director or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant’s appeal and render a final disposition.

Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of Blue Oak Academy.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby authorize Blue Oak Academy to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by Blue Oak Academy:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

### **Opioid Prevention and Life-Saving Response Procedures**

The school provides a comprehensive education about opioids, their dangers, and the signs of an overdose for all staff. We will ensure that Naloxone is accessible in strategic locations on campus. All TACMO staff are trained to administer Naloxone in case of an emergency.

Signs of an overdose:

- Loss of consciousness or unresponsiveness
- Slow, shallow, or stopped breathing
- Constricted (small) pupils
- Choking or gurgling sounds
- Limp body

The steps for our emergency response procedures for suspected opioid overdoses:

- Identify opioid overdose and check for response
- give Narcan Nasal Spray
- Call for Emergency medical help (911), evaluate, and support
- Notify parent

Students will receive follow-up support from our mental health clinician and staff to help provide resources for ongoing education and support for them and their families.

### **Response Procedures for Dangerous, Violent, or Unlawful Activities**

1. Immediate Response Actions:

- Immediately notify the school administration of the incident.
- Activate the emergency communication system (PA system, alarms, or emergency alerts) to inform all staff and students of the situation.
- Call 911 to report the incident to law enforcement and emergency responders.
  
- Lockdown Procedures:
  - Announce a lockdown if there is a direct threat on campus.
  - Lock all classroom doors and secure students and staff in safe areas away from windows and doors.
  - Silence cell phones and maintain quiet until an "all-clear" signal is given.
  
- Evacuation:
  - If necessary, follow evacuation procedures to move students and staff to a designated safe area.
  - Use designated evacuation routes unless blocked by the threat.
  
- Shelter-in-Place:
  - If hazardous materials are involved, follow shelter-in-place procedures, such as sealing doors and windows and turning off HVAC systems.

2. Coordination with Law Enforcement and Emergency Services:

- Ensure that a clear line of communication is established with local law enforcement and emergency services.
- Provide emergency responders with access to the school's layout, including exits, entrances, and any potential hazards. (TCSO, TCF, ActVnet)
- Cooperate fully with law enforcement officials conducting investigations or responding to incidents.

3. Communication with Parents and the Community:

- Use a designated communication system (ParentSquare) to inform parents and guardians about the situation promptly.
- Provide updates as needed, including the nature of the incident, any injuries, and instructions for student pick-up or reunification.

#### 4. Post-Incident Actions:

- Reunification Plan:
  - Implement a reunification plan for safely releasing students to their parents or guardians (ActVnet)
  - Designate specific areas for parents to pick up their children.
- Counseling and Support:
  - Provide access to mental health professionals (Mental Health Clinician/School Psychologist) for students and staff affected by the incident.
- Debriefing and Review:
  - Conduct a debriefing with school staff, law enforcement, and emergency responders to evaluate the response and identify areas for improvement.
- Documentation:
  - Document all actions taken during and after the incident, including a timeline of events, communications, and outcomes.

#### 5. Training and Drills:

- Conduct regular training for staff on response procedures for dangerous, violent, or unlawful activities.
- Hold regular (monthly) drills (e.g., lockdown, evacuation, shelter-in-place) to ensure preparedness and compliance with procedures.

#### 6. Prevention and Intervention Strategies:

- Implement threat assessment protocols to identify and address potential threats before they escalate.
- Encourage a safe reporting culture where students and staff feel comfortable reporting suspicious activities or concerns.
- Offer violence prevention programs and promote a positive school climate.

#### 7. Legal Compliance:

- Ensure compliance with California laws and regulations, including the California Education Code, Title 5, California Code of Regulations, and all local district policies.

#### 8. Special Considerations:

- Plan for individuals with disabilities or special needs to ensure they are accounted for and safely evacuated or sheltered.
- Consider language barriers and provide multilingual communication options.

### **Instructional Continuity Plan**

#### 1. Emergency Preparedness:

- Identification of Potential Disruptions:
  - Identify the types of emergencies that could impact instructional continuity (e.g., earthquakes, wildfires, pandemics, active shooter situations).

#### Emergency Communication Plan:

- Establish a clear communication protocol for notifying staff, students, and parents about school closures or shifts to remote learning.
- Use multiple channels, such as emails, text messages, phone calls, social media, ParentSquare and the school website.

#### 2. Continuity of Instruction:

- Remote Learning Platforms:
  - Identify and implement digital platforms (e.g., Google Classroom, Zoom) that support remote instruction and communication.
  - Ensure all students and staff have access to these platforms and are trained to use them effectively.

- Lesson Plans and Resources:
- Develop flexible lesson plans that can be quickly adapted to a remote or hybrid format.
- Create or identify digital resources, such as online textbooks, educational apps, and recorded lessons.
- Equity and Access: - Ensure that all students, including those with disabilities or limited access to technology, receive equitable instruction.
- Provide devices (e.g., laptops, tablets) and internet access to students who need them, possibly through district loan programs or partnerships with community organizations.
- Special Education and ELL Services
- Develop specific plans for continuing special education services, such as Individualized Education Programs (IEPs) and English Language Learner (ELL) support, in a remote or hybrid environment.
- Use virtual tools to deliver therapy (ex: speech & occupational therapy), tutoring, and other specialized services.

### 3. Staff Roles and Responsibilities:

- Staff Training:
- Provide training to all staff on the use of remote learning tools, digital communication methods, and emergency protocols.
- Defined Roles:
- Clearly define roles and responsibilities for teachers, support staff, administrators, and IT personnel in implementing the instructional continuity plan.
- Substitute Plans:
- Prepare substitute plans for teachers and staff who may be unavailable during an emergency.

### 4. Student and Family Support:

- Communication with Families:
- Develop a plan for ongoing communication with students and families about instructional expectations, schedules, and available resources.
- Provide guidance to families on how to support their children's learning at home.
- Mental Health and Wellness:
- Ensure access to mental health support and counseling services, including virtual options, for students and families affected by the emergency.
- Accessibility:
- Make sure instructional materials and communications are accessible to all, considering language barriers and disabilities.

### 5. Assessment and Feedback:

- Grading and Assessment Policies:
- Establish guidelines for grading and assessments during remote or hybrid learning, including flexibility for students facing challenges.
- Formative and Summative Assessments:
- Use a combination of formative (ongoing) and summative (end-of-term) assessments to monitor student progress and provide feedback.
- Attendance and Engagement Tracking:
- Develop procedures for tracking student attendance and engagement in remote learning, including follow-up actions for students who are not participating.

### 6. Technology and Infrastructure:

- IT Support:
- Provide technical support for students, families, and staff to troubleshoot issues related to devices, connectivity, and digital platforms.
- Cybersecurity Measures:
- Ensure that all digital learning environments are secure and that data privacy is maintained according to state and federal regulations.

### 7. Recovery and Transition Plan:

- Return to In-Person Instruction:

- Establish criteria for determining when it is safe to return to in-person instruction.
- Develop a phased approach to transition back to regular school operations, including hybrid models if needed.
- Remediation and Enrichment:
- Plan for remediation and enrichment activities to address learning gaps that may have developed during remote learning.
- Review and Revise:
- Regularly review and update the Instructional Continuity Plan based on feedback and lessons learned from any actual incidents.

8. Compliance and Coordination:

- Alignment with State Guidelines:
- Ensure that the plan aligns with California Department of Education (CDE) guidelines and local education agency (LEA) policies.
- Coordination with Local Authorities:
- Coordinate with local health departments, emergency management agencies, and other relevant authorities to align response efforts and share information. (TCSO & TCF)



## **Safety Plan Review, Evaluation and Amendment Procedures**

The Comprehensive School Safety Plan shall be reviewed annually by the school site. Administrative staff shall review data, goals, and updates in policy to ensure the plan is valid and aligned to the current school climate. The Board of Directors will approve the Comprehensive School Safety Plan annually. All school sites will align plans with TACMO policy, and plans shall be reviewed by law and fire and enforcement.

**Safety Plan Appendices**

## Emergency Contact Numbers

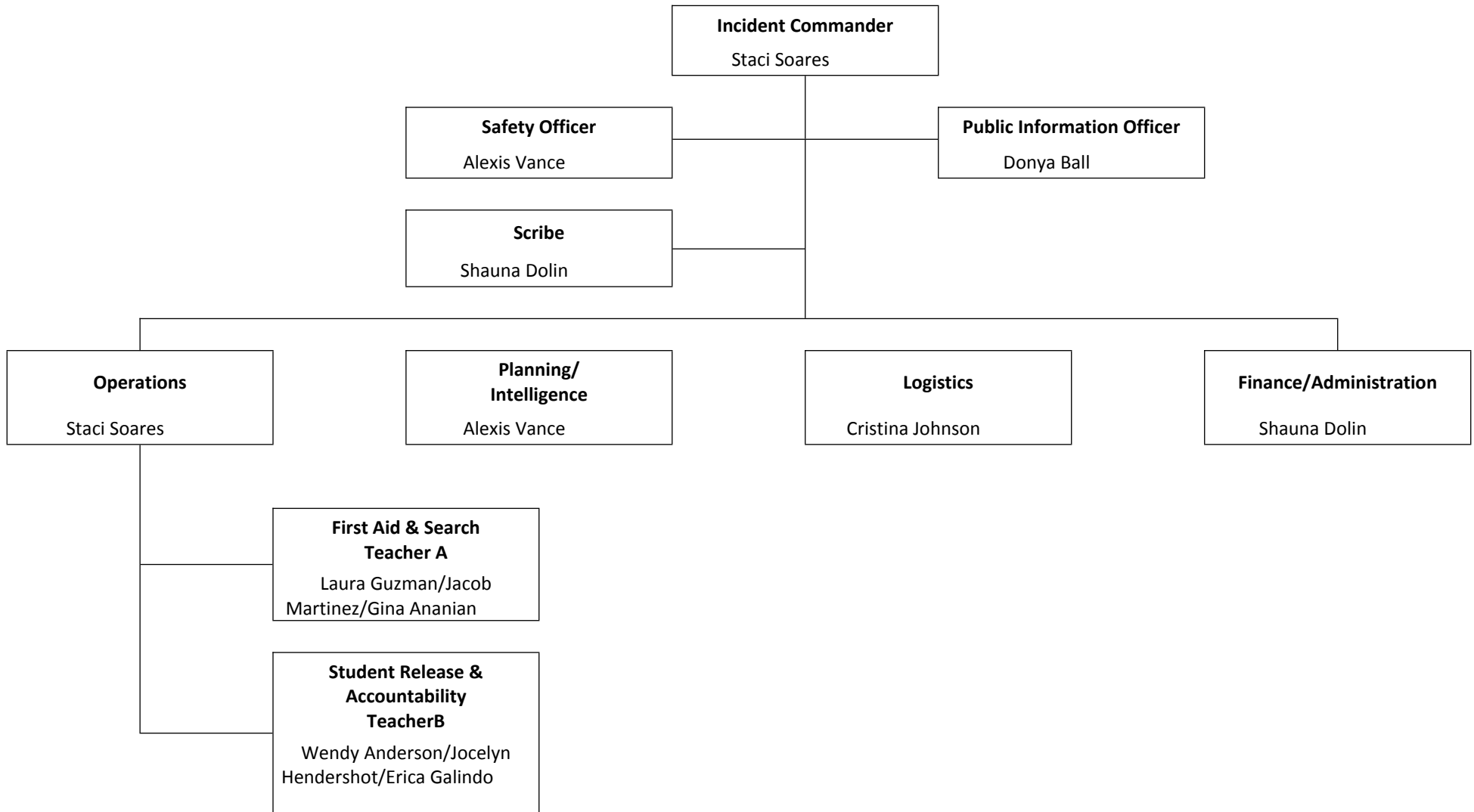
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Farmersville Fire Dept	559-747-0791	
Law Enforcement/Fire/Paramedic	Cal Fire Emergency Command Center	559-734-1948	
School District	TACMO	559-240-5210	Superintendent Dr. Ball Cell Number
School District	BOA Principal	559-901-8119	Principal - Staci Soares Cell
School District	BOA Principal	559-901-8119	Principal - Staci Soares Cell
School District	BOA Vice Principal	559-804-1981	Vice Principal- Alexis Vance Cell
Law Enforcement/Fire/Paramedic	Tulare County Sheriff's Office	559-733-6218	

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Review of Comprehensive plan	10/17/23	Reviewed via email

**Blue Oak Academy Incident Command System**



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed below.

### Step Two: Identify the Level of Emergency

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for types of emergencies are listed below.

#### Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

**Level 1 Emergency:** A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury to the play yard. Guidelines to manage Level 1(Crisis) are described in the Crisis Response Checklist.

**Level 2 Emergency:** A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., "unknown white powder".

**Level 3 Emergency:** A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### Step Three: Determine the Immediate Response Action

Step Three: Determine the Immediate Response Action DETERMINE IMMEDIATE RESPONSE ACTIONS

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are: (a) Duck and Cover, (b) Shelter-In-Place, (c) Lock Down,(d) Evacuate Building, (e) Off-Site Evacuation, or (f) All Clear.

#### DUCK AND COVER

This action is taken to protect students and staff from flying or falling debris. Description of Action

1. The administrator on site will make the following announcement on the PA system. If the PA system is not available, the administrator on site will use other means of communication, i.e., sending messengers to deliver instructions. The administrator on-site should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR GIVEN FURTHER INSTRUCTIONS."

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

## SHELTER-IN-PLACE

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in the outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air. The difference between Shelter-in-Place and LockDown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

### Description of Action

1. The administrator on site will make the following announcement on the PA system. If the PA system is not available, the administrator on site will use other means of communication, i.e., sending messengers to deliver instructions. The administrator on-site should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."

2. If inside, teachers will keep students in the classroom until further instructions are given.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.

4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

## LOCKDOWN

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During LockDown students are to remain in the classrooms or designated locations at all times.

The difference between Shelter-in-Place and LockDown is that the former involves the shut down of the HVAC systems and allows for the free movement of students within the building.

### Description of Action

1. The administrator on site will make the following announcement on the PA system. If the PA system is not available, the administrator on site will use other means of communication. The administrator on sites should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."

2. If inside, teachers will instruct students to lie on the floor lock the doors, and close any shades or blinds if it appears safe to do so.



3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (i.e., library, cafeteria,).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

#### EVACUATE BUILDING

This action is taken after the decision is made that it is unsafe to remain in the building.

#### Description of Action

1. The administrator on site will make the following announcement on the PA system. If the PA system is not available, the administrator on site will use other means of communication, i.e., sending messengers to deliver instructions. The administrator on-site should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."

2. The administrator on-site will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

#### OFF-SITE EVACUATION

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

#### Description of Action

1. The administrator on site will make the following announcement on the PA system. If the PA system is not available, the administrator on site will use other means of communication (i.e., sending messengers to deliver instructions). The administrator on-site should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."

2. The administrator on-site will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.

5. In the event clearance is received from appropriate agencies, the administrator on-site may authorize students and staff to return to the classrooms.

#### ALL CLEAR

This action is taken to notify teachers that normal school operations can resume.

#### Description of Action

1. The administrator on site will make the following announcement on the PA system. If the PA system is not available, the administrator on site will use other means of communication (i.e., sending messengers to deliver instructions).

"YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."

2. This action signifies the emergency is over.

3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

#### **Step Four: Communicate the Appropriate Response Action**

Communicate appropriate response action and implement Incident Command system .

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

A crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

#### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. The School Administrator will call "911" and Tulare County Sheriff's Department (559-725-4194) and will provide the exact location (e.g., building or area) and nature of the emergency.
4. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section regarding fuel or chemical spill. If the crash results in a utility interruption, refer to the section regarding utility on interruption.
5. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
6. The First Aid/Medical Team will check injuries to provide appropriate first aid.
7. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
9. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

### **Animal Disturbance**

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

#### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, may include LOCKDOWN or EVACUATE BUILDING.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call Local Police, Tulare County Sheriff's Department, or Tulare County Animal Services (559-636-4050) and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the parent, and TACMO Risk Manager will be notified.

5. The School Administrator will initiate OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

### **Armed Assault on Campus**

#### Active Shooter / Armed Assailant Situations

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

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

#### ACTIONS - ALL SCHOOL STAFF

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 about to occur.

Act immediately if you or your students:

1. Hear a sound that might be gunfire.
2. 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.

1. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
2. Be decisive. Communicate your plan to your students and act quickly.
3. Call 911 and the School Office as soon as it is safe to do so.

Options: Run, Hide or Fight

Run is the first option when an active shooter is in the building.

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

If you encounter people along the way ...

Adults: Warn them and take them with if you can but don't stop if they refuse to come.

Students: Warn any students you encounter and take them with if you can. 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 (911 and 559-730-7422) to report your location and obtain instructions. Hide is the next option if running is not safe.

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, and 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.

**FIGHT:** Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.

Construct a strong barricade.

If you have another way out (a window or back door) use it while the assailant is attempting to get in.

If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.

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.

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.

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:

Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

#### Special Topics

**Injuries:** Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

**Run -** If you encounter injured persons while you are trying to get out of danger ...

And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

**Hide -** If someone is injured where you are hiding, secure the room before tending to the wounded.

As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

**Fight -** This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.

If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.

If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

**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.

**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.

Ongoing Communication: (This is communicated publicly by Superintendent Ball)

Extended Day Programs / After School Activities: (BOA will train all involved with student activities and extracurricular programs.)

#### PRINCIPAL/SITE ADMINISTRATOR 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 on campus 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 CMO after you call 911 (429-4351). If possible assist emergency personnel.

Assist police in entering the school;

Provide officers with keys, maps and any other information requested.

#### DISTRICT STAFF ACTIONS

Incident Command Center

Activate the district's Incident Command Center

Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency .

#### Offsite Reunification

The Operations Section should prepare an off-site evacuation site 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.

Buses 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.

#### **Biological or Chemical Release**

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in the proximity of the school, or an explosion at a nearby oil refinery or another chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1- Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in the surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

## Procedure

### SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING

1. The School Administrator will initiate the EVACUATE BUILDING action as described. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call "911" (dial 9, 911), and will provide the exact location (e.g., building, room, area) and nature of the emergency.
3. The School Administrator will notify the Superintendent of the situation.
4. The School Administrator will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who may have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical team should assess the need for medical attention
7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the Santa Clara County Hazardous Materials or appropriate agency provides clearance and the School Administrator gives the authorization to do so.

### SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel does not reenter the area.
3. The School Administrator will call "911" (dial 9, 911) and will provide the exact location and nature of the emergency.
4. The School Administrator will notify the Superintendent of the situation.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the air handling systems of affected buildings.

6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

7. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.

8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.

9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives the authorization to do so.

### SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

1. If the School Administrator or local authorities determine a potentially toxic substance has been released into the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE.

2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., library and cafeteria). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.

4. The School Administrator will call "911" (dial 9, 911) and will provide the exact location and nature of the emergency.

5. The School Administrator will notify the Superintendent of the situation.

6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.

7. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

### **Bomb Threat/ Threat Of violence**

#### **BOMB THREAT RESPONSE GUIDELINES**

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated, and distributed to school staff as needed before or during a bomb threat incident.

#### TOPICS:

- Introduction
- Assessing A Bomb Threat
- Call Taker Instructions/Telephone Bomb Threat Report
- Response Procedures
- Bomb Search Procedures



## INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is extremely rare for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, emailed, posted online, or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in "response" to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get and write down, as much useful information as possible from, and about, the caller. The "CALL TAKER INSTRUCTIONS" sheet and "TELEPHONE BOMB THREAT REPORT" form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

## ASSESSING THE BOMB THREAT

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after-hours building alarms, or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.

The "Telephone Bomb Threat Report" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH-LEVEL threat, which means it must be taken seriously:

**LOW LEVEL-** The probable motive is to cause disruption: The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics, and hangs up quickly. The caller is often young and lacks skill at crafting a credible prank message.

**MEDIUM LEVEL-** The probable motive is to cause disruption: The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. The caller may be teen-aged and better able to embellish a prank message.

**HIGH LEVEL-** May be driven by conscience or other reason to issue a warning: The caller is very detailed and describes the type, power, location, or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. The caller is likely older and must be taken seriously!

Additionally, bomb threats that come after the termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise, the person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.

Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered

## BOMB THREAT RESPONSE GUIDELINES

### RESPONSE PROCEDURE – Part 1

**CAUTION:** There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their **THREAT LEVEL ASSESSMENT**. When the threat level is perceived as “High”, unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300-foot zone.

#### ADMINISTRATION (School Incident Commander/Designee)

CALL 9-1-1 and provide information about the emergency:

- Confirm the address of the school.
- Provide threat details – Supposed bomb location, Supposed detonation time, etc.
- Provide the location of the school Incident Command post.
- Describe the best access for emergency responders – driveway/gate.
- If possible, remain online to provide updates.

Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:

- If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
- If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.

Establish a school Incident Command Post

- Be certain to take the school Crisis Response Box.

If the threat is deemed credible:

- Establish a command post at least 400 feet from campus buildings.
- Ensure that it is away from automobiles, refuse containers, or mailboxes.
- Conduct a scan of the area for any suspicious items.
- Employ runners to communicate.

Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:

- Conduct building /site search.
- Cancel school and notify parents to pick up students from campus.
- Evacuate students to an off-campus site for pick-up by parents.

Announce “All Clear” if and when it is deemed safe to do so.

## RESPONSE PROCEDURE – Part 2

**CAUTION:** There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300-foot zone.

### TEACHERS/STAFF

Initiate “BUILDING EVACUATION” or “SHELTER-IN-PLACE”- as directed.

IF EVACUATING- follow normal Evacuation and Student Accountability procedures, but ADD THESE ACTIONS:

Have everyone in the room take their personal belongings with them. This will speed the “building search” process later.

Tell students to turn off their cell phones - and leave them off - for safety.

While evacuating, perform a quick visual scan of the room and evacuation path to detect unusually, out-of-place, or suspicious objects.

Report suspicious objects to the Incident Commander as soon as possible.

As the assembly area is approached, scan for unusual, out-of-place, or suspicious objects.

- If anything seems out of the ordinary, move students to another location. If possible, keep students at least 300 feet away from buildings.
- Students should be in open areas away from cars, outbuildings, trash cans, etc. If you relocate, report your new location and reason for moving as soon as possible.

Use the Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.

Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:

Follow normal Shelter-In-Place procedures.

Conduct a visual scan of the room to detect unusual, out-of-place, or suspicious objects. Do not move or touch any suspicious item.

If a suspicious object is found, initiate an immediate Building Evacuation AND notify the school Incident Commander.

Take all other steps outlined in the section "IF EVACUATING" above.

#### BOMB SEARCH PROCEDURE

"I'm not going to look for a bomb!!!" That's a normal response to the sensitive question of who will search the school campus in the event of a bomb threat. However, the best answer to this question is very clear: The person most qualified to search a given area is the person who is most familiar with that area! If familiar with an area, a person can quickly scan it and answer these critical questions:

1. Is there anything unusual?
2. Is there anything out of place?
3. Is there anything that looks suspicious?

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an "Improvised Explosive Device" or simply an "IED". "Improvised" means it is a person's own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker, or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.

#### COORDINATING THE FACILITY SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:

TEACHERS: Classrooms.

LIBRARY AIDES: Library, storage rooms, and any associated areas.

CAFETERIA PERSONNEL: Kitchen, cafeteria, and storage areas.

CUSTODIAL/MAINTENANCE PERSONNEL: Custodial/maintenance storage and equipment areas, restrooms, stairwells, assembly rooms (auditorium, etc.) building perimeters and school grounds, including trash cans.

BUS DRIVERS: Buses and any bus-related facilities on campus.

ADMINISTRATIVE PERSONNEL: Administrative offices/areas, hallways, and empty classrooms. Check hallways to identify unchecked areas.

It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

#### ROOM SEARCH PROCEDURE

Search teams should be comprised of two people whenever possible.

**FIRST SEARCH:** Divide the room into two levels. First search the floor and all areas up to window sill height or three feet from the floor.

**SECOND SEARCH:** Search areas from three feet to the top of the head. Move-in circular motion around the room to the starting point.

**THIRD SEARCH:** Search the top of the head to the ceiling.

**FOURTH SEARCH:** Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignments.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on campus has been searched.

#### IF A SUSPICIOUS ITEM IS FOUND:

1. DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

#### CALL TAKER INSTRUCTIONS

Use the "Telephone Bomb Threat Report" form as a guide while talking with the caller. Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.

Listen closely to detect other information about the caller:

- Try to detect items in the "Description of Caller" and "Other Clues" sections of the form. Signal co-workers that you are receiving a bomb threat call.
- If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.

Stay calm and indicate your desire to cooperate with the caller. DO NOT antagonize or challenge the caller.

Ask the caller to repeat or explain anything you did not understand. Prolong the conversation as long as possible.

Obtain as much information as possible.

Special Note: As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a “bomb threat” call:

1. Remain calm and politely advise the caller:

“I am a student. Please hold while I get an adult to talk to you.”

2. Immediately signal any nearby adult staff member to come to the phone. Don’t yell.

3. If no adult is near, lay the phone down and quickly go find one to take the call.

4. DO NOT HANG UP or ask the person to call back!

### **Bus Disaster**

Blue Oak Academy does not currently bus students to and from school. In the event of a bus emergency during a field trip the following plan will be followed.

Guidelines for school bus crashes follow guidance provided by the busing company or Visalia Unified School District.

The safety of students and communication with parents is a first priority and will be conducted in accordance with VUSD, TACMO administration and bus vendors.

1. The company or driver will contact their supervisor.

2. A list of students on the bus will be provided by BOA.

3. School administrators will work collectively with administrator or designee to respond to the site and implement safety procedures as defined by first responders.

4. All students and staff on the bus need to be identified as being involved in the crash.

5. Students released by first responders need to be remanded to school district officials who will make contact with families and release students to families.

6. School bus crashes are emotional and the needs and emotions of students must be considered and staff provided to support the emotional needs of students and staff.

### **Disorderly Conduct**

TACMO applies the code of conduct for disciplinary procedures to address disorderly conduct.

### **Earthquake**

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure

Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER.

Move away from windows and overhead hazards to avoid glass and falling objects.

When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will direct the Security/Utility Team to post guard a safe distance away from building entrances to prevent access.

The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires

The First Aid/Medical Team will check for injuries and provide appropriate first aid.

The School Administrator will direct the Security/Utility Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).

If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.

The School Administrator will contact the Logistics Coordinator to determine additional actions that may be necessary. In turn, the actions will be communicated to the Communications Coordinator.

The School Administrator will contact the operations director to ensure buildings are safe for occupancy. When safe to do so, the Fire Suppression and Hazardous Materials Team or appropriate VUSD team will conduct an inspection of school buildings. The Fire Suppression and Hazardous Materials Team or appropriate VUSD team will maintain a log of their findings, by building, and providing a periodic report to the Incident Commander.

Any affected areas will not be reopened until the TACMO Operations Director is provided clearance and the School Administrator gives the authorization to do so.

#### OFF-SITE EVACUATION

In the event an earthquake occurs during non-school hours:

The School Administrator and the Facilities Director will assess damages to determine any necessary corrective actions. The School Administrator may direct the Fire Suppression and Hazardous Materials Team or the appropriate VUSD team to participate in the assessment.

The School Administrator should confer with the operations director who will communicate with VUSD on identified damages to determine if the school should be closed.

#### **Explosion or Risk Of Explosion**

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1- Explosion on school property; Scenario 2 - Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 - Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For "Bomb Threats"

#### Procedure

## SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY

1. In the event of an explosion, all persons should initiate DUCK AND COVER.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described previously. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff, and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will call 911" (dial 9, 911) and Local Police and/or Tulare County Sheriff's Dept. (559-725-4194) and will provide the exact location (e.g., building, room, area) and nature of the emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of a proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
10. The School Administrator will notify the Superintendent of the situation.
11. The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons from entering the school buildings.
12. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
13. The School Administrator will contact the Operations Director who will get confirmation from VUSD to ensure buildings are safe for occupancy. When safe to do so, the Fire Suppression and Hazardous Materials Team or appropriate VUSD team will conduct an inspection of school buildings. The Fire Suppression and Hazardous Materials Team or appropriate VUSD team will maintain a log of their findings, by building, and providing a periodic report to the Incident Commander.
13. Any areas affected by the explosion will not be reopened until the appropriate agency provides clearance and the School Administrator gives the authorization to do so.
14. The School Administrator will initiate an OFF-SITE EVACUATION.

## SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other staff routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.



4. The School Administrator will call "911" (dial 9, 911) and Local Police and/or the Tulare County Sheriff's Dept. (559-725-4194) and will provide the exact location (e.g. building, room, area) and nature of the emergency.

5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of a proper type of extinguishers, i.e. Class A, B, or C for ordinary combustible.

#### SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

1. The School Administrator will initiate the SHELTER-IN-PLACE.

2. The School Administrator will notify "911" (dial 911) local police and/or Tulare County Sheriff's Dept. (559-725-4194) and will provide the exact location (e.g., building, area) and nature of the emergency.

3. The School Administrator will take further actions as needed.

4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

#### SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described.

2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.

3. The School Administrator will notify "911" (dial 9, 911) and local police and/or Tulare County Sheriff's Dept. (559-725-4194) and provide details on the area and personnel affected at the school.

4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.

5. The Security/Utility team will turn off the school's main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.

7. At the School Administrator's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.

8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

#### **Fire in Surrounding Area**

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school, and the likelihood that the fire may affect the school.

#### Procedure

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. The School Administrator will notify "911" (dial 911) and local police and/or Tulare County Sheriff's Dept. (559-725-4194) and will provide the location and nature of the emergency.
3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Agency Liaison will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
6. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
8. The School Administrator will notify the Chief of Student Services of the emergency situation. A member of this group will call the Office of Communication with information about this situation.
9. If needed, the School Administrator will notify VUSD Transportation to request busses for staff and student evacuation.
10. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

### **Fire on School Grounds**

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

#### **Procedure**

1. Upon discovery of fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
2. The School Administrator will immediately initiate the EVACUATE BUILDING. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the field.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the field to account for students. Teachers will notify the Admin team of missing students.
4. The School Administrator will call "911" (dial 9, 911) and local police and/or Tulare County Fire Dept. (559-802-9800) and will provide the exact location referencing actvnet building labels (e.g., building letter, room #, and direction) of the fire.

The Fire Suppression and Hazardous Materials Team or appropriate VUSD team will suppress fires and initiate rescue procedures until the local fire department arrives.

The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.

The Agency Liaison will direct the fire department to the fire and brief fire department officials on the situation.

The Security/Utilities Team will notify the appropriate utility company of damages.

The School Administrator will notify the Chief of Student Services of the fire. A member of this group will call the Office of Communications with information about the situation.

Any affected areas will not be reopened until Tulare County Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.

For fires during non-school hours, the School Administrator, the Superintendent will determine if the school will open the following day.

All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

### **Flooding**

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

#### **Procedure**

The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF- SITE EVACUATION.

The School Administrator will notify "911" (dial 9, 911) and local police and/or Tulare County Sheriff's Dept. (559-725-4194) and will describe the nature and extent of the flooding.

The School Administrator will keep a battery-powered radio tuned to a local radio station for information.

If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will notify the Chief of Student Services of the emergency situation. A member of this group will call the Office of Communications with information on this situation.

The School Administrator will initiate an OFF-SITE EVACUATION, as if warranted by changes in conditions .

### **Loss or Failure Of Utilities**

This procedure addresses situations involving a loss of water, power, or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

#### **Procedure**

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.

Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER- IN- PLACE, or EVACUATE BUILDING.

The School Administrator will notify the operations director who will contact the appropriate VUSD department or contact the appropriate utility department and provide the location and nature of the emergency.

Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.

The School Administrator will notify the operations director of the loss of utility service.

As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.

In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

#### Plan for a Loss of Water

Loss of power, water, and/or gas does not constitute an emergency and classes should continue using temporary utilities and supplies unless otherwise directed by the Office of the Superintendent/designee. Report all power, water, and/or gas losses immediately to the Office of the Superintendent/designee. The Office of the Superintendent/designee will notify the Operations Director and all other appropriate resources as needed to respond to the utility interruption.

A leak of power, water, and/or gas may constitute an emergency. Contact the Office of the Superintendent/designee for advice on how to respond immediately after evacuating students and staff from the affected areas. The Office of the Superintendent/designee will notify the Operations Director and all other appropriate resources as needed to respond to the utility leak. If possible, the site should call the utility company for advice regarding the incident, request assistance if necessary, and request a follow-up inspection after repair. Only if there is a threat to a person or property should the utilities be shut off by the site.

Toilets: A temporary toilet is provided in each classroom by using a trash receptacle, plastic bags, and where privacy is afforded.

#### Plan for a Loss of Electricity

Loss of power, water, and/or gas does not constitute an emergency and classes should continue using temporary utilities and supplies unless otherwise directed by the Office of the Superintendent/designee. Report all power, water, and/or gas losses immediately to the Office of the Superintendent/designee. The Office of the Superintendent/designee will notify the Operations Director and all other appropriate resources as needed to respond to the utility interruption. If possible, the site should call the utility company to get information regarding the severity of the outage

A leak of power, water, and/or gas may constitute an emergency. Contact the Office of the Superintendent/designee for advice on how to respond immediately after evacuating students and staff from the affected areas. The Office of the Superintendent/designee will notify the Facilities Department and all other appropriate resources as needed to respond to the utility leak. If possible, the site should call the utility company for advice regarding the incident, request assistance if necessary, and request a follow-up inspection after repair. Only if there is a threat to a person or property should the utilities be shut off by the site.

Ventilation: Staff will prop open classroom and office doors to ensure proper ventilation. Emergency Light: If needed, staff will be provided with additional lighting such as flashlights.

#### Plan for a Loss of Natural Gas

Loss of power, water, and/or gas does not constitute an emergency and classes should continue using temporary utilities and supplies unless otherwise directed by the Office of the Superintendent/designee as a method to respond to the utility interruption. If possible, the site should call the utility company to get information regarding the severity of the outage.

A leak of power, water, and/or gas may constitute an emergency. Contact the Office of the Superintendent/designee for advice on how to respond immediately after evacuating students and staff from the affected areas. The Office of the Superintendent/designee will notify the Operations Director and all other appropriate resources as needed to respond to the utility leak. If possible, the site should call the utility company for advice regarding the incident, request assistance if necessary, and request a follow-up inspection after repair. Only if there is a threat to a person or property should the utilities be shut off by the site.

#### Plan for a loss of Communication

In the event of a loss of school site landline telephone services, the administration will use their cell phones to notify the Office of the Superintendent/designee of the loss of communication.

#### **Motor Vehicle Crash**

Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

#### Procedure

The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER- IN- PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call "911" (dial 9, 911) and local police and/or Tulare County Sheriff's Dept. (559-725-4194) and will provide the exact location (e.g., building, area) and nature of emergency.

The School Administrator will notify the Office of the Superintendent of the situation. A member of this group will call the Office of Communications with information on this situation.

The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a utility interruption, refer to Loss or Failure of Utilities.

The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.

The First Aid/Medical Team will check for injuries to provide appropriate first aid.

Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.

10. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

## **Pandemic**

In the event of a pandemic, Blue Oak Academy and TACMO will work closely with and seek guidance from the Local Health officials as well as the Centers for Disease Control and Prevention (CDC).

The following is the next steps that will be taken:

Step One- This step would be initiated if/when the virus mutates to person-to-person transmission.

- Communicate this information with parents using Parent Square, email, and/or BOA social media platforms.
- Intensify cleaning and disinfecting common areas for students including frequently touched surfaces and objects.

Step Two- This step would be initiated when a case appears in the San Joaquin Valley.

- Communicate this information with parents using Parent Square, email, and/or BOA social media platforms.
- Begin keeping individuals who are affected away from others.
- Evaluate canceling events/activities/field trips etc.
- Evaluate canceling after school programs.

Step Three- This step would be initiated when either the County Health Department or Centers for Disease Control and Prevention (CDC) instructs the school to close.

- Communicate this information with all parents using Parent Square, email, and/or BOA social media platforms.
- Evaluate school closure.
- Evaluate offering students to pick up lunch daily.
- Distance Learning begins for all students.
- Evaluate distributing technology devices for students and hot spots.

Step Four- This step would begin when schools are re-opened.

- Communicate this information to all parents using Parent Square, email, and/or BOA social media platforms.
- Evaluation of school re-opening on a minimum day schedule.
- Administration evaluates restructuring the instructional school year to recover lost instructional time.

## **Psychological Trauma**

Crisis management requires actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

Temporary disruption of regular school functions and routines.

Significant interference with the ability of students and staff to focus on learning. Physical and/or psychological injury to students and staff.

Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.

The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency .

The Psychological First Aid Team will provide direct intervention services.

If there is a need for additional assistance, the School Administrator will notify the Assistant Superintendent of Student Services and Support.

The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.

In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.

The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

### **Suspected Contamination of Food or Water**

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

#### **Procedure**

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.

The School Administrator will notify "911" (dial 9, 911), Tulare County Environmental Health (559-624-7400).

The School Administrator will make a list of all potentially affected students and staff and will provide the list to responding authorities.

The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.

The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.

Facilities will notify the Assistant Superintendent of Student Services and Support, who will request an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.

The School Administrator and the Operations Director will confer with the Tulare County Department of Health Services before the resumption of normal operations.

The School Administrator will notify parents of the incident, as appropriate.

### **Tactical Responses to Criminal Incidents**

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call.

#### **Procedure**

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.

The School Threat Assessment Team will conduct the threat assessment. BOA administration shall enlist the support of the local police agency.

The School Threat Assessment Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Tulare County Sheriff's Dept.

Category 1: High violence potential; qualifies for arrest or hospitalization.

Category 2: High violence potential; does not qualify for arrest or hospitalization.

Category 3: Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.

Category 4: Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.

Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

In categorizing the risk, the School Threat Assessment Team will attempt to answer two questions: (1) is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?

The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.

The School Threat Assessment Team will recommend appropriate action to the School Administrator.

As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

### **Unlawful Demonstration or Walkout**

An Unlawful Demonstration/Walkout is an unauthorized assemblage on or off-campus by staff or students for the purpose of protest or demonstration.

#### Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.

The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.

The School Administrator will notify the Local Police and/or Tulare County Sheriff's Dept. (559-725-4194) and the Superintendent.

The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.

If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.

Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes in rooms so equipped.

The Documentation staff member should keep an accurate record of events, conversations, and actions.

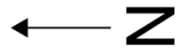
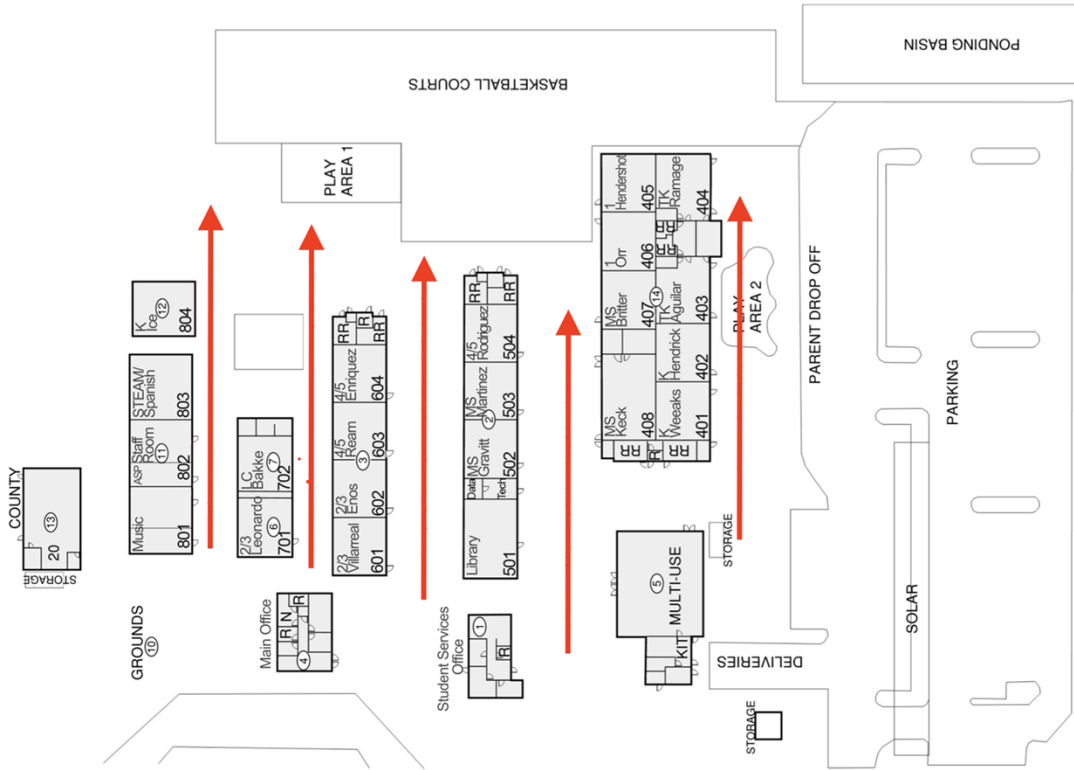
All media inquiries will be referred to Dr. Ball at the CMO office (559-429-4351)

The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.

The School Administrator will notify parents of the incident, as appropriate.



# Emergency Evacuation Map



BLUE OAK ACADEMY/UNION  
 18050 Rd. 148  
 Visalia, CA 93292  
 559-730-7491  
 CDS # 54 10546 0135459

12.47  
 Ft. 37,726