Tuesday, January 30, 2024 - 1:30 PM
Regular Board Meeting
Growth Public School Board of Directors
9320 Tech Center Dr, Sacramento, CA 95826

Join Zoom Meeting
https://us06web.zoom.us/j/9156859781?pwd=iQQaTdadpS7KQyn6L5FU37FInd1UDg&omn=83372334699

Meeting ID: 915 685 9781
Passcode: 350263

Meeting Addresses:

201 Jessie Ave, Sacramento, CA 95838
1358 Weller Way, Sacramento, CA 95818
915 Broadway, Sacramento, CA 95818
7052 Sunrise Blvd, Citrus Heights, CA 95610

Instructions for Presentations to the Board by Parents and Citizens

1. Agendas are available to all audience members at the meeting.
2. "Request to Speak" cards are available to all audience members who wish to speak on any agenda items or under the general category of "Opening Items: Public Comment." Public Comment is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws which preclude any action being taken on any item not appearing on the posted agenda, the Board can only listen to your issue, not respond or take action. These presentations are limited to no more than 15 minutes total and 3 minutes per person. The Board may give direction to staff to respond to your concern.
3. You may also complete a "Request to Speak" card to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda items on your "Request to Speak" card and you will be given an opportunity to speak for up to 3 minutes when the board discusses that item.
4. When addressing the Board, speakers are requested to state their name and address and adhere to the limits set forth.
5. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or majority of all, of the Board members shall be available for public inspection at 9320 Tech Center Drive, Sacramento, CA 95826.
6. In compliance with the Americans with Disabilities Act (ADA) and upon request, Growth Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order participate in Board meetings are invited to contact the school at (916) 394-5007.
7. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
8. If you have questions or need any assistance in participating in the Growth Public Schools Board meeting, please contact Audria Johnson at info@growthps.org or (916) 394-5007.

1. PRELIMINARY

A. Call to Order

Meeting was called to order by the Board Chair at

B. Establishment of Quorum

Board Members	Present/Absent
Dwight Taylor	
Stacey Scarborough	
Herinder Pegany	
Bryan Adams	
Laurie Menchaca	

Also present:

C. Approval of Agenda

Action:

Motion: **Second:**

Vote:

Board Members	Vote
Dwight Taylor	
Stacey Scarborough	
Herinder Pegany	
Bryan Adams	
Laurie Menchaca	

2. COMMUNICATIONS

PRESENTATION ON AGENDA ITEMS – Public comment will be allowed on agenda items prior to Board action. Three minutes per agenda item will be allotted.

3. CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a

Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The director recommends approval of all consent items.

A. Minutes from December 12, 2023, December 26, 2023 & January 12, 2024 Board Meeting

4. CLOSED SESSION

A. Section 54956.9: Conference With Legal Counsel – Anticipated Litigation – One Case

5. RETURN FROM CLOSED SESSION AND DISCLOSE ANY ACTION TAKEN

6. INFORMATION ITEMS

A. Executive Director Update
B. Financial Presentation
C. Brown Act Training

7. DISCUSSION/ACTION ITEMS

7.A. Discuss Mid-Year LCAP Review	**Action:**
Motion:	**Second:**

Vote:

Board Members	Vote
Dwight Taylor	
Stacey Scarborough	
Herinder Pegany	
Bryan Adams	
Laurie Menchaca	

7.B. Approve SARC Report	**Action:**
Motion:	**Second:**

Vote:

Board Members	Vote
Dwight Taylor	
Stacey Scarborough	
Herinder Pegany	
Bryan Adams	
Laurie Menchaca	

7.C. Comprehensive School Safety Plan	**Action:**
Motion:	**Second:**

Vote:

Board Members	Vote
Dwight Taylor	
Stacey Scarborough	
Herinder Pegany	
Bryan Adams	
Laurie Menchaca	

8. ADJOURNMENT

Meeting was adjourned by the

Growth Public Schools
Board of Directors' Meeting Minutes

Date and Time
December 12, 2023|1:30 pm
Location
9320 Tech Center Drive
Sacramento, CA 95826

Public Comment: This agenda is limited to no more than 15 minutes' total and 3 minutes per person. Provisions of the Brown Act (Government Code Section 54954.2(a) and .3) preclude any action being taken on any item not appearing on the posted agenda.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this committee meeting may request assistance by contacting Audria Johnson at 916-394-5007 or info@growthps.org

I. Opening Items

Time that the meeting was convened: 1:32 pm
Name of presiding officer: Herinder Pegany

A. Call the Meeting to Order

Herinder Pegany called the meeting of the board of directors of Growth Public Schools to order on Tuesday, December 12, 2023 @ 1:33 pm.

B. Attendance, Establishment of Quorum, Approval of Agenda

Board Member Attendance

- Dwight Taylor Sr: Present
- Stacey Scarborough: Present
- Herinder Pegany: Present
- Bryan Adams: Present
- Laurie Menchaca: Present

Board Members Present via Teleconference

- All members participated via Zoom conference meeting

Non-Voting Members Present

- Audria Johnson, Executive Director

Guests Present

- David K. Richards, Founder

- Sam Leonard, Business Manager, EdTecc

Approval of Agenda
Stacey Scarborough made a motion to approve the order of the agenda.
Seconded: Dwight Taylor Sr.

Herinder Pegany: Aye
Dwight Taylor Sr.: Aye
Bryan Adams: Aye
Stacey Scarborough: Aye
Laurie Menchaca: Aye

The board **VOTED** unanimously to approve the motion.
Time Carried: 1:34 pm

II. Communications

A. Public Comment
No public comment on items on the agenda.

III. Consent Agenda

A. Minutes from September 26, 2023 Regular Board Meeting

IV. Information Items

A. Executive Director Update
    a. Audria Johnson shared updates on enrollment, HR/staffing, facilities, charter renewal, and board recruitment. Also presented were State Accountability Date, Fall NWEA and Compass Survey results, and 2023-24 goals, priorities, and metrics.
B. Financial Presentation
    a. Sam Leonard shared 2023-24 budget updates, include October forecast and cashflow projections, Prop 28-Arts & Music requirements and reporting, and FASB Accounting Standards Codification 842 regarding leases. Also shared was the 2022-23 Audit Summary recap.

V. Discussion/ Action Items

A. Approve Annual Audit

Stacey Scarborough made a motion to approve the Annual Audit
Seconded: Dwight Taylor Sr.

Dwight Taylor Sr.: Aye
Stacey Scarborough: Aye

Herinder Pegany: Aye
Bryan Adams: Aye
Laurie Menchaca: Aye

The board **VOTED** unanimously to approve the motion.
Time Carried: 2:44 pm

B. Approve 1st Interim Report

Dwight Taylor Sr. made a motion to approve the 1st Interim Report.
Seconded: Laurie Menchaca

Dwight Taylor Sr.: Aye
Stacey Scarborough: Aye
Herinder Pegany: Aye
Bryan Adams: Aye
Laurie Menchaca: Aye

The board **VOTED** unanimously to approve the motion.
Time Carried: 2:45 pm

V. Adjournment

The meeting was adjourned at 2:48 pm

Respectfully Submitted,

Audria Johnson
Executive Director
Growth Public Schools (GPS)

12/13/23
Date

Growth Public Schools
Board of Directors' Meeting Minutes

Date and Time
December 27, 2023|1:30 pm
Location
Zoom

Public Comment: This agenda is limited to no more than 15 minutes' total and 3 minutes per person. Provisions of the Brown Act (Government Code Section 54954.2(a) and .3) preclude any action being taken on any item not appearing on the posted agenda.

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I. Opening Items
Time that the meeting was convened: 1:30 pm
Name of presiding officer: Herinder Pegany

A. Call the Meeting to Order
Herinder Pegany called the meeting of the board of directors of Growth Public Schools to order on Wednesday, December 27, 2023 @ 1:30 pm.

B. Attendance, Establishment of Quorum, Approval of Agenda

Board Member Attendance
- Dwight Taylor Sr: Not Present
- Stacey Scarborough: Present
- Herinder Pegany: Present
- Bryan Adams: Present
- Laurie Menchaca: Not Present

Board Members Present via Teleconference
- All members participated via Zoom conference meeting

Non-Voting Members Present
- Audria Johnson, Executive Director

Guests Present
- David Richards, GPS Founder

- Bernadette O'Brien, Esq., SPHR, SHRM-SCP

Approval of Agenda
Stacey Scarborough made a motion to approve the order of the agenda.
Seconded: Bryan Adams

Herinder Pegany: Aye
Dwight Taylor Sr.: Not Present
Bryan Adams: Aye
Stacey Scarborough: Aye
Laurie Menchaca: Not Present

The board **VOTED** unanimously to approve the motion.
Time Carried: 1:33 pm

II. Communications

A. Public Comment
No public comment on items on the agenda.

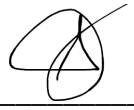
III. Closed Session

A. Section 54956.9: Conference With Legal Counsel – Anticipated Litigation – One Case

IV. Return from Closed Session and Disclose Any Action Taken
No Action Taken

V. Adjournment
The meeting was adjourned at 2:19 pm

Respectfully Submitted,



12 / 27 / 2023

Audria Johnson
Executive Director
Growth Public Schools (GPS)

Date

Growth Public Schools
Board of Directors' Meeting Minutes

Date and Time
January 12, 2024|1:30 pm
Location
Zoom

Public Comment: This agenda is limited to no more than 15 minutes' total and 3 minutes per person. Provisions of the Brown Act (Government Code Section 54954.2(a) and .3) preclude any action being taken on any item not appearing on the posted agenda.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this committee meeting may request assistance by contacting Audria Johnson at 916-394-5007 or info@growthps.org

I. Opening Items
Time that the meeting was convened: 2:30 pm
Name of presiding officer: Herinder Pegany

A. Call the Meeting to Order
Herinder Pegany called the meeting of the board of directors of Growth Public Schools to order on Friday, January 12, 2024 @ 2:30 pm.

B. Attendance, Establishment of Quorum, Approval of Agenda

Board Member Attendance
- Dwight Taylor Sr: Present
- Stacey Scarborough: Present
- Herinder Pegany: Present
- Bryan Adams: Present
- Laurie Menchaca: Not Present

Board Members Present via Teleconference
- All members participated via Zoom conference meeting

Non-Voting Members Present
- Audria Johnson, Executive Director

Guests Present
- David Richards, GPS Founder

Approval of Agenda
Dwight Taylor, Sr. made a motion to approve the order of the agenda.
Seconded: Stacey Scarborough

Herinder Pegany: Aye
Dwight Taylor Sr.: Aye
Bryan Adams: Aye
Stacey Scarborough: Aye
Laurie Menchaca: Not Present

The board **VOTED** unanimously to approve the motion.
Time Carried: 2:32 pm

II. Communications

A. Public Comment
No public comment on items on the agenda.

III. Closed Session

A. Section 54956.9: Conference With Legal Counsel – Anticipated Litigation – One Case

IV. Return from Closed Session and Disclose Any Action Taken
No Action Taken

V. Adjournment
The meeting was adjourned at 3:18 pm

Respectfully Submitted,

_____ 01 / 12 / 2024

Audria Johnson — Date
Executive Director
Growth Public Schools (GPS)

Growth Public Schools Board Financial Update

SAM LEONARD

JANUARY 30, 2024

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Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

Contents

1. 2023-24 Budget Updates
   A. December Forecast Update
   B. Cash Balance

2. State Budget Updates
   A. State Budget Process
   B. January Budget Proposal
   C. Historical LCFF

3. Exhibits
   A. Income Statement
   B. Cash Flow
   C. Balance Sheet

2023-24 Budget Updates

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2023-24 Financial Update

Updating rent expense drives decrease in Operating Income

		2023-24 Previous Forecast	2023-24 Current Forecast	Variance
Revenue	LCFF Entitlement	3,366,077	3,389,588	23,511
	Federal Revenue	99,715	106,005	6,290
	Other State Revenues	957,956	999,461	41,505
	Local Revenues	-	-	-
	Fundraising and Grants	121,550	121,550	-
	Total Revenue	**4,545,298**	**4,616,604**	**71,306**
Expenses	Compensation and Benefits	2,781,832	2,680,553	101,279
	Books and Supplies	131,109	125,188	5,921
	Services and Other Operating	1,671,573	1,945,730	(274,158)
	Depreciation	16,531	16,531	-
	Other Outflows	-	-	-
	Total Expenses	**4,601,045**	**4,768,003**	**(166,958)**
	Operating Income	**(55,747)**	**(151,399)**	**(95,652)**
	Beginning Balance (Unaudited)	1,378,846	1,175,004	(203,842)
	Operating Income	(55,747)	(151,399)	(95,652)
Ending Fund Balance (incl. Depreciation)		**1,323,098**	**1,023,605**	**(299,494)**
Ending Fund Balance as % of Expenses		**28.8%**	**21.5%**	**-7.3%**

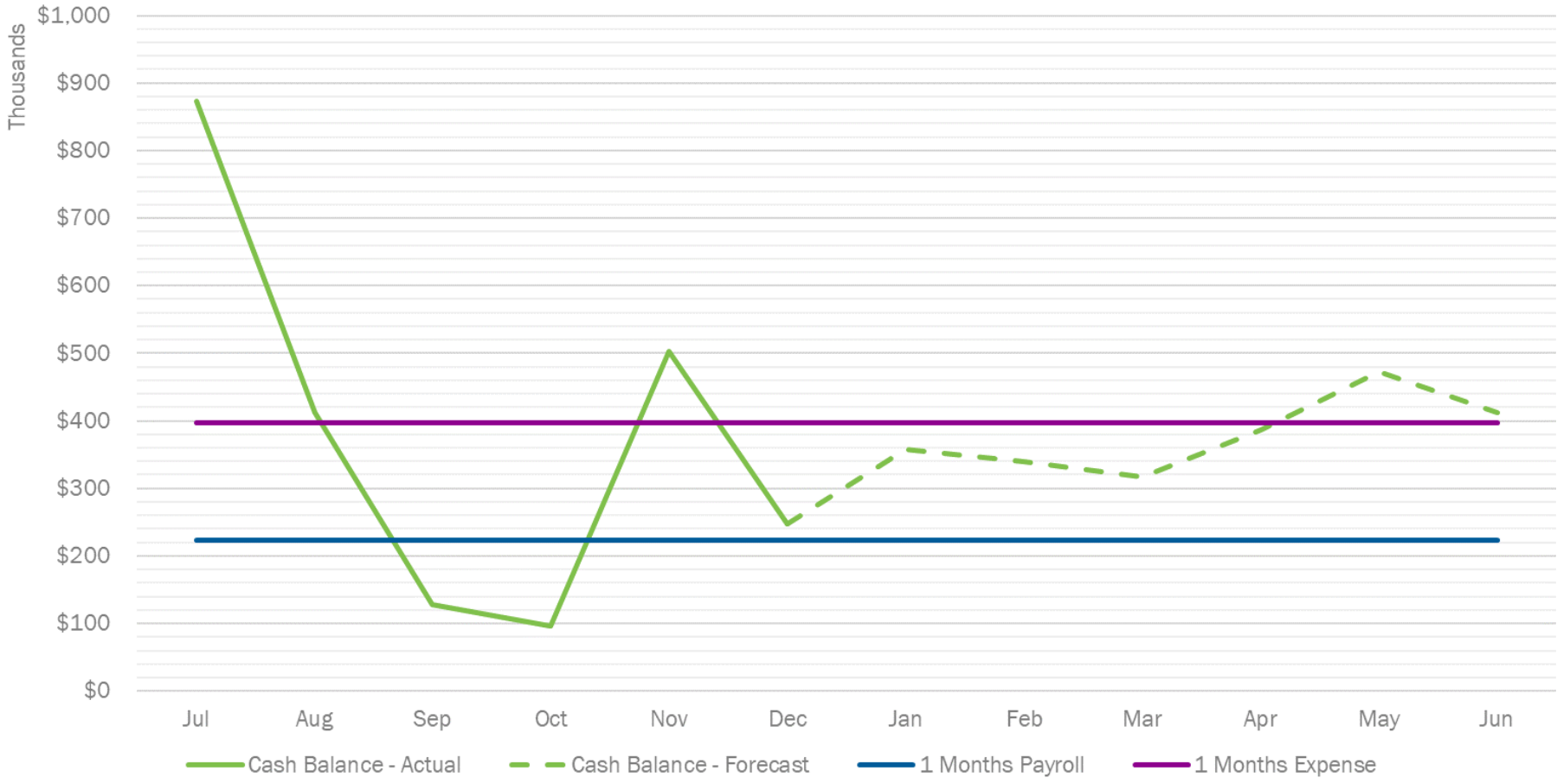
2023-24 Financial Update

Various updates causing decreased Operating Income

CATEGORY	BOTTOM LINE IMPACT	NOTES
Previous Forecast	(55,747)	
Comp & Benefits	101,279	Lowered Teachers and H&W Benefits forecasts
Other State Revenue	41,505	Increased SB740, ELOP, and Mental Health revenue
LCFF	23,511	CALPADS 1.17 data causes higher forecasted revenue
Federal Revenue	6,290	Updated Title Funding allocations
Books & Supplies	5,921	Decreased Textbooks and Curriculum forecast
Services & Other Ops	(274,158)	Increased Rent and Expanded Learning expenses
Current Forecast	(151,399)	

2023-24 Cash Balance

Cash balance expected to see increase in second half of year



State Budget Updates

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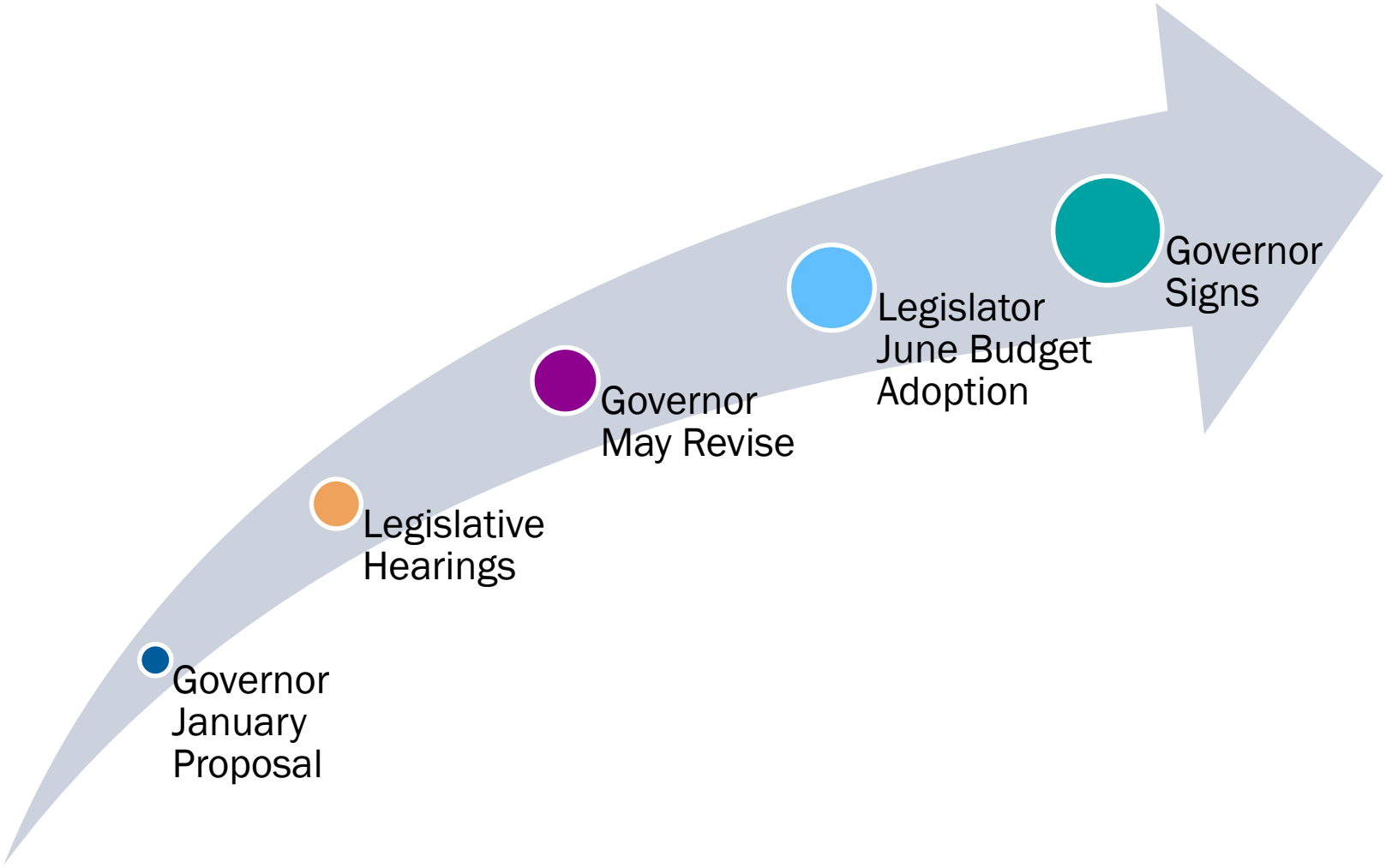
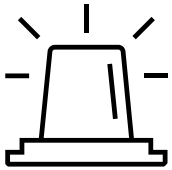
State Budget Process

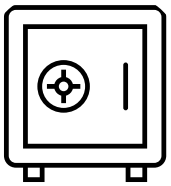
Iterative process with many changes to Governor's Proposal



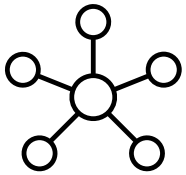
January Budget Proposal



0.76% COLA driven by $38B projected state budget deficit



Withdrawals from Prop 98 rainy day fund required to satisfy funding mandates

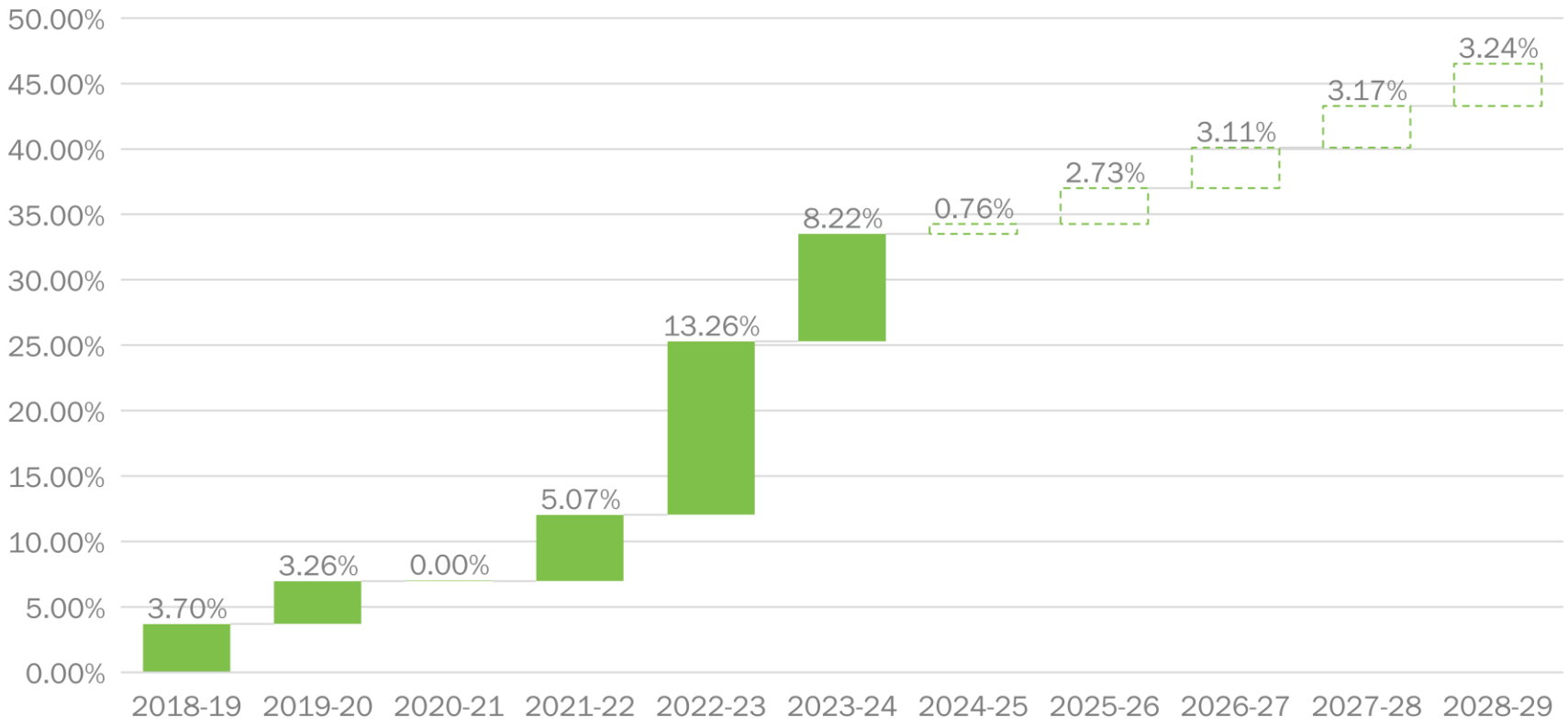


COLA extends to SpEd, Nutrition, MBG, Equity Multiplier, and more

Proposal does not cut programming, but no new funding sources

CA Historical and Projected LCFF Increase

Highest COLAs since LCFF implementation followed by second lowest



2024-25 COLA at January Budget Proposal – 0.76%

Thank you!

Additional Questions? Contact us:

SAM LEONARD: SLEONARD@EDTEC.COM

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Growth Public Schools
Income Statement
As of Dec FY2024

	Actual			YTD	Budget						
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY											
Revenue											
LCFF Entitlement	224,154	701,568	211,786	1,255,167	3,655,521	3,366,077	3,389,588	23,511	(265,933)	2,134,421	37%
Federal Revenue	-	-	-	-	98,330	99,715	106,005	6,290	7,675	106,005	0%
Other State Revenues	87,415	33,435	30,753	266,344	927,808	957,956	999,461	41,505	71,653	733,117	27%
Local Revenues	-	0	6,917	6,917	-	-	-	-	-	(6,917)	
Fundraising and Grants	67,027	-	2,291	74,554	65,550	121,550	121,550	-	56,000	46,996	61%
Total Revenue	**378,596**	**735,003**	**251,748**	**1,602,983**	**4,747,209**	**4,545,298**	**4,616,604**	**71,306**	**(130,605)**	**3,013,621**	**35%**
Expenses											
Compensation and Benefits	272,254	227,558	241,810	1,411,285	2,910,332	2,781,832	2,680,553	101,279	229,778	1,269,268	53%
Books and Supplies	4,788	3,394	1,297	68,264	134,291	131,109	125,188	5,921	9,103	56,924	55%
Services and Other Operating Expenditures	162,764	218,041	263,569	1,074,367	1,684,922	1,671,573	1,945,730	(274,158)	(260,808)	871,363	55%
Depreciation	1,380	1,380	1,380	8,279	16,531	16,531	16,531	-	-	8,253	50%
Other Outflows	-	-	7,772	68,738	-	-	-	-	-	(68,738)	
Total Expenses	**441,186**	**450,372**	**515,828**	**2,630,933**	**4,746,076**	**4,601,045**	**4,768,003**	**(166,958)**	**(21,927)**	**2,137,070**	**55%**
Operating Income	**(62,589)**	**284,631**	**(264,080)**	**(1,027,950)**	**1,133**	**(55,747)**	**(151,399)**	**(95,652)**	**(152,532)**	**876,551**	
Fund Balance											
Beginning Balance (Unaudited)					1,193,158	1,378,846	1,175,004				
Operating Income					1,133	(55,747)	(151,399)				
Ending Fund Balance					**1,194,291**	**1,323,098**	**1,023,605**				
Fund Balance as a % of Expenses					25%	29%	21%				

Growth Public Schools
Income Statement
As of Dec FY2024

	Actual			YTD	Budget						
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS											
Enrollment Summary											
K-3					197	180	180	-	(17)		
4-6					90	84	84	-	(6)		
7-8					23	21	21	-	(2)		
Total Enrolled					**310**	**285**	**285**	-	(25)		
ADA %											
K-3					93.0%	93.0%	93.0%	0.0%	0.0%		
4-6					93.0%	93.0%	93.0%	0.0%	0.0%		
7-8					93.0%	93.0%	93.0%	0.0%	0.0%		
Average ADA %					**93.0%**	**93.0%**	**93.0%**	**0.0%**	**0.0%**		
ADA											
K-3					183.21	167.40	167.40	-	(15.81)		
4-6					83.70	78.12	78.12	-	(5.58)		
7-8					21.39	19.53	19.53	-	(1.86)		
Total ADA					**288.30**	**265.05**	**265.05**	-	**(23.25)**		

Growth Public Schools
Income Statement
As of Dec FY2024

		Actual			YTD	Budget						
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE												
LCFF Entitlement												
8011	Charter Schools General Purpose Entitlement - State Aid	211,786	311,720	211,786	852,951	2,886,247	2,592,812	2,616,323	23,511	(269,924)	1,763,372	33%
8012	Education Protection Account Entitlement	12,368	-	-	12,368	57,660	53,010	53,010	-	(4,650)	40,642	23%
8096	Charter Schools in Lieu of Property Taxes	-	389,848	-	389,848	711,614	720,255	720,255	-	8,641	330,407	54%
	SUBTOTAL - LCFF Entitlement	**224,154**	**701,568**	**211,786**	**1,255,167**	**3,655,521**	**3,366,077**	**3,389,588**	**23,511**	**(265,933)**	**2,134,421**	**37%**
Federal Revenue												
8181	Special Education - Entitlement	-	-	-	-	34,625	36,010	36,010	-	1,385	36,010	0%
8291	Title I	-	-	-	-	46,067	46,067	51,661	5,594	5,594	51,661	0%
8292	Title II	-	-	-	-	7,638	7,638	8,334	696	696	8,334	0%
8294	Title IV	-	-	-	-	10,000	10,000	10,000	-	-	10,000	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**-**	**98,330**	**99,715**	**106,005**	**6,290**	**7,675**	**106,005**	**0%**
Other State Revenue												
8319	Other State Apportionments - Prior Years	377	-	-	377	-	377	377	-	377	(0)	100%
8381	Special Education - Entitlement (State	19,065	19,065	-	78,224	255,626	235,205	235,205	-	(20,420)	156,981	33%
8382	Special Education Reimbursement (State	1,802	1,001	1,802	5,606	-	2,803	10,000	7,197	10,000	4,394	56%
8545	School Facilities Apportionments	-	-	-	-	243,834	243,834	263,877	20,043	20,043	263,877	0%
8550	Mandated Cost Reimbursements	-	-	4,887	4,887	4,910	4,888	4,888	-	(22)	1	100%
8560	State Lottery Revenue	-	-	-	-	71,365	68,932	68,932	-	(2,433)	68,932	0%
8590	All Other State Revenue	42,107	-	-	102,384	98,956	148,800	148,800	-	49,844	46,416	69%
8593	Other State Revenue 3	24,064	13,369	24,064	74,866	253,117	253,117	267,382	14,265	14,265	192,516	28%
	SUBTOTAL - Other State Revenue	**87,415**	**33,435**	**30,753**	**266,344**	**927,808**	**957,956**	**999,461**	**41,505**	**71,653**	**733,117**	**27%**
Local Revenue												
8660	Interest	-	0	-	0	-	-	-	-	-	(0)	
8999	Uncategorized Revenue	-	-	6,917	6,917	-	-	-	-	-	(6,917)	
	SUBTOTAL - Local Revenue	**-**	**0**	**6,917**	**6,917**	**-**	**-**	**-**	**-**	**-**	**(6,917)**	
Fundraising and Grants												
8802	Donations - Private	56,000	-	-	56,000	40,550	96,550	96,550	-	56,000	40,550	58%
8803	Fundraising	11,027	-	2,291	18,554	25,000	25,000	25,000	-	-	6,446	74%
	SUBTOTAL - Fundraising and Grants	**67,027**	**-**	**2,291**	**74,554**	**65,550**	**121,550**	**121,550**	**-**	**56,000**	**46,996**	**61%**
TOTAL REVENUE		**378,596**	**735,003**	**251,748**	**1,602,983**	**4,747,209**	**4,545,298**	**4,616,604**	**71,306**	**(130,605)**	**3,013,621**	**35%**

Growth Public Schools
Income Statement
As of Dec FY2024

		Actual			YTD	Budget						
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES												
Compensation & Benefits												
Certificated Salaries												
1100	Teachers Salaries	82,694	73,319	81,425	435,073	1,072,284	1,002,703	947,703	55,000	124,580	512,630	46%
1101	Teacher - Stipends	-	-	-	-	10,404	10,404	10,404	-	-	10,404	0%
1111	Teacher - Elective	11,918	11,918	11,918	62,445	130,882	130,882	130,882	-	-	68,437	48%
1148	Teacher - Special Ed	13,714	13,714	13,714	75,429	150,637	150,637	150,637	-	-	75,208	50%
1300	Certificated Supervisor & Administrator Salaries	42,245	42,245	45,745	263,376	409,749	417,343	417,343	-	(7,594)	153,967	63%
	SUBTOTAL - Certificated Salaries	**150,572**	**141,197**	**152,803**	**836,322**	**1,773,956**	**1,711,969**	**1,656,969**	**55,000**	**116,986**	**820,647**	**50%**
Classified Salaries												
2202	Classified Support Salaries - Teaching Fellows	30,661	33,171	25,819	160,111	266,070	266,070	266,070	-	-	105,959	60%
2203	Classified Support Salaries - Specials Teachers	5,083	5,550	4,835	27,278	46,195	46,195	46,195	-	-	18,918	59%
2300	Classified Supervisor & Administrator Salaries	27,685	29,466	20,730	160,936	331,469	283,879	283,879	-	47,590	122,943	57%
	SUBTOTAL - Classified Salaries	**63,428**	**68,187**	**51,383**	**348,325**	**643,734**	**596,145**	**596,145**	**-**	**47,590**	**247,820**	**58%**
Employee Benefits												
3300	OASDI-Medicare-Alternative	15,483	15,012	14,655	85,521	184,791	176,571	172,363	4,208	12,428	86,842	50%
3400	Health & Welfare Benefits	37,271	(976)	18,544	96,998	245,400	235,850	190,917	44,933	54,483	93,918	51%
3500	Unemployment Insurance	122	130	252	2,016	10,805	11,123	11,123	-	(318)	9,107	18%
3600	Workers Comp Insurance	2,173	2,173	2,173	19,556	32,445	30,975	30,237	738	2,209	10,681	65%
3900	Other Employee Benefits	3,205	1,835	1,999	22,546	19,200	19,200	22,800	(3,600)	(3,600)	254	99%
	SUBTOTAL - Employee Benefits	**58,254**	**18,174**	**37,624**	**226,638**	**492,642**	**473,719**	**427,440**	**46,279**	**65,202**	**200,802**	**53%**
Books & Supplies												
4100	Approved Textbooks & Core Curricula Materials	-	-	-	10,986	26,250	26,250	20,329	5,921	5,921	9,343	54%
4200	Books & Other Reference Materials	475	-	-	3,584	6,250	6,250	6,250	-	-	2,666	57%
4320	Educational Software	-	50	-	12,900	18,000	18,000	18,000	-	-	5,100	72%
4325	Instructional Materials & Supplies	1,567	1,345	59	24,386	26,000	26,000	26,000	-	-	1,614	94%
4330	Office Supplies	1,074	381	1,238	5,333	10,300	10,300	10,300	-	-	4,967	52%
4410	Classroom Furniture, Equipment & Supplies	190	704	72	3,870	30,000	26,818	26,818	-	3,182	22,948	14%
4420	Computers: individual items less than $5k	1,429	896	-	7,204	10,000	10,000	10,000	-	-	2,796	72%
4435	Staff Misc. Supplies	-	-	-	-	2,000	2,000	2,000	-	-	2,000	0%
4710	Student Food Services	-	-	-	-	3,491	3,491	3,491	-	-	3,491	0%
4720	Other Food	-	-	-	-	2,000	2,000	2,000	-	-	2,000	0%
	SUBTOTAL - Books and Supplies	**4,788**	**3,394**	**1,297**	**68,264**	**134,291**	**131,109**	**125,188**	**5,921**	**9,103**	**56,924**	**55%**
Services & Other Operating Expenses												
5200	Travel & Conferences	575	713	-	1,288	10,000	10,000	10,000	-	-	8,712	13%
5305	Dues & Membership - Professional	1,500	-	-	5,670	4,525	5,670	5,670	-	(1,145)	-	100%
5310	Subscriptions	50	132	-	182	1,200	1,200	1,200	-	-	1,018	15%
5400	Insurance	3,970	3,970	3,970	35,730	73,000	73,000	73,000	-	-	37,270	49%
5510	Utilities - Gas and Electric	9,219	5,878	6,782	38,757	75,000	75,000	75,000	-	-	36,243	52%
5515	Janitorial, Gardening Services & Supplies	14,906	15,353	15,906	75,499	165,000	165,000	165,000	-	-	89,501	46%
5520	Security	-	5,501	-	14,499	21,286	21,286	21,286	-	-	6,786	68%
5525	Utilities - Waste	1,323	1,323	1,323	9,205	28,253	25,975	25,975	-	2,279	16,770	35%
5530	Utilities - Water	2,704	2,482	952	13,965	23,641	21,734	21,734	-	1,907	7,769	64%
5605	Equipment Leases	1,208	1,007	2,115	6,637	14,400	14,400	14,400	-	-	7,763	46%
5610	Rent	45,700	45,700	45,700	318,500	361,236	361,236	542,400	(181,164)	(181,164)	223,900	59%
5615	Repairs and Maintenance - Building	3,768	-	2,539	13,345	20,000	20,000	20,000	-	-	6,655	67%
5803	Accounting Fees	5,513	-	3,150	8,663	15,200	15,200	15,200	-	-	6,537	57%
5812	Business Services	15,202	38,775	15,202	114,787	191,779	184,382	187,230	(2,849)	4,549	72,444	61%

Growth Public Schools
Income Statement
As of Dec FY2024

		Actual			YTD	Budget						
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5815	Consultants - Instructional	5,480	5,000	22,631	75,583	109,885	109,885	109,885	-	-	34,303	69%
5820	Consultants - Non Instructional	3,483	1,490	827	13,860	95,600	95,600	95,600	-	-	81,740	14%
5821	Expanded Learning Expenses	-	46,250	91,964	138,214	103,000	103,000	184,000	(81,000)	(81,000)	45,786	75%
5824	District Oversight Fees	-	-	-	-	36,555	33,661	33,896	(235)	2,659	33,896	0%
5830	Field Trips Expenses	-	-	-	-	1,093	1,093	1,093	-	-	1,093	0%
5836	Fingerprinting	79	-	167	404	557	557	557	-	-	154	72%
5839	Fundraising Expenses	6,721	-	-	9,462	6,874	6,874	9,462	(2,588)	(2,588)	0	100%
5845	Legal Fees	125	-	7,072	7,197	10,300	10,300	10,300	-	-	3,103	70%
5848	Licenses and Other Fees	-	-	-	-	3,090	3,090	3,090	-	-	3,090	0%
5851	Marketing and Student Recruiting	581	510	-	1,242	15,450	15,450	15,450	-	-	14,208	8%
5857	Payroll Fees	6,731	376	(6,024)	1,977	6,369	6,067	6,067	-	302	4,090	33%
5861	Prior Yr Exp (not accrued	-	-	-	2,037	-	2,037	2,037	-	(2,037)	0	100%
5863	Professional Development	75	201	11,000	12,626	18,000	18,000	18,000	-	-	5,374	70%
5869	Special Education Contract Instructors	23,697	37,539	27,886	99,179	200,000	200,000	200,000	-	-	100,821	50%
5872	Special Education Admin. Fee	-	556	-	989	14,513	13,561	13,561	-	952	12,572	7%
5875	Staff Recruiting	-	-	1,200	1,200	1,668	1,668	1,668	-	-	468	72%
5881	Student Information System	1,308	1,028	708	19,520	19,919	19,119	19,520	(401)	399	0	100%
5884	Substitutes	7,729	1,805	7,980	20,921	15,000	15,000	20,921	(5,921)	(5,921)	(0)	100%
5887	Technology Services	-	75	-	9,089	9,191	9,191	9,191	-	-	102	99%
5899	Miscellaneous Operating Expenses	954	512	-	1,466	2,392	2,392	2,392	-	-	926	61%
5910	Communications - Internet / Website Fees	67	1,828	198	2,092	10,000	10,000	10,000	-	-	7,908	21%
5915	Postage and Delivery	97	35	320	584	946	946	946	-	-	361	62%
	SUBTOTAL - Services & Other Operating Exp.	**162,764**	**218,041**	**263,569**	**1,074,367**	**1,684,922**	**1,671,573**	**1,945,730**	**(274,158)**	**(260,808)**	**871,363**	**55%**
	Capital Outlay & Depreciation											
6900	Depreciation	1,380	1,380	1,380	8,279	16,531	16,531	16,531	-	-	8,253	50%
	SUBTOTAL - Capital Outlay & Depreciation	**1,380**	**1,380**	**1,380**	**8,279**	**16,531**	**16,531**	**16,531**	**-**	**-**	**8,253**	**50%**
	Other Outflows											
7999	Uncategorized Expense	-	-	7,772	68,738	-	-	-	-	-	(68,738)	
	SUBTOTAL - Other Outflows	**-**	**-**	**7,772**	**68,738**	**-**	**-**	**-**	**-**	**-**	**(68,738)**	
	TOTAL EXPENSES	**441,186**	**450,372**	**515,828**	**2,630,933**	**4,746,076**	**4,601,045**	**4,768,003**	**(166,958)**	**(21,927)**	**2,137,070**	**55%**

Growth Public Schools
Monthly Cash Forecast
As of Dec FY2024

	2023-24 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**477,529**	**873,202**	**411,819**	**127,743**	**95,633**	**502,370**	**247,247**	**358,252**	**339,033**	**316,684**	**387,099**	**472,166**		
REVENUE														
LCFF Entitlement	-	-	117,659	224,154	701,568	211,786	258,001	265,559	298,831	362,365	296,181	296,181	3,389,588	357,303
Federal Revenue	-	-	-	-	-	-	-	17,499	-	18,005	17,499	-	106,005	53,003
Other State Revenue	70,714	10,592	33,435	87,415	33,435	30,753	221,835	87,946	72,639	72,639	153,916	19,855	999,461	104,287
Other Local Revenue	-	-	-	-	-	6,917	(6,917)	-	-	-	-	-	-	-
Fundraising & Grants	-	-	5,236	67,027	-	2,291	-	-	-	-	-	40,550	121,550	6,446
TOTAL REVENUE	**70,714**	**10,592**	**156,330**	**378,596**	**735,003**	**251,748**	**472,919**	**371,004**	**371,470**	**453,009**	**467,595**	**356,586**	**4,616,604**	**521,038**
EXPENSES														
Certificated Salaries	93,335	152,727	145,689	150,572	141,197	152,803	137,782	135,533	135,533	135,533	135,533	140,735	1,656,969	-
Classified Salaries	35,253	67,786	62,287	63,428	68,187	51,383	40,582	40,582	40,582	40,582	40,582	44,911	596,145	-
Employee Benefits	40,668	35,962	35,956	58,254	18,174	37,624	34,473	38,336	38,336	34,946	34,946	19,765	427,440	-
Books & Supplies	35,789	6,084	16,911	4,788	3,394	1,297	8,821	8,821	8,821	8,821	8,821	10,821	125,188	2,000
Services & Other Operating Expenses	165,021	110,218	154,755	162,764	218,041	263,569	160,098	152,245	155,842	148,007	147,942	171,090	1,945,730	(63,862)
Capital Outlay & Depreciation	1,380	1,380	1,380	1,380	1,380	1,380	1,365	1,378	1,378	1,378	1,378	1,378	16,531	-
Other Outflows	24,873	11,810	24,284	-	-	7,772	(68,738)	-	-	-	-	-	-	-
TOTAL EXPENSES	**396,319**	**385,966**	**441,261**	**441,186**	**450,372**	**515,828**	**314,381**	**376,894**	**380,491**	**369,266**	**369,200**	**388,700**	**4,768,003**	**(61,862)**
Operating Cash Inflow (Outflow)	**(325,605)**	**(375,374)**	**(284,932)**	**(62,589)**	**284,631**	**(264,080)**	**158,537**	**(5,890)**	**(9,021)**	**83,744**	**98,395**	**(32,114)**	**(151,399)**	**582,900**
Revenues - Prior Year Accruals	723,191	12,079	4,112	84,251	113,723	-	4,548	(7,711)	(7,711)	(7,711)	(7,711)	(7,711)		
Other Assets	59,434	-	-	-	-	-	376,194	376,194	376,194	376,194	376,194	376,194		
Fixed Assets	1,380	1,380	1,380	1,380	1,380	1,380	1,365	1,378	1,378	1,378	1,378	1,378		
Expenses - Prior Year Accruals	-	(28,413)	(8,579)	-	-	-	(15,800)	(3,853)	(3,853)	(3,853)	(3,853)	(17,983)		
Accounts Payable - Current Year	(38,078)	(78,409)	(3,647)	60	700	247	(3,754)	-	-	-	-	-		
Summerholdback for Teachers	(24,649)	7,354	7,589	6,575	6,304	7,331	6,476	6,476	6,476	6,476	6,476	6,476	-	
Other Liabilites	-	-	-	(61,786)	-	-	(416,562)	(385,812)	(385,812)	(385,812)	(385,812)	(385,812)		
Ending Cash	**873,202**	**411,819**	**127,743**	**95,633**	**502,370**	**247,247**	**358,252**	**339,033**	**316,684**	**387,099**	**472,166**	**412,594**		

Growth Public Schools
Balance Sheet
As of Dec FY2024

	Jun FY2023	Dec FY2024
ASSETS		
Cash Balance	477,529	247,247
Accounts Receivable	903,351	(34,005)
Other Current Assets	36,206	36,206
Other Assets	4,604,069	4,544,635
Fixed Assets, Net	144,462	136,183
TOTAL ASSETS	**6,165,617**	**4,930,267**
LIABILITIES & EQUITY		
Accounts Payable	209,816	50,023
Deferred Revenue	61,786	-
Current Loans and Other Payables	46,716	60,895
Long-Term Loans and Other Liabilities	4,672,295	4,672,295
Beginning Net Assets	1,153,285	1,175,004
Net Income (Loss) to Date	21,719	(1,027,950)
TOTAL LIABILITIES & EQUITY	**6,165,617**	**4,930,267**

The Ralph M. Brown Act Board Member Training

SAM LEONARD

GROWTH PUBLIC SCHOOLS

JANUARY 30, 2024

edtec

General Disclaimer

- Broad overview of Ralph M. Brown Act and various provisions within Act
- Some sections with citations have been edited for formatting and context; these materials are by no means exhaustive
- Presentation should not be construed as legal guidance; please consult legal counsel with questions about Brown Act
- Presentation focuses on Brown Act, but a number of documents and laws govern how meetings are conducted
  - Organization's bylaws specify a lot about how boards operate, vote, elect new members, form quorums, etc. (Keep your bylaws handy!)
  - Board may have adopted policies or may follow Robert's Rules of Order that govern how meetings are conducted
  - Public Reform Act and Government Code 1090 govern how conflicts of interest are handled
  - Public Records Act outline interactions with members of public regarding school information

Contents

1. Purpose & Scope of Brown Act
2. Bodies Subject to Brown Act
3. What Qualifies as a Meeting
4. Types of Meetings
5. Agenda Requirements
6. Meeting Standards
7. Closed Session
8. Brown Act Violations
9. Recent Additions and Updates to Law
10. Resources

Purpose and Scope of Brown Act

Purpose to facilitate public participation and set open mtg standards for local gov't bodies

Through Brown Act, Legislature established a presumption largely in favor of *public access*

Bodies Subject to Brown Act

All legislative bodies created by state or federal statute are subject to Act

Charter School Boards	• Most/all charters have been following based on charter • Codified in SB 126 (2019)
Charter Management Organization Boards	• Recently required, per SB 126
Board Committees	▪ Irrespective of composition (incl. non-members of board) ▪ Permanent or temporary ▪ With or without decision-making authority

Exempt: Advisory Committees

- Only board members (less than quorum)
- Advisory only – not decision-making
- Not formed to handle ongoing subject matter

Exempt: Director's Working Grp

- Established by CEO or executive director
- If board members, less than quorum

What Qualifies as a Meeting?

Meeting Definition

- Any congregation of majority of members of legislative body to discuss business within jurisdiction of body

Caution: "Serial Meetings" Prohibited

- Majority of members cannot discuss business outside of meeting through any means of communication (e.g., email, canvassing, etc.)
- Email discussions may be used specifically to organize a meeting

Meeting Exclusions

A majority of members do not have to follow Brown Act at:

- Conferences that are open to public
- Social or ceremonial activities
- Other legislative bodies' meetings

Rule of thumb: no deliberative action or discussion should take place outside of meeting

What Qualifies as a Meeting, Cont'd

More Exclusions: One-Way Communication

- Email from Executive Director to Board with school updates
- Circulation of Board Meeting materials in advance
- Announcement of major fundraising achievement
- Year-end summary note from Board Chair

… suggestion: *Limit* them!

- While one-way communications are permitted, it is slippery slope
- Discussing opinions or comments from other board members risks serial communication

Goal is to avoid informal decision-making
by board outside of public forum

Meeting Types

Regular Meetings

- Meetings set by formal action of the board
- Agenda must be posted 72 hours in advance
- Postings: physical location, teleconference locations, website

Special Meetings

- Meetings called for important, timely business
- Agenda must be posted 24 hours in advance
- Same posting locations
- No general public comment period
- No exec compensation decisions

Emergency Meetings

- Meetings called under drastic circumstances
- Members must be notified 1 hour in advance

Agenda Requirements

- Specifies time and place of meeting (all locations)
- Includes brief descriptions of every item to be discussed
- Includes general and agenda-related public comment
- Provides information on how someone with disability may request alternative formats of agenda and materials
- Indicates where supplemental materials are available for public inspection before meeting (if provided to board)

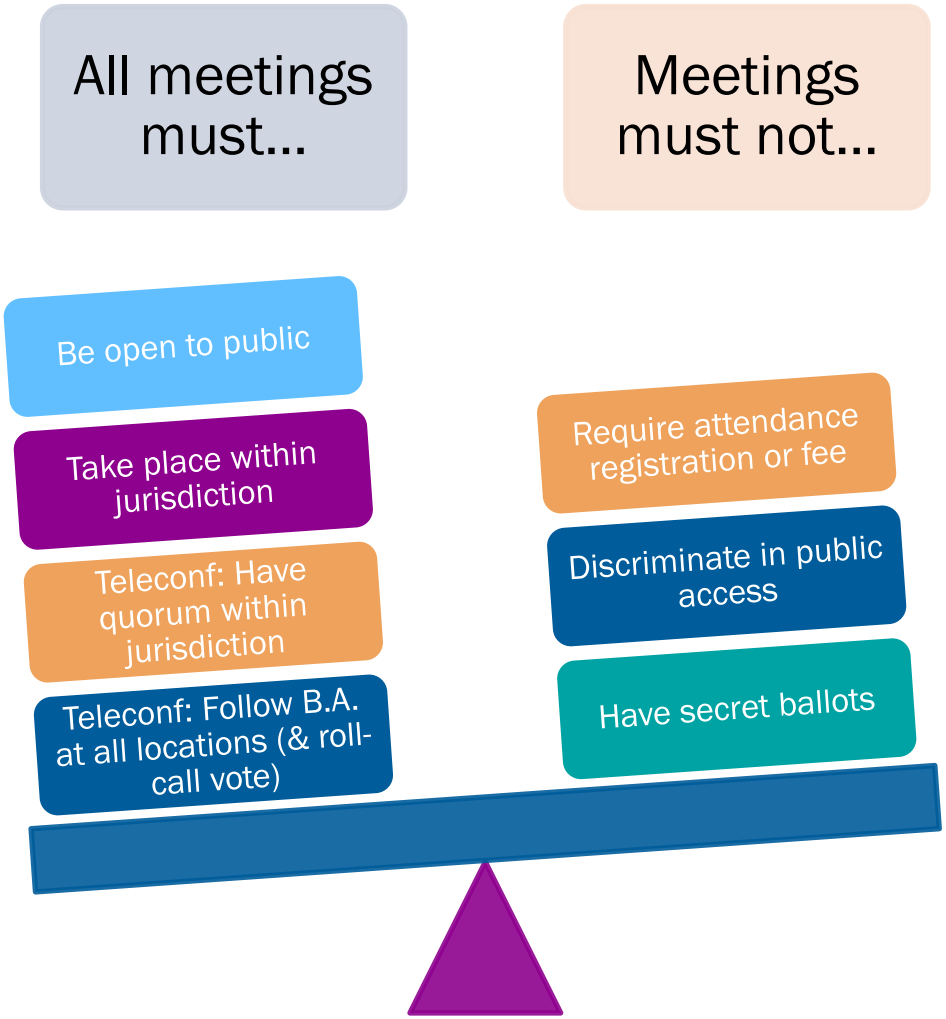
Agenda Requirements: Non-Agendized Items

No action or discussion on item not on posted agenda, except…

1. Response to public comment (brief, clarifying)
2. Emergency situation exists (must be determined by majority vote)
3. Item requires immediate action & came up after agenda posted (must be determined by ⅔ majority vote or unanimous if <⅔ present)
4. Item is continuation of prior meeting's agendized item (≤5 days prior)

Meeting Standards

Gov't Code 54953: Public access and transparency are paramount



Closed Session

Closed sessions tightly controlled by Brown Act

- Brown Act identifies specific allowable instances for closed session (Government Code 54954.5)
- Agenda must list items and board must announce items for closed session – use safe harbor language! (Government Code 54957.7)
- Board must resume open session and report action taken during closed session (Government Code 54957.1)

Not enough for item to be sensitive, embarrassing, or controversial

Closed Session: Common Charter Topics

Consult a lawyer when school is planning for closed session topic

Conference with Legal Counsel – Existing or Anticipated Litigation	• Legal counsel must be present (or on the phone)
Public Employee Appointment or Evaluation	• Title of position must be specified on the agenda • CEO compensation may be voted on in closed session, but then must be ratified in open session
Public Employee Discipline/ Dismissal/Release	• No title or other information is required on agenda • If board to hear complaints or charges against employee by another person, accused has right to have it in open session • Employee must be given 24 hours notice by mail or by hand
Student Discipline	• Student is not identified by name • Parents and student must be notified by mail • Parents and student may request meeting be held in public

Criminal Penalties and Civil Remedies

Criminal Penalties – Government Code 54959

- Each member of legislative body who attends meeting where action is taken in violation of any provision of Act, and where member intends to deprive public of information to which member knows or has reason to know public is entitled under Act, is guilty of misdemeanor*

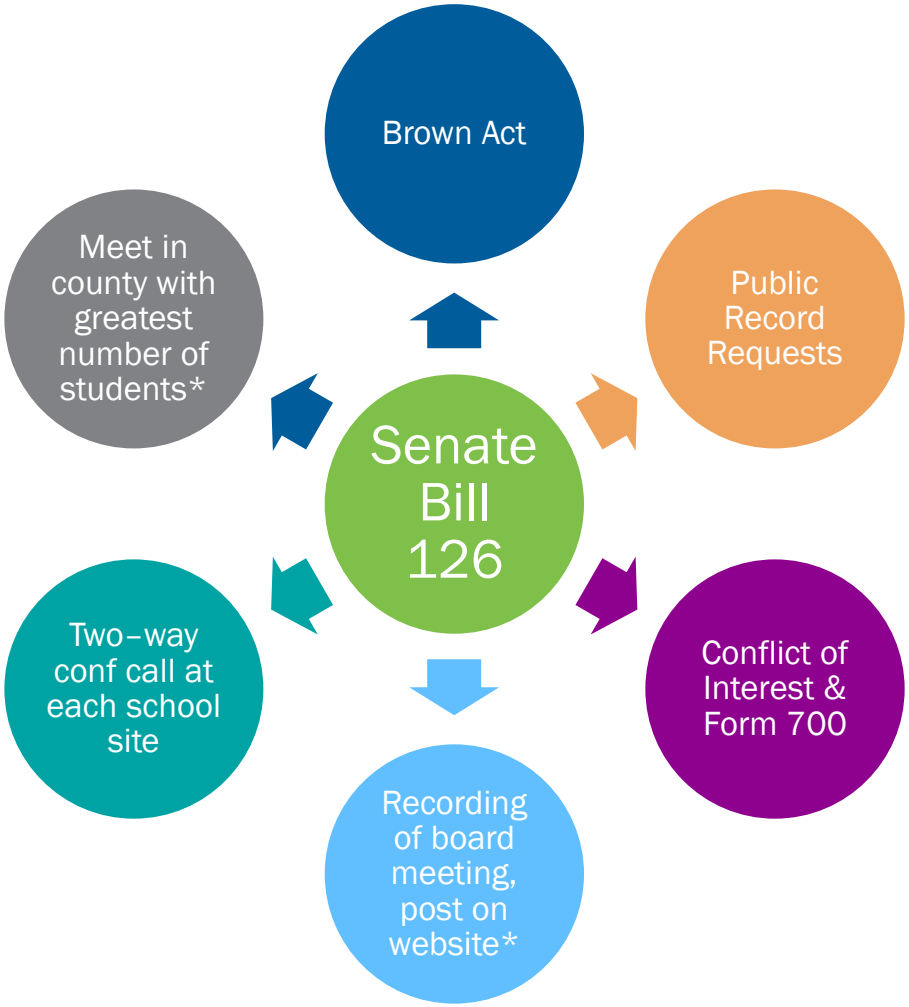
Civil Remedies – Government Code 54960

- Individuals or District Attorney may file civil lawsuits
- Challenge to past actions to stop their recurrence
  - Board required to declare "unconditional commitment to cease, desist from, and not repeat the past action"
- Demand to "cure and correct" the violation
  - i.e., Declare action null and void; repeat board actions in compliance with Act
- Plaintiff's attorney fees may be recovered

* No one has ever been successfully prosecuted for a violation of the Brown Act. (https://firstamendmentcoalition.org/open-meetings-3/facs-brown-act-primer/brown-act-primer-enforcement/)

Charter School Transparency Law

In effect January 1, 2020



* for boards with schools in multiple counties

Brown Act Teleconference Guidelines

Refresher on usual protocol

Teleconference locations on agenda

Each teleconference location accessible to public

Members of the public able to address the board at each teleconference location

Post agenda at all teleconference locations

At least quorum must be calling in from within jurisdiction

Teleconferencing Changes (AB 2449)

Brown Act Flexibility

- Remote location address left off agenda & location not publicly accessible
- Allowed under either just cause or emergency situations
  - Just cause- allowed 2x in calendar year
    - Childcare
    - Contagious illness
    - Unaccommodated physical or mental disability
    - Travel on behalf of LEA or another government agency
  - Emergency
    - Board to approve request
    - Medical emergency
    - Brief general description required
- Quorum must be at single physical location open to public within LEA boundaries

Requirements

- Two-way platform to hear & observe
- Public access to attend virtually or in-person
- Public comment for all attendees

Timing

- Begins January 1, 2023
- Ends January 1, 2026 unless legislators pass extension

Sources and Resources

Additional information available online (and through your lawyers)

Text of Brown Act

http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=2.&chapter=9.&part=1.&lawCode=GOV&title=5.

Guide produced by California Attorney General's Office

http://caag.state.ca.us/publications/2003_Intro_BrownAct.pdf

First Amendment Coalition Brown Act Primer

https://firstamendmentcoalition.org/open-meetings-3/facs-brown-act-primer/

Quiz

Six scenarios for discussion

1. Prior month item added to agenda at meeting – can you do it?
2. Budget cuts – open or closed session?
3. Polling board members ahead of meeting – OK?
4. Emergency appointment of executive director – OK?
5. Teleconferencing situation – 7 board members; three at meeting; two on the phone (one in NY, other in Chicago) – OK?
6. Board members see each other by chance, want to discuss item from upcoming board meeting – OK?

LCAP Mid-Year Update

Growth
1/30/2024

Agenda

1. Overview of Requirements
2. Updated Budget Overview for Parents
3. LCAP Goals
    a. Progress towards meeting goal
    b. Implementation and Expenditure Status

Local Control Accountability Plan (LCAP)

What is it?

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures.

Focus Area

How additional funds are being used to benefit higher need student groups *(Low Income, English Learner, and Foster Youth)*

Local Control Accountability Plan (LCAP)

LCAP as SPSA

Charter schools may use the LCAP to also serve as the School Plan for Student Achievement (SPSA) to describe how federal funds will be used to increase student achievement.

LCAP Components 2023-24

Mid-Year 2023-24 Annual Update Board Presentation

- Currently available LCAP Outcomes
- LCFF Financial Expenditures YTD
- LCAP Actions Implementation Update

New annual requirement

2024-25 LCAP - New 3-Year Plan

Traditional LCAP Components

- Budget Overview for Parents
- 2023-24 Annual Update Actions and Expenditures
- Highlights, Identified Needs, Education Partner Engagement
- 2024-25 Goals, Outcomes, Actions, Expenditures
- Increased and Improved Services Requirement

Updated Budget Overview for Parents

A concise summary of revenues and expenditures for this year.

Budget Overview for Parents

Budget Item	Original Forecast 23-24	Current Forecast 23-24 Budget	Difference
Total LCFF funds	$3,655,521	$3,389,588	-$265,933
LCFF supplemental and concentration grants	$525,209	$507,879	-$17,330
All other state funds	$927,808	$965,153	$37,345
All local funds	$65,550	$121,550	$56,000
All federal funds	$98,330	$99,715	$1,385
Total projected revenue	$4,747,209	$4,576,006	-$171,203
Total budgeted general fund expenditures	$4,746,199	$4,602,325	-$143,874

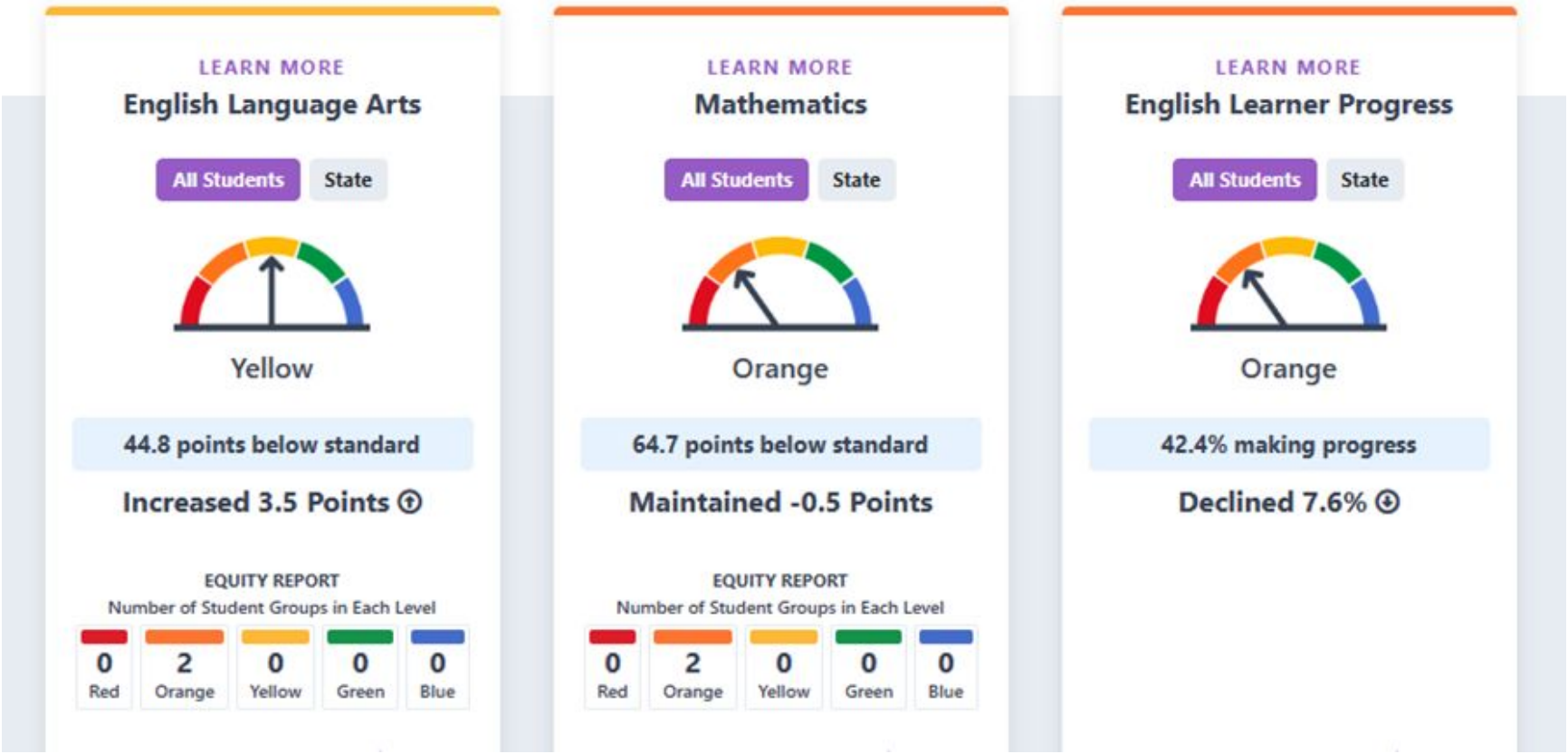
LCAP Goals: Progress and Implementation Status

Rigorous Learning Environment: GPS learners are engaged in a rigorous, heart-centered learning program that supports the mastery of foundational skills and fosters curiosity, creativity, innovation, critical thinking, and social-emotional development.

Action #	Action Title (* increased service for high need students)	Status	Budgeted Amount	YTD Expenditure
1	Standards-Aligned Instruction	In Progress	$1,418,121	$306,292
2	Professional Development and Instructional Coaching*	In Progress	$203,044	$90,800
3	Data Driven Instruction	In Progress	$90.511	$29,236
4	English Language Development*	In Progress	$145,249	$19,013
5	Special Education	In Progress	$260,331	$128,848
6	Interventions*	In Progress	$247,524	$59,716

California School DASHBOARD

2023 Academic Indicators



CA state = Orange	CA state = Orange	CA state = Yellow

caaspp California Assessment of Student Performance and Progress

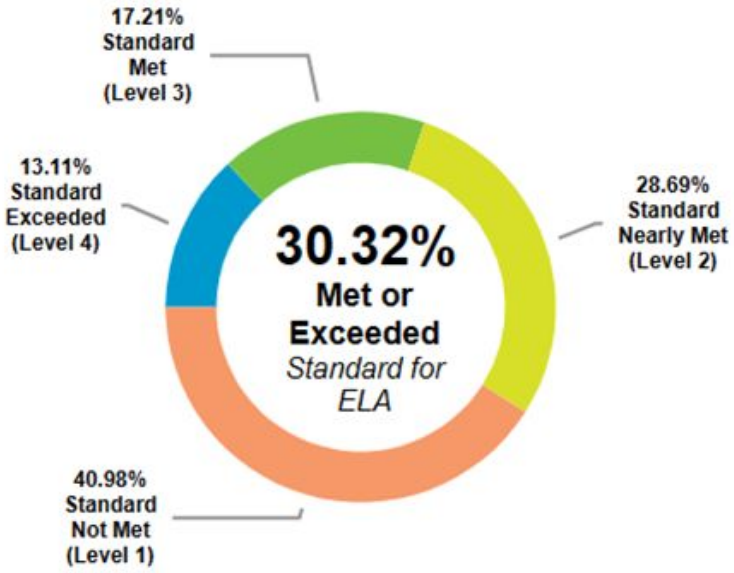
English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

2023

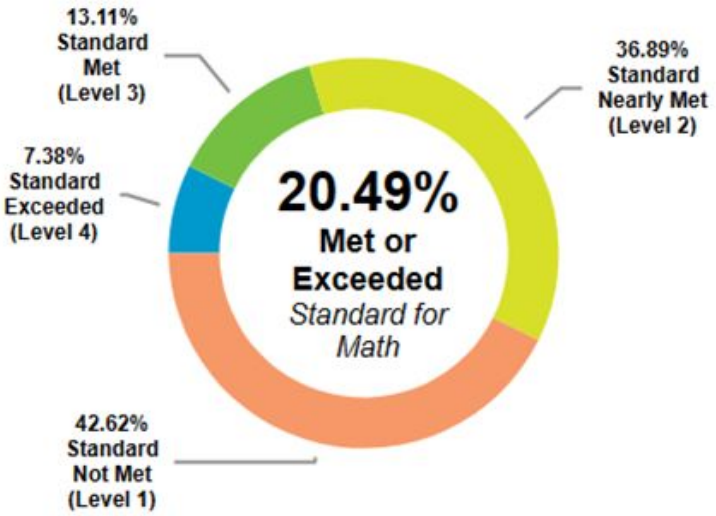
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



CA state average 47% Met or Exceeded ELA Standard

CA state average 35% Met or Exceeded Math Standard

caaspp California Assessment of Student Performance and Progress

Science

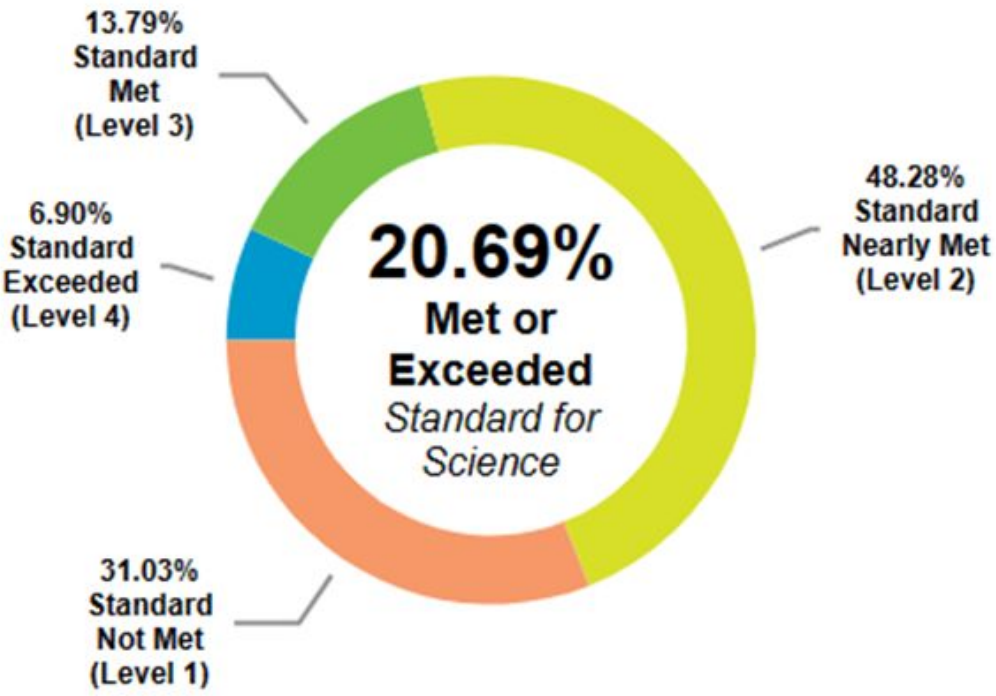
California Science Test (CAST)

CA state average 30% Met or Exceeded Standard

2023

Science

Percent of students within each achievement level



Goal 1 Outcomes Continued

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students meeting annual growth targets on NWEA map in Math and Reading	Math: 45% Reading: 45% Data Year: 2020-21 Data Source: NWEA MAP	Math: 37% Reading: 29% Data Year: 2021-22 Data Source: NWEA MAP	Math: 34% Reading: 40% Data Year: 2022-23 Data Source: NWEA MAP	Not yet available	GPS students will show an increase in percentage of students who meet their NWEA annual growth target in Reading and Math Data Year: 2023-24 Data Source: NWEA MAP
% of total and EL teachers properly credentialed	100%	80% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2020-21 Data Source: SARC	Not yet available	100%
% of students without access to their own copies of standards aligned instructional materials for use at school and at home	0%	0% Data Year: 2021-22 Data Source: Local Indicators	0% Data Year: 2022-23 Data Source: SARC	0% Data Year: 2023-24 Data Source: SARC	0%

Goal 1 Outcomes Continued

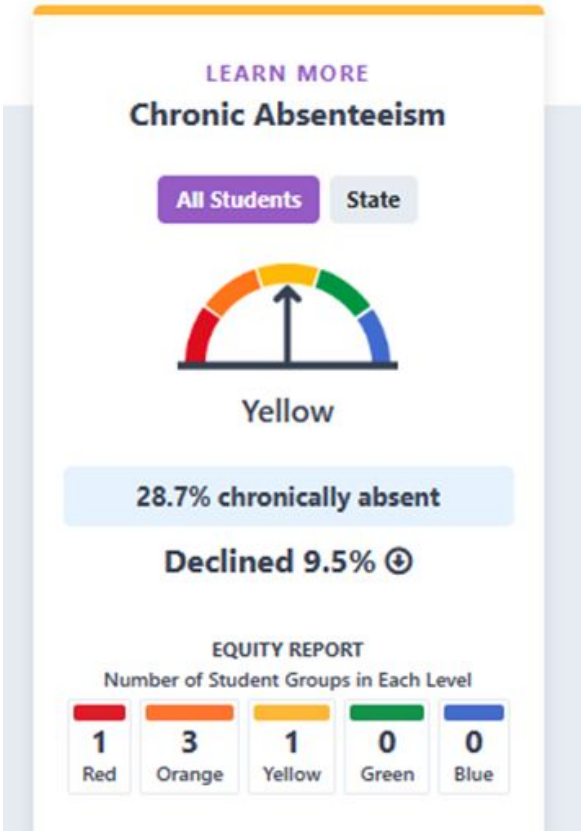
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers implementing academic content standards and performance standards for all adopted standards	100%	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2023-24 Data Source: Local Indicators	100%
% of students with access to, and enrolled in broad course of study (VAPA, PE, health, core)	100%	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2023-24 Data Source: Local Indicators	100%

GPS students and team members thrive in a commitment-based community, grounded in authentic connections with one another, focused on diversity, equity, and inclusion, and being open, curious and committed to learning and excellence.

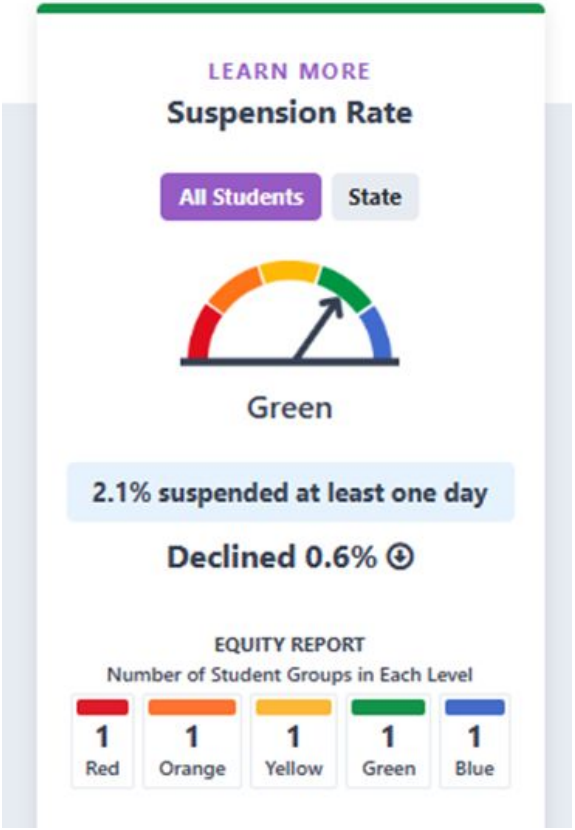
Action #	Action Title (* increased service for high need students)	Status	Budgeted Amount	YTD Expenditure
1	Restorative Practices: Graduated Discipline Program	In Progress	$97,366	$27,795
2	SEL	In Progress	$54,300	$14,454
3	Attendance Monitoring and Supports	In Progress	$44,067	$30,169
4	Safety, Security, Facilities	In Progress	$911,834	$378,628
5	Enrichment*	In Progress	$132,195	$36,862
6	DEI Workshops	In Progress	$0	$0

California School DASHBOARD

2023 Engagement/Climate Indicators



CA state = Yellow



CA state = Orange

Goal 2 Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student survey: % of students who feel safe and invested in school	90%	91% Data Year: 2021-22 Data Source: Climate Survey/Local Indicators	75% Data Year: 2022-23 Data Source: Climate Survey/Local Indicators	Not yet available	90%
Teacher survey: % of teachers who feel the school is safe	94%	93% Data Year: 2021-22 Data Source: Climate Survey/Local Indicators	96% Data Year: 2022-23 Data Source: Climate Survey/Local Indicators	Not yet available	90%
Average Daily Attendance	93%	90.2% Data Year: 2021-22 Data Source: P-2 Report	90.7% Data Year: 2021-22 Data Source: P-Annual 91.5% Data Year: 2022-23 Data Source: P2 Attendance	94% (Through December 2023)	95%

Goal 2 Outcomes Continued

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0%	0% for all students and all student groups Data Year: 2020-21 (distance learning) Data Source: DataQuest Expulsion Rate	0% for all students and all student subgroups Data Year: 2021-22 Data Source: DataQuest Expulsion Rate	0% for all students and all student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate	0%
Facilities in "good repair"	Met	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: SARC	Met Data Year: 2023-24 Data Source: SARC	Met

A diverse representation of GPS families are fully engaged and participate in their students' learning experience.

Action #	Action Title (* increased service for high need students)	Status	Budgeted Amount	YTD Expenditure
1	Family Communication	In Progress	$111,106	$37,572
2	Community Engagement	In Progress	$51,400	$14,454

Goal 3 Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents completing parent survey	26%	33% Data Year: 2021-22 Data Source: Climate Survey/Local Indicators	76% Data Year: 2022-23 Data Source: Climate Survey/Local Indicators	Not yet available	90%
Parent survey: % of families respond positively to "I feel my child is physically safe at school" on annual survey	90%	87% Data Year: 2021-22 Data Source: Climate Survey/Local Indicators	89% Data Year: 2022-23 Data Source: Climate Survey/Local Indicators	Not yet available	90%
Parent survey: % of families agree/strongly agree on both "overall satisfaction" and "recommend GPS"	Overall: 92% Recommend GPS: 92%	Overall: 100% Recommend GPS: 90% Data Year: 2021-22 Data Source: Climate Survey/Local Indicators	Overall: 96% Recommend GPS: 92% Data Year: 2022-23 Data Source: Climate Survey/Local Indicators	Not yet available	Overall: 90% Recommend GPS: 90%

Thank you for working together to review our progress towards meeting our LCAP goals!

Growth Public

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	9320 Tech Center Dr. Sacramento, CA , 95826-2558	**Principal:**	Audria Johnson, Executive Director
Phone:	(916) 394-5007	**Grade Span:**	K-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

About This School

Audria Johnson, Executive Director

Principal, Growth Public

About Our School

Hello!

Thank you for taking the time to learn more about our school! We are Growth Public School, a charter school within the Sacramento City Unified School District. We are currently in our sixth year of operation, serving students in TK through 6th grade, and will ultimately grow to a TK-8 school. Our aim is to build an extraordinary school here in the Sacramento community.

The staff, students, and families at GPS are as diverse and vibrant as the Greater Sacramento area we serve. GPS breaks away from a one-size-fits-all approach to education, serving students individually to truly prepare them - emotionally, socially, academically - for the changing world. Through connections, relationship building, emotional understanding, and real-world learning, we support students as they build new skills and blaze their own paths.

We hope this helps you to get to know us better.

Audria Johnson, Head of School

Contact

Growth Public
9320 Tech Center Dr.
Sacramento, CA 95826-2558

Phone: (916) 394-5007
Email: ajohnson@growthps.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Sacramento City Unified
Phone Number	(916) 643-9000
Superintendent	Allen, Lisa
Email Address	superintendent@scusd.edu
Website	www.scusd.edu

School Contact Information (School Year 2023–24)

School Name	Growth Public
Street	9320 Tech Center Dr.
City, State, Zip	Sacramento, CA , 95826-2558
Phone Number	(916) 394-5007
Principal	Audria Johnson, Executive Director
Email Address	ajohnson@growthps.org
Website	www.growthps.org
County-District-School (CDS) Code	34674390135343

Last updated: 12/13/23

School Description and Mission Statement (School Year 2023–24)

At Growth Public School (GPS), we believe that rigorous academics and college prep are only one piece of a quality education. We believe that students learn best when in a safe, supportive space; that lessons rooted in real-world, hands-on examples are more impactful than memorization. That relationship building, emotional learning, conflict resolution, and other qualities often thought of as "soft skills"—determination, adaptability, integrity, optimism—are just as important as academics. That interpersonal connections should be nurtured, and that discipline should be restorative. That an educational experience encompassing the whole child—their heart, their relationships, their brain—will best support students as they blaze their paths and create fulfilling lives.

At GPS, we:

- recognize and celebrate the diversity of the Greater Sacramento area by filling our halls with staff, students, and families who are as vibrant and diverse as the communities we serve.
- create space to celebrate diverse cultures and foster social-emotional learning to ensure every community member feels safe, productive, and known by building relationships with each member of our community to understand their needs and dreams and welcome their contributions.

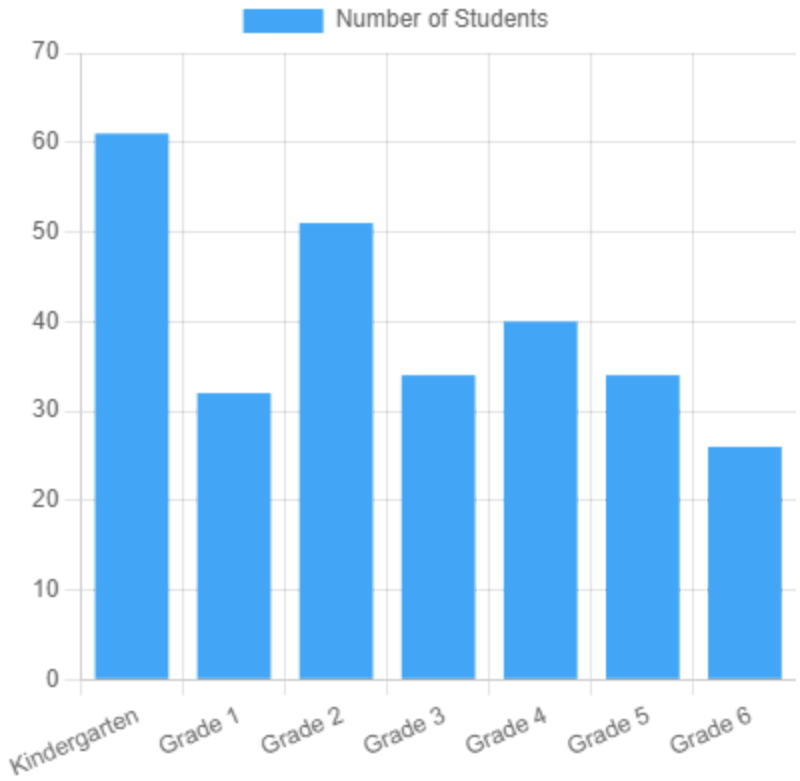
- understand and embrace each student's differences and empower them to find joy in their own learning by creating learning experiences that are centered on the student as an individual.
- encourage students to connect classroom work to the world around them by rooting lessons in real-world, hands-on projects and experiences.
- cultivate conflict resolution and relationship building by facilitating meaningful connections with others and working to restore relationships rather than punish behavior.

GPS will prepare all students to learn, think, and solve problems - as well as practice empathy, embrace differences, resolve conflicts, and act with integrity. Our students will have a deep understanding of themselves, others, and the world around them. They will continue to grow academically, socially, and emotionally, which will empower and enable them to make a positive impact on and in their communities. GPS will inspire schools across the country to think about how they serve all students, how to support students beyond academics, and how to create stronger, more engaged communities in the process.

Last updated: 12/13/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	61
Grade 1	32
Grade 2	51
Grade 3	34
Grade 4	40
Grade 5	34
Grade 6	26
Total Enrollment	278



Last updated: 12/13/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	48.90%
Male	51.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	18.70%
Foster Youth	0.00%

Student Group	Percent of Total Enrollment
Non-Binary	0.00%
American Indian or Alaska Native	0.70%
Asian	6.80%
Black or African American	8.60%
Filipino	0.70%
Hispanic or Latino	51.40%
Native Hawaiian or Pacific Islander	0.70%
Two or More Races	7.60%
White	23.40%

Student Group (Other)	Percent of Total Enrollment
Homeless	0.70%
Migrant	0.00%
Socioeconomically Disavantaged	58.30%
Students with Disabilities	13.30%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.00	80.00%	1666.90	83.27%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	42.30	2.12%	4205.90	1.53%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	93.00	4.65%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	70.70	3.53%	12115.80	4.41%
Unknown/Incomplete/NA	2.00	20.00%	128.70	6.43%	18854.30	6.86%
Total Teaching Positions	10.00	100.00%	2001.80	100.00%	274759.10	100.00%

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

Last updated: 12/13/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.00	75.00%	1686.00	84.45%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	37.10	1.86%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	25.00%	144.80	7.25%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	67.40	3.38%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	61.00	3.06%	15831.90	5.67%
Total Teaching Positions	12.00	100.00%	1996.40	100.00%	279044.80	100.00%

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

Last updated: 12/13/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	3.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	3.00

Last updated: 11/2/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	27.2%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.00%	16.6%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education (grades K-3) Summit Learning (grades 4+) Lexia Core5 (grades K-3) IXL (grades 4+)- NWEA MAP *Year of Adoption: 2022*	Yes	0
Mathematics	Illustrative Mathematics (grades K-3) - *Adopted 2023* Summit Learning (grades 4+) - *Adopted 2022* IXL (grades 4+) - - *Adopted 2022* NWEA MAP	Yes	0
Science	Embedded within EL Education (grades K-3) Summit Learning (grades 4+) IXL (grades 4+) *Year of Adoption: 2022*	Yes	0
History-Social Science	Embedded within EL Education (grades K-3) Summit Learning (grades 4+) IXL (grades 4+) *Year of Adoption: 2022*	Yes	0
Foreign Language			0
Health	Teacher created projects and materials *Year of Adoption: 2022*	Yes	0
Visual and Performing Arts	Teacher created projects and materials based upon the VAPA	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	standards *Year of Adoption: 2022*		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/12/24

School Facility Conditions and Planned Improvements

Our facility is in good condition and conducive to a positive learning environment for our students. Our school is safe in that we are an indoor facility, with locked exterior doors that are accessible to the school community via key cards and codes. We are fully compliant with all ADA and fire code requirements. We have a custodial team that cleans and disinfects the school throughout the day and each night.

Our play area is fenced in to provide the students with a safe place to play. In addition, we have made upgrades to our play area in recent years, including:

- Grading of the hill
- Removed three redwood trees and re-planted three new trees in different locations
- Logs from removed redwood trees used to design walking/climbing feature
- Paved walkway from patio to blacktop
- Resurfaced blacktop
- Retaining wall added at bottom of hill
- New wood chips added and are refreshed annually
- Permanent fencing/trellis added to perimeter of building to protect windows and allow jasmine to vine
- Gravel pit installed
- Net Climber feature added to top of hill

We are planning to continue making improvements to our play area over the next 3- 5 years.

In addition, we recently upgraded our water fountains to touchless machines, and the downstairs interior paint has been refreshed.

Any school repairs are addressed quickly when needed.

Last updated: 1/12/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating	Good

Last updated: 1/12/24

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	27%	30%	38%	38%	47%	46%
Mathematics (grades 3-8 and 11)	22%	20%	27%	28%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/12/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	122	99.19%	0.81%	30.33%
Female	60	59	98.33%	1.67%	33.90%
Male	63	63	100.00%	0.00%	26.98%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	13	13	100.00%	0.00%	53.85%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46%	1.54%	20.31%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	29	100.00%	0.00%	48.28%
English Learners	21	21	100.00%	0.00%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	75	74	98.67%	1.33%	24.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	14	93.33%	6.67%	7.14%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	122	99.19%	0.81%	20.49%
Female	60	59	98.33%	1.67%	16.95%
Male	63	63	100.00%	0.00%	23.81%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	13	13	100.00%	0.00%	30.77%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46%	1.54%	14.06%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	29	100.00%	0.00%	37.93%
English Learners	21	21	100.00%	0.00%	4.76%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	75	74	98.67%	1.33%	13.51%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	14	93.33%	6.67%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	13.04%	20.69%	25.03%	25.46%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	29	96.67%	3.33%	20.69%
Female	17	16	94.12%	5.88%	25.00%
Male	13	13	100.00%	0.00%	15.38%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	14	13	92.86%	7.14%	15.38%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	22	21	95.45%	4.55%	23.81%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Last updated: 1/12/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2023–24)

There are a variety of opportunities for parents and families to get involved with the school. We are a small, connected community, which allows us to consistently solicit and receive feedback from families through informal face to face interactions throughout the school day. Other ways our families can get involved are:

- Volunteering: fundraising events, front desk reception, classroom tasks and light building maintenance
- Donating supplies
- Attending school wide meetings, such as back to school orientation and the mid-year "State of GPS" meeting
- Communicating regularly with their child's teacher about academic and social emotional progress
- Attending student conferences with the teacher twice per year
- Attending family social events at the school which serve to foster relationship building among families and school staff.
- Support with recruiting new families

- Providing feedback- we conduct family surveys every year, and the survey data is analyzed and incorporated feedback into summer planning for the new school year.

For parents or families who are interested in volunteering with the school, please reach out to us by calling 916-394-5007, or via email at info@growthps.org. We always try to match the needs of the school with the skills, talent, experience, and time of our parents and families.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	283	282	81	28.7%
Female	140	139	44	31.7%
Male	143	143	37	25.9%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	2	1	50.0%
Asian	19	19	3	15.8%
Black or African American	24	24	6	25.0%
Filipino	2	2	0	0.0%
Hispanic or Latino	147	146	48	32.9%
Native Hawaiian or Pacific Islander	2	2	1	50.0%
Two or More Races	22	22	3	13.6%
White	65	65	19	29.2%
English Learners	53	53	12	22.6%
Foster Youth	0	0	0	0.0%
Homeless	2	2	2	100.0%
Socioeconomically Disadvantaged	166	166	59	35.5%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	44	44	19	43.2%

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

Last updated: 1/12/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	2.73%	2.12%	0.04%	4.73%	6.16%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.01%	0.05%	0.00%	0.07%	0.08%

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

Last updated: 1/12/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.12%	0.00%
Female	0.71%	0.00%
Male	3.50%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.36%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	4.55%	0.00%
White	4.62%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.61%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.82%	0.00%

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

Last updated: 1/12/24

School Safety Plan (School Year 2023–24)

Campus safety is important to GPS. Adopted policies in our Student and Family Handbook include Child Abuse Reporting Procedures, Suspected Child Abuse Reporting Procedures, Suspension & Expulsion/Due Process, Sexual Harassment Policies, and Infectious Diseases Prevention Plan. Our Comprehensive School Safety Plan was reviewed and board approved on January 30, 2024. Key elements of the plan include emergency procedures (i.e. fire, earthquake, lock down, etc.) and crisis intervention plans.

Last updated: 1/12/24

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		3	
1	22.00		2	
2	24.00		2	
3	25.00		1	
4	28.00		1	
5				
6				
Other**	23.00		1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		2	
1	27.00		2	
2	18.00	2		
3	20.00	1	1	
4	19.00	2		
5	25.00		1	
6				
Other**	7.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	1	2	0
1	16.00	2	0	0
2	26.00	0	2	0
3	17.00	2	0	0
4	20.00	2	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	20.00	1	2	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/12/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	2.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/12/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13498.00	$5215.00	$8283.00	$59440.00
District	N/A	N/A	--	$87329.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2022–23)

GPS offers a variety of programs and services to support and assist students in their learning and growth. The programs and services provided are all aligned to the goals and actions outlined in our annual LCAP.

Our first goal area is providing a strong academic program for the students. Programs and services funded for this area include providing curriculum and instructional materials that support high quality, project-based, standards-aligned thematic units, as well as supplemental online instructional resources—such as Lexia Core5 and IXL. Professional development is provided to support teachers in the use of assessment results to create leveled reading and math groups that are flexible and adjusted as needed throughout the year and allows teachers to provide small group instruction that accelerates learning for all students. Our EL students are supported with the use of ELD strategies, including sheltered instruction, pre-teaching vocabulary, specific teaching of academic English, reading support groups and other small group instruction support. Interventions for struggling students include an intervention teacher that provides remediation and intervention throughout the school day, additional targeted support from other support staff, differentiated instruction based on personalized learning goals, and meetings with families to support targeted students. Special education services include speech and language, occupational therapy, physical therapy, behavior support, and counseling.

Our next goal area is focused on school culture, the programs and services that are provided include our social emotional learning curriculum, Powered by Compass, in which students are learning strategies to support the MESH competencies of self-awareness, social awareness, growth mindset, and perseverance. Another service is attendance monitoring and supports with data tracking and analysis, teacher training on our attendance system, and tiered re-engagement strategies and steps for students. Also included in this focus area is the maintenance of a safe, secure, and clean facility to create an optimal learning environment for students. Services include the annual update of the school safety plan, training for emergency protocols (evacuations, fire drills, lockdowns, communication plan, etc.) and first aid, daily cleaning of the school, with deep cleaning during school breaks, additional supplies to prevent the spread of COVID-19 as per public health guidelines, and the addition of facilities oversight to one of our school leader's primary roles and responsibilities. Finally, enrichment services are provided through Explorations, which are field trips that come to the school, specials classes of music and art, after school Tech Club, talent shows, and our after-school program.

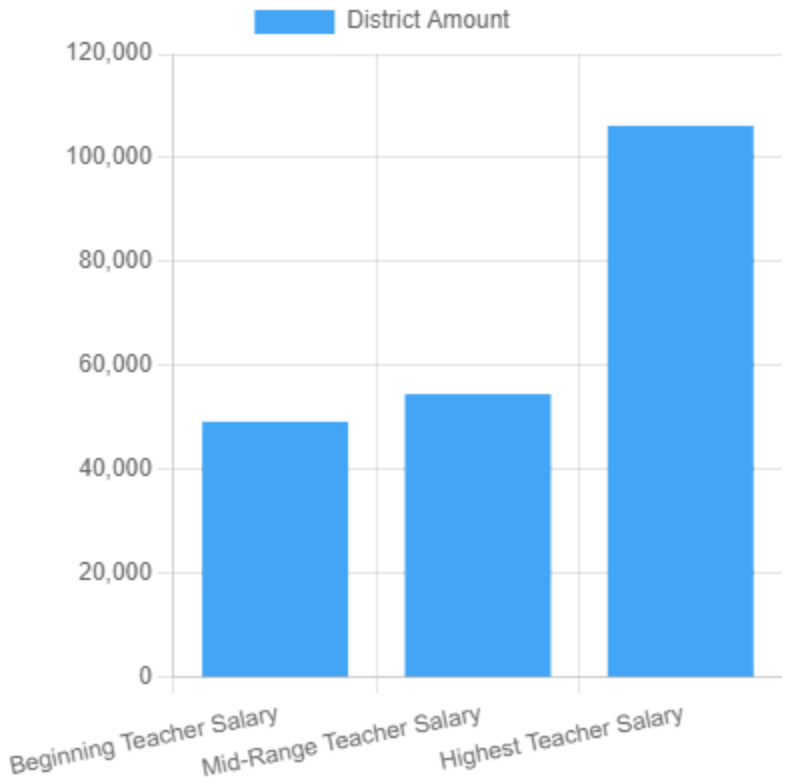
Last updated: 1/12/24

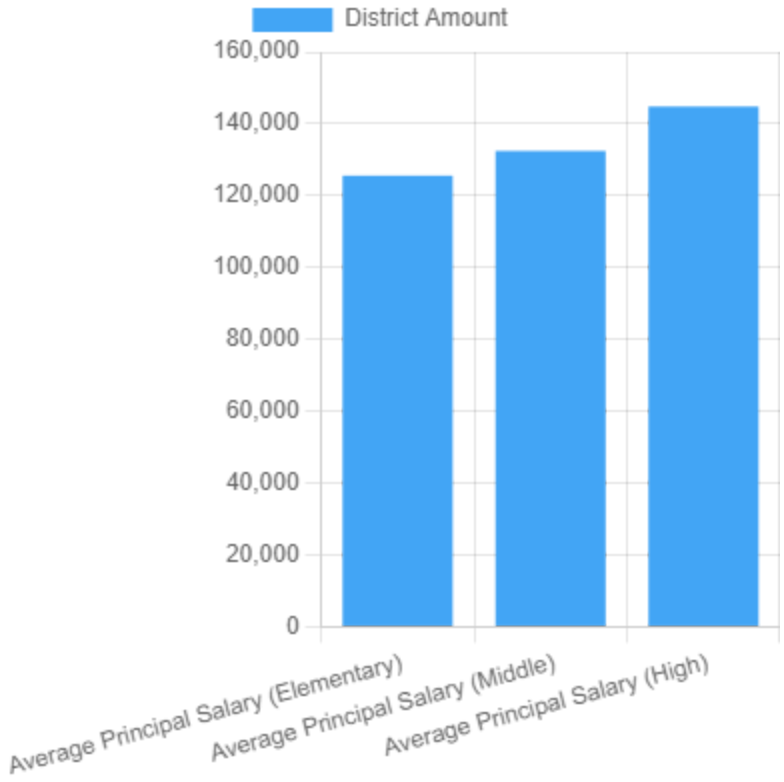
Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49228.00	$55549.60
Mid-Range Teacher Salary	$54542.00	$80702.84
Highest Teacher Salary	$106174.00	$109417.68

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$125578.00	$137703.47
Average Principal Salary (Middle)	$132459.00	$143759.63
Average Principal Salary (High)	$144817.00	$159020.77
Superintendent Salary	$327071.00	$319442.91
Percent of Budget for Teacher Salaries	29.04%	30.35%
Percent of Budget for Administrative Salaries	4.73%	4.87%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.





Last updated: 1/12/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	20	31	32

Last updated: 1/12/24

growth public schools

GPS Comprehensive School Safety Plan 2023-2024

Growth Public School
9320 Tech Center Drive
Sacramento, California 95826

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System.

It is a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

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SB 187: School Safety Plan

Introduction

California public schools are required to comply with California Educational Code (CEC), Section 35294, and dealing with the preparation of "safe school plans." In keeping with this task Growth Public School (GPS) developed a Comprehensive School Safety Plan which includes a GPS Evacuation Plan and will help address policies and procedures, hazard prevention, emergency preparedness, response and recovery. These plans adopt both the framework of the National Incident Management System (NIMS) and the model of the Standardized Emergency Management System (SEMS), developed by the State of California and are designed to centralize, organize and coordinate emergency response among GPS and various public safety agencies.

GPS's Safe School Vision

1. GPS will provide a safe, orderly and secure environment for learning.
2. GPS will solicit the participation and cooperation of stakeholders to promote a safe and healthy environment to learning.
3. GPS will create a school in which students will attend regularly and be safe from both physical and social-psychological harm
4. GPS will provide training opportunities to staff and students which will positively impact preparedness in the event of an emergency.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year.

2. The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Executive Director before being presented to the Board of Directors for final review and adoption. This review includes the following mandated components of Senate Bill 187:

    - Child Abuse reporting procedures
    - Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
    - Procedures to notify teachers and counselors of dangerous students
    - Sexual Harassment Policy
    - Safe ingress and egress to and from school
    - Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
    - Dress Code
    - Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN

The written plan will be distributed and made available to all staff, students, parents, and the community to review in the main office.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the Executive Director or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) *Other local agencies, such as health care and emergency services, may be consulted if desired.* (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Guidance Counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

Growth Public School Safety Plan
Annual Review

Growth Public School's Comprehensive School Safety Plan was developed collaboratively with School Safety Planning Committee members and reviewed for the **2023-2024** school year on **07-15-2023** by:

Audria Johnson, Executive Director

President, School Site Council

Teacher Representative

Classified Employee Representative

School Safety Liaison Officer

Parent/Family Representative

Local First Responders

Growth Public School Comprehensive School Safety Plan was reviewed by local first responders

Fire Department

Law Enforcement

Governing Board Approval

Growth Public School Comprehensive School Safety Plan was approved by the GPS Board of Directors on

Board President

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Directors and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Directors.

The year-end assessment should be completed in May and reported.

Growth Public School Safety Plan Goals 2023-2024

Component I: People and Programs

GOAL 1: To provide a safe and productive school environment, focused on forming ethical leaders ready for scholarly success.

Objectives:

- Students learn best through structure and routine. The school environment must remain safe both physically and emotionally at all times, for learning to occur.

Component II: Place or Physical Site

GOAL 1: The Emergency Response Team will receive professional development training and all materials for preparedness will be in place.

Objectives:

- Emergency Response Team members are able to articulate the major details for their roles
- Each role has a backpack with necessary materials
- A system for updating and accessing emergency contacts and rosters is put in place

Policies and Procedures

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6.
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing "gang related apparel," the provisions of that dress code.
- Routine and Emergency Disaster Procedures that include:
    - Emergency and Disaster Preparedness Plan
    - Fire Drills
    - Bomb Threats
    - Earthquake Emergency Procedure System
    - Transportation Safety and Emergencies

- As the team reviews the following mandated components, critical questions to review include:
    - What is the policy or procedure?
    - How are staff, students and/or parents notified that this policy exists?
    - How are staff, students and/or parents notified relative to a specific incident?
    - What staff/student training(s) have been completed?
    - What additional training are needed?

Child Abuse Reporting

A. **Definition of Child Abuse:** Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

    a. Injury inflicted by another person.

    b. Sexual Abuse.

    c. Neglect of child's physical, health, and emotional needs.

    d. Unusual and willful cruelty; unjustifiable punishment.

    e. Unlawful corporal punishment.

2. Not Considered Child Abuse

    a. Mutual affray between minors

    b. Injury caused by reasonable and necessary force used by a peace officer:

        - To quell a disturbance threatening physical injury to a person or damage property
        - To prevent physical injury to another person or damage to property
        - For the purposes of self-defense
        - To obtain possession of weapons or other dangerous objects within the control of a child
        - To apprehend an escapee

B. Mandated Child Abuse Reporting

a. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.

b. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone.

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

f. This entire section on Child Abuse was been taken from *California Laws Relating To Minors* manual.

C. Failure to Report Known or Suspected Child Abuse

A mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars ($1,000) or by both that imprisonment and fine. If a mandated reporter intentionally conceals the mandated reporter's failure to report an incident known by the mandated reporter to be abuse or severe neglect under this section, the failure to report is a continuing offense until an agency specified in Section 11165.9 discovers the offense.

This information has been taken directly from the Mandated Reporter Information Sheet

D. Child Abuse Reporting Number: (916) 875-5437.

E. Staff Training

Child abuse reporting procedures are reviewed with all staff at the first staff meetings of the school year. A written summary of the procedures is in the staff binder, which is given to all teachers.

Suspension and Expulsion Policies

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

Suspension Offenses

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person
b) Willfully used force of violence upon the person of another, except self-defense.
c) 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.
d) 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.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases
g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
    (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n) 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.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or schools sanctioned events.

r) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property which includes but is not limited to, electronic files and databases, of the person threatened or his or her immediate family.

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

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

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

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students

which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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

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

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

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

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

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

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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

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

(ee) Possessed, sold, or otherwise furnished any knife 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 Principal or designee's concurrence.

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

(a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Expellable Offenses

Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

(a) Caused, attempted to cause, or threatened to cause physical injury to another person.

(b) Willfully used force of violence upon the person of another, except self-defense.

(c) 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.

(d) 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.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

(g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

(h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the

use of his or her own prescription products by a pupil.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 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) 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.
(n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
(o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school sanctioned events.
(q) Made terrorist threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property, which includes but is not limited to, electronic files and databases, of the person threatened or his or her immediate family.
(r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
(s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
(t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting

class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any

of grades 4 to 12, inclusive.

(u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students'

person or property.

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

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

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

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

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

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

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. 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.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit

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

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

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

(w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension,

but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1a)-(b).

(x) Possessed, sold, or otherwise furnished any knife 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 Principal or designee's concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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 dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Staff Training

Suspension and expulsion policies are reviewed every year at the beginning of the year staff meeting and are reviewed with the staff on an as needed basis.

CA Codes (edc:48900-48926) EDUCATION CODE

SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the Executive Director of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other Dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Executive Director or the designee of the Executive Director.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a 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.
(g) Stolen or attempted to steal school property or private property.
(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 Section 11014.5 of the Health and Safety Code.
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or Executive Director or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
    (1) While on school grounds.
    (2) While going to or coming from school.
    (3) During the lunch period whether on or off the campus.
    (4) During, or while going to or coming from, a school sponsored activity.
(q) It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the Executive Director of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 through 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 8, inclusive, may be suspended from school or recommended for expulsion if the Executive Director of the school in which the pupil is Enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 8, inclusive, may be suspended from school or recommended for expulsion if the Executive Director of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the Executive Director of the school in which the pupil is enrolled determines that the pupil has made terrorist

threats against school officials or school property, or both. (b) For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Sexual Harassment Policy

A. Definition

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when ***any of four conditions*** are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
3. The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
4. The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual

Harassment STUDENT SEXUAL

HARASSMENT

The Board of Directors prohibit the unlawful sexual harassment of any student by any employee, student, or other person in or from the district. The Board expects students or staff to immediately report incidents of sexual harassment to the Executive Director or designee or to another district administrator. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment. Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact the Executive

Director or designee at his/her school. If a situation involving sexual harassment is not promptly remedied by the Executive Director or designee, a complaint of harassment can be filed with the district's Title IX Coordinator for students. The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct had the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
4. 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 at or through the school. Education Code 212.5

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or an overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools and/or instruction.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Enforcement

The Executive Director or designee shall take appropriate actions to reinforce the district's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti.
2. Providing staff training and student instruction or counseling.

3. Taking appropriate disciplinary action as needed.

Legal Reference

Civil Code 1714.1, Education Code 200-240, 212.5, 212.6, 230, 48904, 48980, United States Code, Title 42, 2000d & 2000e et seq. Title IX, 1972 Education Act Amendments, Franklin vs. Gwinnet County Schools (1992) 112 S. Ct. 1028, Board Policy 5145.7

Notifications

A copy of the school's sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year. Edu. Code 48980
2. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures, and standards of conduct. Education Code 212.5

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools must include information in their plan for:

At GPS we have carefully planned the safety of students with disabilities and made certain that they can properly exit or follow the designated routes. Furthermore, the necessary personnel have been trained and assigned in assisting those students which require personal care. Emergency personnel have been notified as to which classrooms have students in need of special attention during an evacuation.

- Identifying the population of people with disabilities
- Determining proper signage and equipment
- Training staff to assist individuals with disabilities
- Coordinating with emergency response personnel

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

The GPS Assembly Location is in the eastern parking lot of the building.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

a. Identify off-campus evacuation site(s).

b. Establish a memorandum of agreement with the evacuation site(s)

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Mayhew Deli & Catering
9333 Tech Center Dr, Sacramento, Ca 95826

Secondary Off-Site Evacuation/Assembly Location

FTB Court - State of California Franchise Tax Board

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site. Follow the "Shelter-in-Place" procedures.

C. Staff Training

Staff training for ingress and egress routes is presented and reviewed every year at the beginning of the school year planning meetings and as needed.

Daily Ingress/Egress Routes

Ingress: Cars dropping off students will enter from circle through the back parking lot and out again on Tech Center Drive. Students will be escorted through the Main Entrance or the East Entrance.

Parents are requested to adhere to the following rules:

1. Drive slowly through the school zone
2. Pay close attention to the direction of any traffic cones or traffic signage.
3. When approaching the designated area for drop off or pick up, remain patient and stay in the designated area/lanes. There shall be no passing around other vehicles.
4. Unless the parking lot has been designated as a student drop off or pick up area, please enter the parking lot only if you plan to get out and walk your child to school. Otherwise, the parking lot is not a safe drop-off and pick up area.
5. When leaving, pull out slowly and look carefully for other students and other cars.
6. For pick-ups, please do not arrive earlier than 10 minutes before dismissal time, and wait patiently. After the students are dismissed, the first car should pull forward and as far as possible to wait for their child.
7. Treat other drivers respectfully

Emergency Evacuation Routes

See attached Emergency Evacuation Routes

School Discipline

A. Statement of Rules and Procedures On School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, Executive Director, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

a. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
b. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.
c. Growth Public School Student Handbook

Graduated Discipline Plan

Overview

When we purposefully build peace in the community and maintain that peace through active community engagement, we limit the amount of time stakeholders spend making peace when norms have been violated. There is a shared responsibility among all members of the GPS community to build and keep peace in classrooms, during unstructured times and in all conversations. Each team member works together to support each other in this community development. Our School works every day to help students develop healthy relationships, identify common values and guidelines, develop social emotional understanding and skills, and develop a sense of ownership and belonging.

GPS' graduated discipline plan is in place for when the culture we have built is harmed and peace needs to be made. The policy is derived from our core beliefs about secure attachments and human development. We believe that:

- Physical and emotional safety are a prerequisite for building secure attachment.
- Feedback is essential to growth and high school readiness.
- When principles guide actions instead of rules, students can generalize for the future.
- All students are capable of being college and career ready.
- In a high-trust organization, students prepare for the independence of adulthood.

When students take action that violates expectations articulated above, the faculty responds using the graduated discipline plan to restore an environment of trust, safety, and productivity. We primarily manage difficulties by preventing harm, resolving differences and helping students build the skill of learning from their mistakes. If students continue to struggle to meet our norms, we use logical consequences with a focus on accountability, repairing harm, and reintegrating students into the community.

GPS uses restorative practices to guide teacher responses to student behavior. Restorative practices are a way of approaching behavior support from a framework of relationship maintenance and reconciliation. Restorative practices seek to use language and approaches to behavior that reverse the oppressive nature of top-down classrooms and schools. These systems work to build empathy in the individual or individuals who violate expectations and cause harm to the community. Our restorative practices also provide a way to assign logical consequences to inappropriate behavior. GPS has specific policies in place for actions such as Title IX, Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying) Policy.

D. Staff Training

School discipline policies are presented every year during summer professional development and are reviewed on an as needed basis.

Dress Philosophy

GPS is committed to creating and maintaining an appropriate, academic, and respectful school culture. Our dress philosophy reinforces and supports a professional school environment. Most importantly, clothes should never get in the way of learning, or be dangerous. Students should come to School prepared for the activities in their schedule for the day. This means wearing comfortable clothing appropriate for the School environment and culture.

Specifically:

- Students' clothing, school supplies, or accessories cannot signify any distraction from learning.
- Students' clothing, school supplies, or accessories may not depict or have logos depicting violence, guns, knives, nudity, drugs or drug use, paraphernalia, cigarettes, vaporizers, tobacco, marijuana leaves, alcohol, or any reference to gangs.
- Students' clothing, school supplies, or accessories may not depict or have logos depicting lewd/vulgar content, lewd gestures, or services illegal to minors.
- No part of a student's undergarments may be visible, including when wearing attire intended for physical education.

GPS reserves the right to determine whether a student's attire meets our dress philosophy, and if the School deems attire to be inappropriate, the following actions may be taken:

- Accessories or school supplies which violate these norms may be confiscated by staff.
- The student's teacher, Mentor, or another staff member will have students with clothing outside of the school norms turn the clothing inside out or cover the logo/depiction with a jacket or other item of clothing.
- If students do not have a secondary article of clothing, one may be provided from GPS's collection of GPS' apparel.
- If additional interventions are needed, GPS will follow the "Graduated Discipline Plan."

A. Staff Training

School dress code policies are presented every year during summer professional development and are reviewed on an as needed basis.

Routine and Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

The GPS Evacuation Plan, ready for implementation at any time, for maintaining the safety and care of students and staff.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake.
A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The Executive Director or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Student Services in January and June of each year.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the PA by the Executive Director/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc. shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Executive Director/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Executive Directors shall hold fire drills at least once a month in all elementary schools and four (4) time per year in all middle schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.

2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

3. Evacuation areas will be established away from fire lanes.

4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

5. The Executive Director or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Student Services in January and June of each year.

Standards for a Successful Fire Drill:

1. All staff and students can hear the Fire Alarm.

2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.

3. Teachers and students are staged in an orderly fashion away from fire lanes.

4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Executive Director/designee.

5. Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Code Red/ Lockdown Drills

Conducting a Code Red Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills).

There are a number of steps that are recommended in the Code Red Training in order to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 40-minute timeframe to review expectations and standards in terms of:

    a. Locking doors

    b. Covering windows

    c. Turning off lights

    d. Building barricades

    e. Reviewing classroom and all clear procedures

    f. Reviewing off site evacuation locations.

2. Send a follow-up reminder memo to your staff

3. Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

4. Conduct the assessment.

5. Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

Code Red Drill Assessment Sheet

Team Member_____ Building_____

Room	Door Barricade	Windows Covered	Lights	Interior Barricade	Teacher/Students behind Barricade	PE at Gates	All Clear Code	Evacuation Yes / No

Routine and Emergency

Disaster Procedures: Overview

The Basic Plan
The Basic Plan addresses the responsibilities in emergencies associated with natural disasters, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of Sacramento County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the school's facilities and properties.
- Enable the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

- Provide for interface and coordination between sites and the County or city EOC in which they reside.

- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purpose. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged in advance.

Authorities and References State of California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.

- When a state of emergency is proclaimed.

- When a federal disaster declaration is made.

The law has two ramifications for School employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.

2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school district. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency."

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of

government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and the local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. More than ten severe earthquakes have impacted the San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have a high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Earthquake Size Descriptions		
Descriptive Title	**Richter Magnitude**	**Intensity Effects**
Minor Earthquake	**1 to 3.9**	**Only observed instrumentally or felt only near the epicenter.**
Small Earthquake	**4 to 5.9**	**Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.**
Moderate Earthquake	**6 to 6.9**	**Moderate to severe earthquake range; fault rupture probable.**
Major Earthquake	**7 to 7.9**	**Landslides, liquefaction and ground failure triggered by shock waves.**
Great Earthquake	**8 to 8+**	**Damage extends over a broad area, depending on magnitude and other factors.**

Levels of Response

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

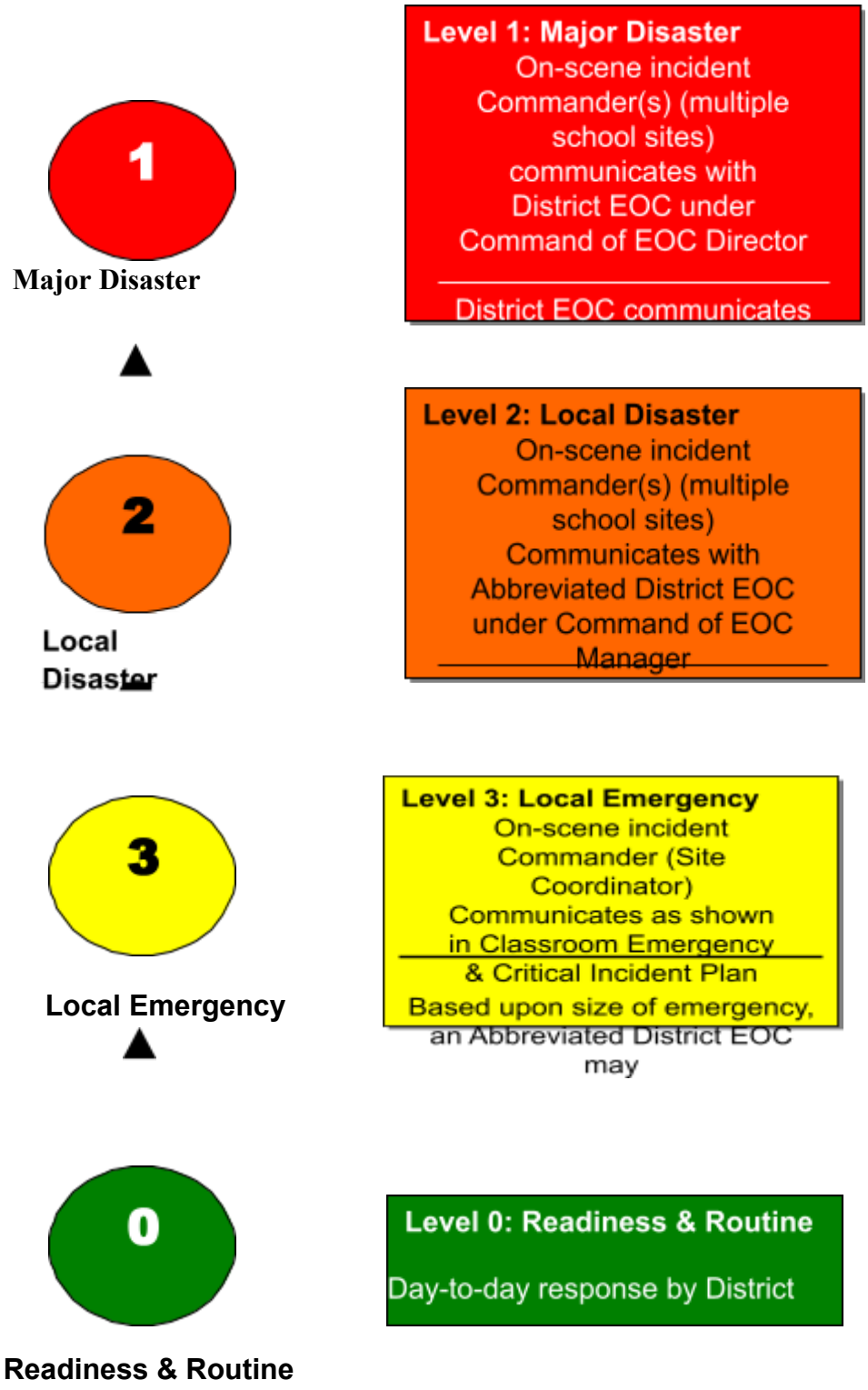
Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Sacramento City Unified School District to respond. The affected Cities and the County of Sacramento will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Sacramento will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Response Level Diagram



Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

First Things First

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs

To prepare their family and home for earthquakes and other emergencies

- ❑ A 72-hour supply kit for the home
- ❑ A Car Kit, including comfortable clothes/shoes and medications
- ❑ To develop a plan to reunite with their family
- ❑ A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, Santa Clara County Office of Emergency Services, school district website, www.redcross.org, www.prepare.org or www.ready.gov.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your **Family Plan** without you.

Disaster Service Worker Status: ***California Government Code*** Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed,
2. When a state of emergency has been proclaimed, or
3. When a federal disaster declaration has been made.

Incident Command System

Incident Command System (ICS)

The GPS Evacuation Plan utilizes the Incident Command System (ICS) to manage emergencies affecting GPS. ICS is an internationally recognized model for command, control and coordination of emergency responses. ICS is a flexible management structure which provides for the activation of appropriate roles and response functions for a given situation. ICS is designed to expand or collapse as dictated by circumstance.

Incident Management

The Incident command system provides direction and control over emergency response activities. Two types of command structures are incorporated into the plan:

1. Single Command

   A single command is an incident which GPS staff oversees

2. Unified Command

   A Unified Command is the coordination of activities between multiple agencies to respond to an incident. Many emergencies will require additional resources from cooperating agencies and/or assisting agencies such as law enforcement, fire or medical

   While the Incident Commander (IC) will form part of the Unified Command, the individual who assumes the IC position for a particular emergency is normally the ranking official on-scene from the agency having primary responsibility/authority over on-scene operations. This will be decided at the time of the emergency.

Transfer of Command

The highest ranking official at an emergency site assumes overall responsibility for response activities until such time as a higher authority is able to take over those responsibilities.

- For example, a teacher on a field trip may be required to fulfill the role of IC until such a time as a higher authority (police or Principal) is able to assume responsibility for the response activities
- In the case of a broader-based community emergency, an Incident Commander may be asked to assist at the municipal level until such a time as a GPS resource arrives.

Transfer of command may also be necessary for personnel shift changes for long or extended incidents.

When a transfer of command occurs, the person being relieved is responsible for briefing the incoming authority and ensuring that notes are scribed.

Once command has been transferred to the proper authorities (fire or police department) the Site Incident Commander is still responsible for contributing to decisions regarding stakeholders safety with the authorities, now Incident Commander.

Designated Alternates

Each position identified in the Evacuation Plan shall be assigned at least one designated

alternate, except for the Incident Commander position, which shall have two designated alternates. It is the responsibility of the assigned individual to ensure that the alternate is versed on the responsibilities and reporting structure of the position.

Assignment of Responsibilities

When preparing the Evacuation Plan it is acceptable to assign an individual to more than one position within the Emergency Response Team staff roles chart. It is recommended that an individual assigned to the role of Operations Officer not be assigned to another position.

At the time of an emergency an individual may be required to assume more than one role, based on the level of the emergency and which roles are activated by the Incident Commander.

Levels of Emergency

An emergency is a set of circumstances requiring action; action varying in degree and involvement with a number of cooperating agencies or jurisdictions.

Emergencies can be categorized according to the level of incident: these levels are based on severity and risk factors.

District (Charter School) and Parent Responsibilities for Students

- **DISTRICT (Charter School) RESPONSIBILITY**

- If the superintendent declares a district emergency during the school day, the following procedures will be followed:

- IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL EXECUTIVE DIRECTOR OR OTHER PERSONNEL ASSIGNED BY THE EXECUTIVE DIRECTOR.

- Until regular dismissal time and released only then if it is considered safe, OR

- Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

    a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
    b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision. It is critical that students do not have directions from parents that are contrary to the district's/charter school’s stated policy on retention at school and authorized release in case of a severe emergency

Emergency Response Procedures

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:

a. Fire
b. Peacetime Bomb Threat
c. Chemical Accident
d. Explosion or Threat of an Explosion
e. Following an Earthquake
f. Other similar occurrences that might make the building uninhabitable

At the onset of a Code Red/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

a. Severe Windstorm (short warning)
b. Biological or Chemical Threat
c. Sniper Attack
d. Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

a. Inside school buildings

- Immediately **TAKE COVER** under desks or tables and <u>turn away</u> from all windows
- Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions

b. Outside of School Buildings
    - Earthquake: move away from buildings
    - Take a protective position, if possible

c. Explosion/Nuclear Attack:
    - Take protective position, **OR,**
    - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the join authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the Executive Director or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

a. Fire
b. Chemical & Biological Gas Alert
c. Flood
d. Fallout Area
e. Blast Area
f. Chemical & Biological Gas Alert
g. Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: **GO HOM**E consists of:

a. Dismissal of all classes
b. Return of students to their homes by the most safe and expeditious means

Action: **GO HOME** is to be considered only if there is time for students to go safely to their

homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: **CONVERT SCHOOL** to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, and HOLD

It is the responsibility of every school employee to ensure students are taught and trained in the following procedures.

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to go home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

a. The Executive Director or Designee will:
   - Order an evacuation if the fire alarm doesn't work
   - Call 9-1-1
   - Notify the Superintendent and Student Services Department

b. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

c. Teachers will close doors upon evacuating.

d. Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/ Administrator.

e. The Operations Director or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

f. The Operations Director or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Operations Director or designee will also keep access entrances open for emergency vehicles.

g. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Executive Director or designee.

Fire Near School

a. **The Executive Director or designee shall**:

   - Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.

- Notify the Fire Department by calling 911.
- Notify the Superintendent's office and Student Services Department.
- Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district/charter school is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

☐ Update each student's emergency card.

☐ Determine availability of portable lighting at site, i.e. flashlights & batteries.

☐ Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

☐ Clear away materials and boxes from hallways and pathways.

☐ Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.

☐ Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.

- ☐ Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- ☐ Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- ☐ Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- ☐ Ask your staff and students to have seasonal warm clothing available.
- ☐ Use surge protectors for all computer equipment, major appliances and electronic devices.
- ☐ If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- ☐ CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
  Phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- ☐ If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- ☐ Use a buddy system when going to the restrooms.
- ☐ DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- ☐ DO NOT USE candles or gas lanterns.
- ☐ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ☐ Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the Executive Director should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-in-Place: Code Blue

Shelter in Place/Code Blue may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

WHEN INSTRUCTED OR WHEN AN ALERTING SYSTEM TRIGGERS A CODE BLUE:

- ❑ **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Executive Director and/or Public Safety Responders.
- ❑ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- ❑ **LISTEN.** Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- ❑ Advise students to cover their mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

- ❑ A school official (or student if no official present) should close all vents and turn off ventilation systems. *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in*.

- ❑ Turn off all motors and fans. *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*

- ❑ Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

☐ Have the person(s) under suspicion kept under constant covert surveillance.

☐ Approach and greet the intruder in a polite and non-threatening manner.

☐ Identify yourself as a school official.

- ☐ Ask the intruder for identification.
- ☐ Ask them what their purpose is for being on campus.
- ☐ Advise intruder of the trespass laws.
- ☐ Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- ☐ If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- ☐ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.
- ☐ If Intruder(s) are on playground or grounds at brunch or lunch time:
- ☐ Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- ☐ Lock exit doors to cafeteria/gym.
- ☐ Spread SHELTER IN PLACE/Code Blue or LOCKDOWN/Code Red alarm throughout rest of school as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- ☐ **Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.** Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.
- ☐ If the intruder speaks to you or to your students, then answer him or her**. Do not provoke him or her.** Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

- ☐ Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and **STAY CALM**.

- ☐ If and when possible, call Administration and/or 9-1-1.

Lockdown: Code Red

A Code Red/Lockdown Alert is sounded if **there is an armed intruder or active shooter on campus**. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon the Code Red Training™ and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Code Red response is a partnership with local law enforcement.
Immediate actions should include:

- ☐ Students and staff go into classrooms/buildings or run to off-site evacuation areas.
- ☐ LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
- ☐ Notify administration
- ☐ Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- ☐ Administration notifies the Superintendent

Intermediate activities:

- ☐ Place a red card under the door/in a window if you have a serious injury in the classroom.
- ☐ Take roll
- ☐ Conduct anxiety-reducing activities

Evacuation:

- ☐ Prepare students and yourself for a quick evacuation

☐ Follow directions of law enforcement when they arrive

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

☐ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.

☐ Call parents.

☐ Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

☐ Evacuate the immediate area of personnel

☐ Determine whether to initiate Shelter in Place Protocol

☐ Secure the area (block points of entry)

☐ Identify the chemical and follow the procedures for that particular chemical.

☐ Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

☐ Notify the Front Office with the following information:

- ✔ Date, time, and exact location of the release or threatened release
- ✔ Name and telephone number of person reporting
- ✔ Type of chemical involved and the estimated quantity

- ✔ Description of potential hazards presented by the spill
- ✔ Document time and date notification made
- ✔ Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

☐ Locate a fire extinguisher and have present, should the need arise

☐ Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!

☐ If spill response equipment is available, use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

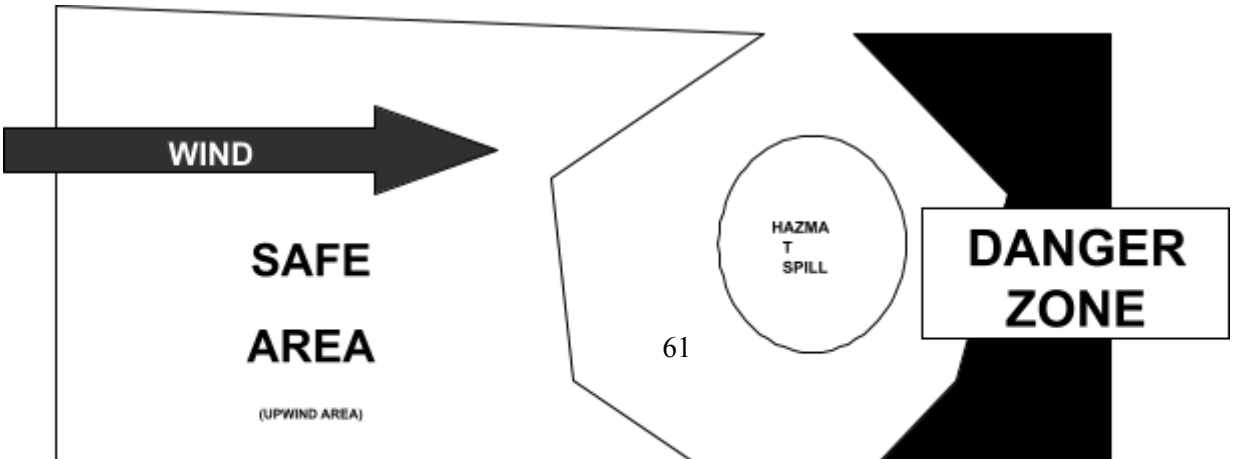
Hazardous Substances include the following, but is not limited to the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Break Fluid
Airborne Gases/Fumes	

Always call for assistance and:

- ☐ Extinguish all ignition sources
- ☐ Shut off main emergency switch to fuel pump, if appropriate
- ☐ Move appropriate fire extinguishing equipment to area
- ☐ If possible, contain the spill to prevent further contamination
- ☐ Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the **Superintendent's Office 408-535-6090.**



Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, upstream if possible.**

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

☐ Shut off emergency switch

☐ Avoid skin contact

☐ Isolate the spill from people and vehicles by blocking all points of entry

☐ Stop and evaluate any hazards

☐ Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents.

Prevent runoff. Use absorbent "socks" or "booms" to contain the spill

☐ Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN

BE DONE SAFELY

☐ Take care of any injured

☐ Notify the District Office.

☐ If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

☐ Date, time, and exact location of the release

☐ Name and telephone number of persons reporting the release

- ☐ The type of fuel spilled and the estimated quantity
- ☐ Description of potential hazards presented by the fuel spill
- ☐ Document the time and date notification was made and the information provided

Emergency Evacuation Routes and Procedures

- ☐ Upon emergency alert, secure work area and depart/report to assigned area.
- ☐ Perform duties as pre-assigned by the Executive Director in cooperation with emergency services personnel.
- ☐ DO NOT re-enter the building without permission or request of emergency service authorities.
- ☐ Remain in the general assembly areas and calm students if not assigned another duty.
- ☐ When signaled to re-enter safe areas of the school, quickly do so.
- ☐ Upon safe re-entry, report anything amiss to the Operations Director.

In an Emergency Building Evacuation teachers will also:

- ☐ Upon alert, assemble students for evacuation using designated routes and account for all students.
- ☐ Secure room.
- ☐ If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- ☐ Upon arrival at the assembly area, account for all students.
- ☐ Secure medical treatment for injured students.
- ☐ Report any students missing or left behind because of serious injuries.
- ☐ Stay with and calm students.
- ☐ If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- ☐ Check room and report anything amiss to the Operations Director.

☐ Debrief students to calm fears about the evacuation.

If it is necessary to evacuate the entire campus to another school or relief center, the Executive Director will:

☐ Notify the Superintendent of the Campus Evacuation.

☐ Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.

☐ Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

☐ Gently tilt the head back and lift the chin to open the airway.

☐ Pinch the nose closed.

☐ Give two slow breaths into the mouth.

☐ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.

☐ If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

☐ Apply direct pressure to the wound.

☐ Maintain the pressure until the bleeding stops.

☐ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.

☐ If limb appears to be broken, minimize any movement, but take what measures are

necessary to stop the bleeding.

Treatment for Shock

- ☐ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ☐ Attempt to rule out a broken neck or back.
- ☐ If no back or neck injury is present, slightly elevate the person's legs.

Choking

- ☐ Stand behind the person.
- ☐ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ☐ Grasp your fist with your other hand, give an abdominal thrust.

  Repeat until the object comes out.
- ☐ If required, begin rescue breathing.

Triage Guidelines

Triage is defined as ***the sorting of patients into categories of priority for care based on injuries and medical emergencies***. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities
Highest Priority - RED TAG

1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial Contact

- ❑ Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- ❑ Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- ❑ If absent, open airway to see if breathing begins
- ❑ If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R
- ❑ If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- ❑ If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- ❑ Use the capillary refill test to check radial (wrist) pulse
- ❑ If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- ❑ If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- ❑ Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- ❑ Use simple commands/tasks to assess
- ❑ If patient cannot follow simple commands, tag **RED**
- ❑ If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- ❑ This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

Listen	to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.

Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.

GET HELP by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.

STAY with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

Don't leave the person alone for even a

minute. Don't act shocked or be sworn to secrecy.

Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.

Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- ☐ Determine what the problem is and **call 9-1-1** for local emergency services. **Note:** A casualty is a victim of an accident or disaster.
- ☐ Identify the problem and give the school address.
- ☐ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).

- ☐ Determine if problem will continue or if it is over.
- ☐ Notify Superintendent's Office.
- ☐ School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- ☐ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ☐ Keep calm, reassure students.
- ☐ Fire Department will notify appropriate agencies for additional help.
- ☐ Crisis Team will convene.
- ☐ Contact Superintendent to determine need to send students home

Mass Casualty **PATIENT TRACKING SHEET** **Page_____**

HOSPITALS:

KHN- Kaiser Hospital North
KHR- Kaiser Hospital Roseville
KHS- Kaiser Hospital South
SMCS- Sutter Medical Center Sac
SRMC- Sutter Roseville Medical
MGH- Mercy General Hospital
MHF- Mercy Hospital Folsom
MHS- Methodist Hospital Sacramento
MSJ- Mercy San Juan Medical Center
VAMC- Veterans Affairs Medical Center

PARAMEDIC TAG #	VICTIM NAME	STUDENT ID #	TIME OF DEPARTURE	Hospital

Signed_____**Date**_____

Bio Terrorism

Anthrax Threat

Howtoidentify suspicious letters orpackages

Some characteristics of suspicious letters or packages include the following:

- ✔ Excessive postage
- ✔ Handwritten or poorly typed addresses
- ✔ Incorrect titles
- ✔ Title, but no name
- ✔ Misspellings of common words
- ✔ Oily stains, discolorations or odors
- ✔ No return address
- ✔ Excessive weight
- ✔ Lopsided or uneven envelop
- ✔ Protruding wires or aluminum foil
- ✔ Excessive security material such as masking tape, string, etc.
- ✔ Visual distractions
- ✔ Ticking sound
- ✔ Marked with restrictive endorsements, such as “Personal” or “Confidential.”
- ✔ Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as “Anthrax”

- ☐ Do not shake or empty the contents of any suspicious envelope or package.

- ☐ Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.

- ☐ If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- ☐ Then leave the room and close the door, or section off the area to prevent others from entering.
- ☐ Wash your hands with soap and water to prevent spreading any powder to your face.
- ☐ If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- ☐ List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

- ☐ Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- ☐ Leave the room and close the door or section off the area to prevent others from entering.
- ☐ Wash your hands with soap and water to prevent spreading any powder to your face.
- ☐ If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.

☐ Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

☐ Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.

☐ If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems are contaminated, or warning that a biological agent is released in a public space.)

☐ Turn off local fans or ventilation units in the area.

☐ Leave the area immediately.

☐ Close the door or section off the area to prevent others from entering.

☐ Move upwind, uphill, upstream**.**

☐ If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

☐ Shut down air handling systems in the building if possible.

☐ If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Food Bourne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speck, difficulty swallowing, dry mouth, and a descending muscle weakness that effects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in

undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of food Bourne botulism, except that the gastrointestinal signs sometimes associated with food Bourne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure. Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

Appendices

Annual Emergency Awareness/ Preparedness Checklists & Forms

The following checklists highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more. Many of the procedures included in the checklist are routine in districts with full-time security operations. Whether your school district has full-time security coverage, or has minimal security resources, these recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness.

The following forms are designed to use on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.

Growth Public School Annual Site Awareness Checklist

2023-2024

Recommendation	Steps	Participants	Completed
Review employment screening policy & procedure	◊ Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff? ◊ Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate? ◊ Do your searchers do Social Security Number traces to identify any out-of-state venues that should be checked? ◊ Do your outside contracts use due-diligence screening procedures to check the backgrounds of their workers who regularly visit your school?	◊ Office Manager ◊ Executive Director	
Review the physical security of bus yards and garages; review transportation security in general	◊ Are vehicle garages alarmed, and are the alarms in working order? ◊ Are fenced-in areas gated, locked, and adequately illuminated at night? ◊ Do drivers do “pilot inspections” of their vehicles before placing them into service each day? Is this done again after each time the vehicle has been left unattended? ◊ Are bus drivers equipped with two-way radios or cell phones? ◊ Are drivers trained to be aware of and to report suspicious vehicles that appear to be following their busses during their routes? ◊ Do drivers keep a student roster for each bus route, to include student name, address, primary and secondary emergency contact numbers, and medical authorization information?	◊ Office Manager ◊ Executive Director	
Review the adequacy of physical security in and around campus buildings	◊ Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities. ◊ Are keys to campus and administration buildings adequately controlled? ◊ Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared. ◊ Is exterior lighting working and is illumination adequate? ◊ Is interior lighting (night lighting) working and is illumination adequate?	◊ Office Manager ◊ Maintenance	

Recommendation	Steps	Participants	Completed
Review access control procedures and heighten employee awareness	◊ Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well. ◊ Are staff members trained to approach and to "assist" strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence. ◊ Has a visitor log and ID badge system been implemented?	◊ Everyone	
Train everyone to recognize and report suspicious activities on campuses.	◊ Are persons taking pictures or filming campus activities questioned about their authorization to do so? ◊ Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again. ◊ Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters? ◊ Have you developed a plan to handle reports of suspicious activity? ◊ Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on routine checklists for maintenance and custodial personnel? ◊ Do personnel know what to do if a suspicious package is found? ◊ Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs? ◊ Are food services personnel trained to be aware of suspicious people in their food preparation area? ◊ When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts?	◊ Everyone	

Implement a "tip-line" program that allows students, teachers, parents, staff, and other members of the school community to report issues anonymously, if they choose.	◊ Do you have a zero tolerance for verbal threats of any kind? ◊ Do all members of the school community know that any threat, or information about a potential threat, must be reported? And, do they understand that there is no such thing as a threat intended as a joke? ◊ Do students and staff know that they are responsible for informing the Executive Director/site administrator about any information or knowledge of a possible or actual terrorist threat or act? ◊ Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves?	◊ Everyone	
Work closely with local law enforcement and health officials.	◊ Have you made local law enforcement a partner in your district plans? ◊ Are parking regulations, particularly fire zone regulations, strictly enforced? ◊ Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans? ◊ Has local law enforcement been given the opportunity to conduct exercises on school property and on busses? ◊ Have you determined contact protocol with local health officials if bio-terrorism is suspected?	◊ Executive Director	
Train staff on identifying and handling suspicious packages and letters.	◊ Have you download and posted the FBI advisory (poster) regarding suspicious packages from www.fbi.gov? ◊ Or, the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov? ◊ Have you considered publicizing the availability of this information to others in the school community for personal use?	◊ Executive Director ◊ Operations Director ◊ Parents ◊ Students	

Growth Public School Annual
Site Awareness Checklist
2023-2024

Site: **Site Checklist**
Due By:
Submit To:

This is a checklist to help the Executive Director organize and meet the site requirements mandated by the Emergency Preparedness Plan. It is recommended that each Executive Director appoint a Site Disaster Committee comprised of staff, PTA, and students (optional), to help carry out the tasks of this checklist.

Check		Requirement
_____	1.	Read the District Disaster Plan, and know the responsibilities of the site manager
_____	2.	Designate a second-in-command and a backup
_____	3.	Orient staff to District Disaster Plan, review site procedures (staff meeting)
_____	4.	Update site plan, assign staff responsibilities (complete staff roster sheet)
_____	5.	Schedule necessary training (First Aid, CPR, Search & Rescue)
_____	6.	Schedule drills: Fire, Earthquake, Code Red, Communications
_____	7.	Complete site map, post as required, and forward a copy to Student Services
_____	8.	Complete Site Hazard Survey
_____	9.	Complete Classroom Hazard Survey Summary
_____	10.	Submit Classroom Hazard Survey Summary to Student Service
_____	11	Participate in test of radios
_____	12	Check battery-operated radios
_____	13	Check location and condition of 2-meter radio antennae and the base for installing the antennae if appropriate.
_____	14	Complete supplies and equipment inventory to include classroom emergency kits
_____	15	Order supplies and equipment as necessary
_____	16	Evacuation areas/alternative identified for all classes
_____	17	Communications to parents and students about disaster procedures _____ District Student Release Policy _____ Emergency Information Cards
_____	18	Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate.
_____	19	Assess food supplies as applicable.
_____	20	Meet with child care provider and coordinate disaster preparedness plans
_____	21	Identify hospitals and clinics in school's area that have back-up emergency power that would be able to handle casualties in an emergency.

_____

Executive Director's Signature Date

Growth Public School Annual
Site Hazard Survey
2023-2024

Site Hazard Survey I

The Executive Director is required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the Student Services by November 11, 2022. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include assessment of the following areas.

- ❒ 1. Proximity of toxic, flammable, corrosive, chemically, or reactive materials
- ❒ 2. Proximity of high voltage power lines has been considered in establishing the site evacuation plan
- ❒ 3. Likelihood and possible effects of flooding or landslides
- ❒ 4. Probably safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers
- ❒ 5. Water heaters are strapped
- ❒ 6. Objects that restrict people from moving to a safe place (tables and desks in hallways) etc.
- ❒ 7. Janitorial areas: storage of tools and cleaning chemicals (keep a 3-foot clearance in front of all electrical panels)
- ❒ 8. Storerooms: heavy items stored on high shelves, shelving secured (keep 3-foot clearance in front of all electrical panels)
- ❒ 9. All computers and peripherals should be situated so as not to create a tipping hazard
- ❒ 10. Machine shop and woodshop: equipment should be bolted down
- ❒ 11. Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
- ❒ 12. Sound system speakers and spotlights: secure
- ❒ 13. Compressed gas cylinders: secured top and bottom with a safety chain
- ❒ 14. Weight room/motor development room equipment: racks anchored and weights properly stored
- ❒ 15. Laboratory chemicals on shelves: restrained

Growth Public School Annual
Site Hazard Survey II 2023-2024

GENERAL GUIDELINES	OK	Needs Attention	Comments
CAMPUS			
Signs Posted, Controlled Access			
Traffic review, parking, fire lanes			
Adequate surfacing, lighting			
Safety Plan			
Required Postings			
ASSEMBLY ROOMS			
Exits clear, exit & emergency lights			
Floors, seating maintained			
Stage: clean, clear exits, wiring			
Kitchen: clean, safe food storage			
ATHLETIC FACILITIES			
Bleachers, fences, backstops			
Stairs, ramps, walkways, gates			
Surfacing in common areas			
Equipment			
INDUSTRIAL ARTS			
All guards, shields, covers in place			
Aisles clear, material storage			
First aid kits; eye wash operable			
Dust collection/housekeeping			
Compressed gas cylinders secure			
Protective equipment, safety training			
Safety signs posted, enforced			
SCIENCE ROOMS			
Hazardous material storage			
Adequate ventilation, fume hoods			
Eyewash, gas shut-off			
Safety training			
Safety signs posted, enforced			
EMERGENCY PREPAREDNESS			
Fire extinguishers checked monthly			
Fire and Earthquake drills conducted			
First Aid Equipment in place			
Evacuation routes posted			
Staff Training on Emergency Procedures			

Growth Public School Survey
Annual Classroom Hazard
Survey 2023-2024

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

Each Fall, every teacher shall assess his/her classroom for hazards and correct any he/she can; items he/she cannot correct will be submitted to the Executive Director on this form by November 20th. The Executive Director shall submit a completed copy of the school needs with the Executive Director's checklist by November 20th to Student Services.

ROOM NUMBER	
Deficiencies to be corrected by maintenance staff:	
Free standing shelves over 4 feet tall secured to floor or wall	
File cabinets bolted to wall	
File cabinet drawers have latches	
Paints and chemicals restrained on shelves	
Wall-mounted objects are secured	
Sound system speakers are secured to building	
TV securely fastened to platform or cart	
Deficiencies to be corrected by school personnel:	
Heavy objects removed from high shelves	
Aquariums located on low counter or restrained	
Computers fastened to work station	
Desks and tables cannot block exits	
Cabinets or equipment on wheels cannot block doorway	

Growth Public School Safety Plan Annual Drill Report 2023-2024

Date	Time		Please place a ✔ below for which drill has been completed.					Executive Director's Signature
	Start	End	**Radio Communications**	**Fire**	**Earthquake**	**Code Red**	**Other Drills**	

2023-2024

ANNUAL DISASTER SERVICE WORKER SURVEY

General Information		
1. Name		
2. Position		
3. Location		
4. Work Phone/Ext.		
5. Home Phone		
Specialized Skills		
1. Bilingual?	7	If yes, Language(s):
2. CPR Certified?	6	If yes, Expiration Date:
		If no, are you willing to be trained?
3. First Aid Certified?	6	If yes, Expiration Date:
		If no, are you willing to be trained?
4. CERT (Trained?)	0	If yes, Expiration Date:
		If no, are you willing to be trained?
5. Simple Triage/Rapid Assessment Trained?	0	If yes, Expiration Date:
		If no, are you willing to be trained?
Personal Responsibilities		
1. Children?		If yes, ages:
2. Special needs?		If yes, please describe:
2. Elderly parents?		Comments:
3. Pets?		Comments:
4. Other caregivers available?		Comments:
5. Other		
In an Emergency -- Confidential		
1. Anything you want us to know? Special Needs? Medications?		
2. Other:		

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction

What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school

events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- ☐ Leather Work gloves
- ☐ Latex gloves: 6 pairs
- ☐ Safety goggles: 1 pair
- ☐ Small First Aid kit
- ☐ Pressure dressings: 3
- ☐ Crow bar
- ☐ Space blankets: 3
- ☐ Tarp or ground cover
- ☐ Student accounting forms (blank)
- ☐ Student emergency cards
- ☐ Buddy classroom list
- ☐ Pens, paper
- ☐ Whistle
- ☐ Student activities
- ☐ Duct Tape: 2 rolls (for sealing doors and windows)
- ☐ Scissors
- ☐ Suitable container for supplies (5-gallon bucket or backpack)
- ☐ Drinking water and cups (stored separately)
- ☐ Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- ☐ Portable radio, batteries or other communication system
- ☐ Flashlight, batteries
- ☐ Push broom (if classroom includes wheel chairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food

Water

- ☐ ½ gallon per person per day times three days, with small paper cups

First Aid

- ☐ Compress, 4 x 4": 1000 per 500 students
- ☐ Compress, 8 x 10": 150 per 500 students
- ☐ Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- ☐ Triangular bandage: 24 per campus
- ☐ Cardboard splints: 24 each, small, medium, large
- ☐ Butterfly bandages: 50 per campus
- ☐ Water in small sealed containers: 100 (for flushing wounds, etc.)

- [ ] Hydrogen peroxide: 10 pints per campus
- [ ] Bleach, 1 small bottle

- ☐ Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- ☐ Scissors (paramedic): 4 per campus
- ☐ Tweezers: 3 assorted per campus
- ☐ Triage tags: 50 per 500 students
- ☐ Latex gloves: 100 per 500 students
- ☐ Oval eye patch: 50 per campus
- ☐ Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- ☐ Dust masks: 25 per 100 students
- ☐ Disposable blanket: 10 per 100 students
- ☐ First Aid books: 2 standard and 2 advanced per campus
- ☐ Space blankets: 1 per student and staff
- ☐ Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- ☐ 1 toilet kit per 100 students/staff, to include:
- ☐ 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- ☐ Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- ☐ Barrier tape, 3" x 1000": 3 rolls
- ☐ Pry bar
- ☐ Pick ax
- ☐ Sledge hammer
- ☐ Shovel
- ☐ Pliers
- ☐ Bolt cutters
- ☐ Hammer
- ☐ Screwdrivers
- ☐ Utility knife
- ☐ Broom
- ☐ Utility shut off wrench: 1 per utility

Other Supplies

- ☐ Folding tables, 3' x 6': 3-4
- ☐ Chairs: 12-16
- ☐ Identification vests for staff, preferably color-coded per school plan
- ☐ Clipboards with emergency job descriptions
- ☐ Office supplies: pens, paper, etc.
- ☐ Signs for student request and release

- ☐ Alphabetical dividers for request gate
- ☐ Copies of all necessary forms
- ☐ Cable to connect car battery for emergency power

Food

- The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions.

One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per S&R Team Member

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flash light, extra batteries
- Duffel or tote bag to carry equipment

Gear per S&R Team

- Backpack with First Aid supplies
- Master Keys

EXHIBIT A

Infectious Disease and Pandemic Response Plan

http://www.ready.gov	Disaster Preparedness Information
http://:www.whitehouse.gov	White House
http://:www.dhs.gov	Federal Department of Homeland Security
http://:www.nasponline.org	National Association of School Psychologists
http://www.fema.gov/	Federal Emergency Management Agency
http://www.oes.ca.gov/	California Office of Emergency Services
http://www.bt.cdc.gov/	Centers for Disease Control and Prevention
http://www.fbi.gov/	Federal Bureau of Investigation
http://www.scoe.net/	Sacramento County Office of Education