



## TACMO Board Meeting - September 16, 2025 Agenda

September 16, 2025 6:30pm - 8:30pm PDT

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

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

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

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

### 1. OPENING BUSINESS

6:30pm

#### 1.1. CALL PUBLIC SESSION TO ORDER

#### 1.2. ADA ACCOMMODATIONS

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

specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

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

### 1.3. IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION

### 1.4. PUBLIC COMMENT ON CLOSED SESSION TOPICS

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

### 1.5. PUBLIC COMMENT ON ANY SCHOOL RELATED TOPIC

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

## 2. CONSENT AGENDA

2.1. Approval of Minutes of the board meeting on August 19, 2025 (Enc. No. 1)



TACMO BOD 08192025 Meeting Minutes DRAFT.pdf

2.2. Approval of the August 2025 Check Register Report (Enc. No. 2)

**2.3. Monthly Attendance Reports for BOA and SVA (Enc. No. 3)**

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

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

**3. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION**

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

**4. COMMUNITY REPORTS**

Presentation/Public Hearing/Public Comment/Board Discussion

**4.1. TEACHER REPRESENTATIVE REPORT**

4.1.1 Blue Oak Academy

4.1.2 Sycamore Valley Academy

**4.2. PRINCIPAL REPORT**

4.2.1 Blue Oak Academy (Enc. No. 4)

 [Principal report\\_BOA\\_25 09 16.pdf](#)

4.2.2 Sycamore Valley Academy (Enc. No. 5)

 [Principal report\\_SVA\\_25 09 16.pdf](#)

**4.3. OPERATIONS DIRECTOR REPORT**

4.3.1 Outreach Volunteer Opportunity

**4.4. HUMAN RESOURCES DIRECTOR REPORT**

4.4.1 Transcript Evaluation Update

**4.5. BOARD MEMBER REPORT**

**4.6. SUPERINTENDENT REPORT**

#### 4.6.1 Parent Forums Update

### 5. BOARD DEVELOPMENT

Presentation/Public Hearing/Public Comment/Board Discussion

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

### 6. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS

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

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

### 7. GENERAL AGENDA

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

#### 7.1. PROGRAM UPDATES

7.1.1 **Summer Program Review and After School Program Preview (Enc. No. 6)**

 [The Academies After School Program Update\\_092025 \(1\).pdf](#)

7.1.2 **2025-26 Curriculum Overview (Enc. No. 7)**

 [Curriculum Overview\\_TACMO\\_2025-26.pdf](#)

#### 7.2. ACTION ITEMS

7.2.1 **Monthly Financials Presentation (Enc. No. 8) ACTION**

 [TACMO-FY25 Unaudited Actuals and FY26 July Financial Update 9.16.25.pdf](#)

7.2.2 **Unaudited Actuals 2024-25 Fiscal Year for Blue Oak Academy (Enc. No. 9) ACTION**

 [2-BOA 2024-25 UAR SACS Alt Form submitted 9.12.25.pdf](#)

7.2.3 **Unaudited Actuals 2024-25 Fiscal Year for Sycamore Valley Academy (Enc. No. 10) ACTION**





**7.2.4 CA School Safety Plan for Blue Oak Academy (Enc. No. 11) ACTION**



Comprehensive School Safety Plan 2025\_BOA.pdf

**7.2.5 CA School Safety Plan for Sycamore Valley Academy (Enc. No. 12) ACTION**



Comprehensive School Safety Plan 2025\_SVA.pdf

**7.3. FIRST READS**

**7.3.1 DRAFT REVISION BP 12-001 Financial Policies and Procedures (Enc. No. 13)**



BP 12-001 The Academies Fiscal Policies and Procedures\_September 2025\_DRAFT with mark-ups.pdf

**8. CLOSED SESSION**

**8.1. ADJOURN TO CLOSED SESSION**

**8.2. PERSONNEL (Government Code § 54957).** It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for the position of: After School Program Aide, Paraprofessionals-General Education, Special Education, TK Support

**9. REGULAR SESSION RECONVENED**

**9.1. CALL PUBLIC SESSION TO ORDER**

**9.2. REPORT ACTION TAKEN IN CLOSED SESSION (if any)**

**10. ADJOURNMENT**

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

**10.2. The next The Academies CMO board meeting: October 21, 2025 at 6:30 PM.**



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# TACMO BOARD MEETING AUGUST 19, 2025

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## Minutes



TUESDAY, AUGUST 19, 2025

6:30 PM – 8:30 PM PDT

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

### IN ATTENDANCE:

Mary Aceves, Karin Aure, Sheridyn Blain, Shauna Dolin, Cristina Gutierrez, Marilou Monsivais,  
Corey Morse, Stacey Nelson, Harold Rollin, Staci Soares, Mackenzie Souza, Alex Tietjen,  
Claudia Van Groningen, Alexis Vance, Craig Wheaton

## **1. OPENING BUSINESS**

Others in attendance: Gina Ananian, Sara Cassady, Erica Galindo, Janell Geiger, Cristina Johnson, Meagan Miller, Lauren Ventura, Arturo Villasenor

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

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

### **1.2. ADA ACCOMMODATIONS**

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

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

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

Tietjen noted that he planned to split closed session into two sessions- one at the beginning of the meeting to cover item 2.3 and one at the end of the meeting to cover items 2.1 & 2.2.

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

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

There was no public comment on closed session topics this evening.

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

Tietjen adjourned to closed session at 6:31 PM.

Tietjen adjourned to closed session again at 8:18 PM.

## **2. CLOSED SESSION**

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

Aides, School Bus Monitors, General Activities Aides, Paraprofessionals, After School Program Aides

**2.2. 2.2 PERSONNEL** (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for the position of: Certificated Staff

**2.3.** Conference with legal counsel – ANTICIPATED LITIGATION (Government Code § 54956.9(b) or (c)): 1 case.

### **3. REGULAR SESSION RECONVENED**

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

Tietjen called public session back to order at 6:57 PM.

Tietjen called public session back to order again at 8:40 PM.

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

Closed session 1: No action to report.

Closed session 2: Tietjen reported with seven board members present (Alex Tietjen, Harold Rollin, Marilou Montivais, Christina Gutierrez, Mary Aceves, Sheridyn Blain and Craig Wheaton) the board unanimously voted 7-0 to to approve the following hires and appointment pending the review of the hiring checklist provided by HR: ASP Aides, Core Academic Teachers, General Activities Aide, Paraprofessional - SpEd, Behavior Technician Aide, Paraprofessional - GenEd, Bus Monitor, Enrichment Teacher. Item 2.2 was tabled for a future meeting.

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

There was no public comment this evening.

### **4. CONSENT AGENDA**

Tietjen identified items 4.1 & 4.2. All items were deemed approved by general consent.

#### **4.1. ADMINISTRATIVE SERVICES**

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

#### **4.2. SUPERINTENDENT'S OFFICE**

**4.2.1.** Approval of Minutes of the special board meeting on June 11, 2025, the special board meeting on June 14, 2025, the regular board meeting on June 16, 2025, and the special board meeting on June 18, 2025 (Enc. No. 1)

**4.2.2.** Approval of the June 2025 and July 2025 Check Register Reports (Enc. No. 2)

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

### **5.1. Proclamation Thanking the SVA PTO and BOA PTO**

Tietjen recognized Sheridyn Blain as the former PTO President at Blue Oak Academy. Sheridyn recognized Erica Galindo as an active PTO member.

Tietjen read the proclamation aloud and noted the framed proclamations would be delivered to the school sites since the current PTO Presidents were not in attendance.

Tietjen expressed gratitude toward both PTOs.

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

Presentation/Public Hearing/Public Comment/Board Discussion

### **6.1. Program Update**

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

### **6.2. Board Development**

#### **6.2.1. Ethics Assembly Bill 2158 (Enc. No. 3)**

Aure passed out a summary of Bill 2158 to the Board members and discussed options for meeting the requirement by sharing training options.

Gutierrez requested a survey for availability.

Wheaton requested another option to be able to attend training independently and asked TACMO to reach out to TCOE for options other schools are utilizing.

### **6.3. TACMO Governing Board Election Committees**

Tietjen reminded the Board that they will be losing a Board Member in January. Rollin volunteered to chair the Board Election Committee to find a replacement. Aceves and Gutierrez volunteered to participate in the committee. Rollin invited Aure to participate.

### **6.4. 2025 CSBA Annual Education Conference (AEC) (Enc. No. 4)**

Tietjen asked the Board Members if they were interested in attending CSBA again this year.

Wheaton recommended attending and there was general interest from all Board Members. Aure will follow up with specific dates.

## **7. COMMUNITY REPORTS**

Presentation/Public Hearing/Public Comment/Board Discussion

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

Monsivais: Reported being glad to be back and hoped all had an enjoyable summer, noting she is looking forward to a good school year.

Aceves: Reported seeing well-organized communication coming through as a parent noting the use of postcards and ParentSquare.

Gutierrez: Reported the excitement of being back. Welcomed Aure to the Organization. Noted she is excited to move the strategic plan forward.

Wheaton: Reported receiving a compliment from a Blue Oak Academy family during his dinner before the night's meeting. Noting he loved receiving good, unsolicited feedback

from grateful family members of our schools.

Rollin: Reported the year feeling more like a new book rather than a new chapter. Welcomed Aure and thanked Alex Tietjen. Noted he is excited for the new book/chapter and feels like TACMO is going in the right direction. Noted great energy from Sycamore Valley Academy, and thanked all staff for the work done leading up to the new school year.

Tietjen: Expressed gratitude to both sites for a strong beginning of the school year and recognized the amount of work that was completed. Specifically thanked office staff for the work completed during the Superintendent turnover. Thanked Aure.

## **7.2. Superintendent Report**

### **7.2.1. 2025 Preservice Week Overview (Enc. No. 5)**

Aure expressed gratitude to all staff at the central office and school sites and gave an overview of this year's Pre-Service.

### **7.2.2. 2025-26 Year 2 Action Planning Update**

Aure reported the Organization is working hard on our strategic plan with action planning in June and August.

### **7.2.3. 2024-25 Whole School Report Cards (Enc. No. 6)**

Aure shared the 2024-25 Whole School Report Cards because they were not shared during the previous school year and asked the Board for feedback regarding their relevance.

Aceves noted she appreciated the summary.

### **7.2.4. 2024-25 EOY state testing preliminary results (Enc. No. 7)**

Aure shared the 2024-25 academic performance.

Gutierrez questioned if we have qualitative data regarding testing and the strategic plan. Aure answered the goals are related to the principles.

Wheaton noted he appreciates seeing the multiple year trends and recommended having the state average shown on our graphs and to consider VUSD average for our local context since we are a school of choice.

### **7.2.5. 2025-26 Blue Oak Academy and Sycamore Valley Academy Family Handbooks (Enc. No. 8)**

Aure shared a highlight of changes made to the 2025-26 Family Handbooks and noted we will be have Spanish versions available moving forward.

### **7.2.6. Student Placement Information/Request Form Review (Enc. No. 9)**

Aure reported we are making sure the language matches our intention.

### **7.2.7. Fiscal Policies and Procedures (BP 12-001) Revision Recommendations (Enc. No. 10)**

Aure reported we are going to be looking at bringing draft revision language to the September meeting with a final draft coming to the October meeting.

### **7.2.8. Board member & Superintendent Introductory Meetings**

Aure noted she will be reaching out to each Board Member for individual meetings.

### **7.3. Principal Report**

#### **7.3.1. Summer Planning and School Kick Off at Blue Oak Academy**

Soares reported a fantastic beginning of the school year, noting new policies and procedures created by Alexis Vance for our TK learners, CARE4 tours for all students, and a successful Meet & Greet prior to school starting. Soares noted the PTO has doubled in size and there are several exciting things on the calendar for the school year.

#### **7.3.2. Summer Planning and School Kick Off at Sycamore Valley Academy**

Morse reported having a smooth start to the school year, noting Gifted Ed training over the summer and a focus on Socratic Seminars this year to align with strategic action.

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

#### **7.4.1. Summer Planning and School Kick Off at TACMO**

Van Groningen reported the start of the school year has been grounding to the original intention of our schools and has focused on connecting to new and returning staff. She reported bringing back Staff Pages on our website and how fun it has been getting to know our staff members. Over the summer she worked on technology inventory. The After School Program Summer Enrichment was successful and she expressed gratitude to Lauren Ventura.

### **7.5. Human Resources Director Report**

#### **7.5.1. Summer Planning and School Kick Off at TACMO**

Dolin reported on summer challenges and successes, thanking her team of Stacey Nelson and Krystal Eastman. She reported the hiring of 100% qualified and fully credentialed teachers this year and noted the success of Pre-Service.

### **7.6. Teacher Representative Report**

Janell Geiger reported on the beginning of the school year at Sycamore Valley Academy noting a strong focus on classroom cultures and CARE4 values. TK is working through the hot weather and separation anxiety. Kindergarten is working on sharing and communication. 1st grade is working on the universal theme of relationships. 4th/5th is focused on positive classroom culture. Middle school is focused on universal themes of culture and community as well as PowerHour Bootcamp.

Arturo Villasenor reported on the beginning of the school year at Blue Oak Academy noting a smooth start and following CARE4 expectations. TK reports 90% are transitioning well to a school environment. Kindergarten reported a smooth beginning of the year. 1st grade is doing well adjusting to a full day of school. 2nd/3rd are now in single grade level classrooms and it is helping with single grade standards. 4th/5th is focusing on building community. Middle School is focused on relationship building and socratic seminars. Villasenor noted a highlight of the school Librarian, Gina Ananian, reporting the library is now fully functional and the excitement is contagious. Villasenor reported the Specialists for Music, Spanish, PE, and Art are going well.

Tietjen commented the library is making a large impact on his children and thanked Gina for her work.

## **8. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS**

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

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

## **9. GENERAL AGENDA**

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

### **9.1. 2025-26 Employee Handbook ACTION (Enc. No. 11)**

Dolin shared a report of highlighted changes.

Aceves moved to approve the 2025-26 Employee Handbook; Wheaton seconded;

Approved 7-0.

### **9.2. BP 24-003 Title IX Coordinator update ACTION (Enc. No. 12)**

Aure reported the only update removed the former Superintendent as the Coordinator contact and added Aure instead.

Wheaton moved to approve the BP 24-003 Title IX Coordinator update; Monsivais seconded; Approved 7-0.


## **10. ADJOURNMENT**

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

**10.2.** The next The Academies CMO board meeting: September 16, 2025 at 6:30 PM.

Tietjen adjourned the meeting at 8:45 PM.



Combined Board Check Register					 a vertex education company	
School:	TACMO					
Month:	August 2025					
					Total Paid By Check: \$ 307,905.48	
					Total Paid By Credit Card: \$ 20,400.87	
Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9170	Foundation for Educational Administration	8/1/2025	Bill #ACSA-0000001162--Services: 09/01/24 Bill #ACSA-0000003866--Services: 06/01/25 Bill #ACSA-0000003217--Services: 05/01/25 Bill #ACSA-0000003118--Services: 05/09/25 Bill #ACSA-0000003057--Services: 05/02/25 Bill #ACSA-0000000671--Services: 04/01/25 Bill #ACSA-0000001329--Services: 10/01/24 Bill #ACSA-0000000976--Services: 08/07/24		\$ 2,671.08
Check	9171	Sweetwater	8/1/2025	Bill #46229006--Vic Firth Heavy Hitter Quad Small W/Rim & Yamaha XX Stand		\$ 1,136.61
Check	9172	TargetSuccess, Inc.	8/1/2025	Bill #1897--Teacher Sketch Annual Subscription March 2025 to March 2026		\$ 1,200.00
Check	9173	Tulare County Superintendent of Schools	8/1/2025	Bill #260049--ERS Library Media Services		\$ 16.99
Check	9174	Amazon Capital Services	8/1/2025	Bill #19YL-WV1H-JKCF--Supplies Bill #1H31-T6VV-4X9Q--Supplies Bill #1HTC-GDWM-3XPX--Supplies Bill #1YNK-T6VX-3N17--Supplies Bill #1HTC-GDWM-74QH--Supplies Bill #1FWK-1QXQ-QDVN--Supplies		\$ 1,261.59
Check	9175	Cline's Business Equipment, Inc.	8/1/2025	Bill #264970--Standard min charge Bill #264865--IT Service: 07/21/25		\$ 90.00
Check	9176	Didax, Inc.	8/1/2025	Bill #546944.1--Materials		\$ 386.81
Check	9177	Enome, Inc	8/1/2025	Bill #2416494-1--School full site Membership - Goal book Toolkit Access for up to 5 Users		\$ 5,000.00
Check	9178	Gopher, Inc.	8/1/2025	Bill #IN457578--PE Supplies		\$ 810.21
Check	9179	Idea Printing & Graphics Inc.	8/1/2025	Bill #128005--Absence Verification/Tardy Slip 2 Part White/Canary 80 Books		\$ 1,269.45
Check	9180	Jennifer Leonardo	8/1/2025	Bill #070225--Reimb: Requested Transctions for safety Placement		\$ 41.82
Check	9181	ODP Business Solutions, LLC	8/1/2025	Bill #431309413001--Supplies Bill #429420518001--Supplies Bill #429068891001--Supplies		\$ 1,464.20



Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9182	Rochester 100 Inc.	8/1/2025	Bill #WEBINV0021376--Katie's Folders - Electric Blue		\$ 339.42
Check	9183	School Outfitters, LLC	8/1/2025	Bill #inv14304825--Transport Series Double-Door Mobile Storage Cabinet		\$ 1,108.46
Check	9184	WM Corporate Services Inc	8/1/2025	Bill #4927945-0165-9--Waste Svc : August 2025		\$ 801.67
Check	9185	Self-Insured Schools of California	8/8/2025	Bill #080525--Billing Period: August 2025		\$ 74,300.90
Check	9186	EdTec	8/12/2025	Bill #CINV-00010770--EdTec Monthly - August 2025		\$ 16,275.00
Check	9187	Amazon Capital Services	8/12/2025	Bill #1GYM-RRDH-9M6L--Supplies Bill #1PXT-MK6D-X377--Supplies Bill #1FKC-DMR6-XN7Q--Supplies Bill #1KYG-6DMW-GCP7--Supplies Bill #1TKX-WD16-XNQ4--Supplies Bill #1MQR-NKKQ-99DJ--Supplies Bill #1N1P-PHMC-XTLP--Supplies Bill #1RVV-LY4R-KC1H--Supplies Bill #1KYG-6DMW-GXV7--Supplies Bill #1MMX-WDCC-KLPK--Supplies Bill #1FKC-DMR6-WTW7--Supplies Bill #1Q6R-XK4J-C7JQ--Supplies Bill #16CL-XQCY-9CNV--Supplies Bill #1GN6-6NQ4-FJKN--Supplies Bill #1LYG-FGV6-JVKJ--Supplies		\$ 6,190.97
Check	9188	Cline's Business Equipment, Inc.	8/12/2025	Bill #265095--Standard min charge Bill #265227--Contract Usage charge: 06/12 - 07/11/25 & Standard min Charge		\$ 1,209.17
Check	9189	J&D Lighting & Alarm	8/12/2025	Bill #400113--Intrusion Monitoring; 08/01 - 10/31/25		\$ 125.52
Check	9190	Stephanie Kulp	8/12/2025	Bill #072825--Reimb; ice for Snow Case Card Stock & Carft Items		\$ 42.80
Check	9191	Lakeshore Learning Materials	8/12/2025	Bill #91252743--Supplies		\$ 50.37
Check	9192	PikmyKid	8/12/2025	Bill #INV-24506--Subscription fee: 09/01/25 - 08/31/26		\$ 2,000.00
Check	9193	Scenario Learning, LLC	8/12/2025	Bill #INV123908--SLSST - Employee Safety and Compliance Library: 08/06/25 - 08/05/26		\$ 1,784.94
Check	9194	TCG Administrators, a HUB International Company	8/12/2025	Bill #185164--Monthly Administration Fees		\$ 28.00
Check	9195	Lauren Ventura	8/12/2025	Bill #072325--Reimb: Binders		\$ 15.17
Check	9196	Able Space INC	8/25/2025	Bill #LPN26INA-0001--ABLE Space Student License - 1Year Bill #LPN26INA-0002--ABLE Space Student License - 1Year		\$ 2,600.00

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9197	Amazon Capital Services	8/25/2025	Bill #1MVF-F3CM-9MWT--Supplies Bill #11JH-JCWG-NH99--Supplies Bill #136Q-W4R9-TMHF--Supplies Bill #1D1T-QYKQ-TJPD--Supplies Bill #1N1R-DNTC-J6XN--Supplies Bill #1HJC-HTV6-PHDM--Supplies Bill #1P6H-THX4-9RYL--Supplies Bill #1HH4-GYY9-C6XD--Supplies Bill #1DLK-VTKJ-HT93--Supplies Bill #1PCY-7GK7-H79L--Supplies Bill #1WTK-9XCL-QXXG--Supplies		\$ 5,192.99
Check	9197	Amazon Capital Services	8/25/2025	Bill #1XWM-PDKM-WRF9--Supplies Bill #1RDQ-RRWX-3YJ1--Supplies Bill #19TR-LCHL-KC66--Supplies Bill #1J33-K39V-HRLG--Supplies Bill #1HMR-FRLJ-GQL3--Supplies Bill #1Q9W-YWWG-GT69--Supplies Bill #1CCT-MCNT-13KV--Supplies Bill #1TWJ-K9KR-W4WC--Supplies Bill #1LQM-49QM-3YMR--Supplies Bill #1RXK-DWNV-RDTV--Supplies		Cont'd
Check	9198	Cline's Business Equipment, Inc.	8/25/2025	Bill #265534--Contract Usage charge: 07/01 - 07/31/25 Bill #265461--Contract Usage charge: 07/01 - 07/31/25 & Standard min Charge		\$ 315.35
Check	9199	Curriculum Associates LLC	8/25/2025	Bill #90906680--Books & Supplies		\$ 1,740.90
Check	9200	Gopher, Inc.	8/25/2025	Bill #IN460829--PE Supplies Bill #IN460831--PE Supplies		\$ 270.06
Check	9201	Law Offices of Young, Minney & Corr, LLP	8/25/2025	Bill #17873--Legal Svcs thru: 07/01 - 07/31/25		\$ 987.50
Check	9202	Stacey Nelson	8/25/2025	Bill #080825--Reimb: Mileage		\$ 90.58
Check	9203	ODP Business Solutions, LLC	8/25/2025	Bill #432668554001--Supplies Bill #431302411001--Supplies Bill #432664855001--Supplies Bill #431309458001--Supplies Bill #428113439001--Supplies		\$ 625.33
Check	9204	School Outfitters, LLC	8/25/2025	Bill #INV14311993--Cubby Storage Unit W/ Nine Cubbies		\$ 968.95
Check	9205	Teachers' Curriculum Institute	8/25/2025	Bill #INV140481--EL-SCI-TL-01 Elementary (K-5) Science: Teacher License (1Yr)		\$ 920.00

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9206	Tulare County Superintendent of Schools	8/25/2025	Bill #254518--Administrative Clerical and Adeversting Costs for Superintendent Search		\$ 5,000.00
Check	9207	William V. Macgill & Co.	8/25/2025	Bill #IN0904269--BZK Antiseptic Towellettes 100/Box		\$ 47.87
Check	9208	Investors Property Management	8/25/2025	Bill #September 2025--TACMO Home Office Monthly Rent		\$ 1,000.00
Check	9209	ODP Business Solutions, LLC	8/27/2025	Bill #428240338001--Supplies Bill #433866710001--Supplies Bill #428878268001--Supplies Bill #429176975001--Supplies Bill #434187095001--Supplies Bill #428240358001--Supplies		\$ 902.09
Check	9210	Cline's Business Equipment, Inc.	8/27/2025	Bill #266206--Standard min charge Bill #266208--Contract Usage charge: 07/13 - 08/12/25 Bill #266207--Standard min charge		\$ 119.00
Check	9211	Amazon Capital Services	8/27/2025	Bill #1TMT-HPYK-GGMX--Supplies Bill #1QQQ-JJM9-FJTD--Supplies Bill #191K-GMR4-9WWC--Supplies Bill #1NYT-QCRH-VD4T--Supplies Bill #1MW1-XF6W-GKJ6--Supplies Bill #1N7C-TLVY-C6KD--Supplies Bill #11CM-TMRD-G7PM--Supplies Bill #1TTD-46F4-NDC7--Supplies Bill #1LTC-7VNL-NGNN--Supplies Bill #17PV-7KDH-VKR3--Supplies Bill #1CJP-1DNM-DJDG--Supplies Bill #1F1T-CH4T-6F91--Supplies Bill #1FRG-RRWG-NYVF--Supplies Bill #1MRG-ND69-7413--Supplies Bill #141R-36LL-FCYH--Supplies		\$ 5,579.08

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9211	Amazon Capital Services	8/27/2025	Bill #163D-PQJJ-3XRK--Supplies Bill #177X-HNQ7-7C1X--Supplies Bill #1LTC-7VNL-VL3C--Supplies Bill #1FJ4-VHQG-64YH--Supplies Bill #1PQN-P37X-7KLN--Supplies Bill #17G6-DQMD-1PP6--Supplies Bill #1MP6-XXRL-9XC9--Supplies Bill #1LTC-7VNL-74VJ--Supplies Bill #191N-YJVK-7DLT--Supplies Bill #167H-TJR9-6Y4X--Supplies Bill #1LRF-XLCG-TKTL--Supplies Bill #16F1-9L3T-QNVM--Supplies Bill #1NNG-DWV1-YWF3--Supplies Bill #1CGW-QKV1-9KGT--Supplies Bill #1NYT-QCRH-CPF6--Supplies		Cont'd
Check	9212	Teachers' Curriculum Institute	8/27/2025	Bill #INV141396--EL-SS-TL-01 Elementary (K-5) Social Studies: Teacher License (1Yr)		\$ 342.00
Check	9213	SensoryEdge	8/27/2025	Bill #35235--Books & Supplies		\$ 394.31
Check	9214	Teacher Synergy, LLC	8/27/2025	Bill #307439748--IReady math Full Year Kindergarten Worksheets Exit Ticket Posters Units 1-6		\$ 176.46
Check	9215	Corey Morse	8/27/2025	Bill #081225--Reimb: Golf cart for Steve		\$ 1,500.00
Check	9216	Karin Aure	8/27/2025	Bill #080825--Reimb: Lunch Meeting With Board Chair & VP & Coffe With Board Chair & Board member		\$ 90.81
Check	9217	Lauren Ventura	8/27/2025	Bill #080625A--Reimb: Mileage Bill #080625--Reimb: BOA Cart Supplies		\$ 106.90
Check	9218	Jennifer Leonardo	8/27/2025	Bill #072825--Reimb: Classroom Supplies		\$ 447.58
Check	9219	Wendy Anderson	8/27/2025	Bill #062725A--Reimb: Mileage		\$ 38.36
Check	9220	Jem Resource Partners	8/27/2025	Bill #PR041524--04/15/24 Contribution for Chrissy Gartung		\$ 25.00
Check	9221	Open Parachute LTD	8/28/2025	Bill #714--Open Parachute Subscription: 06/30/25 - 07/01/28		\$ 17,850.00
Check	9222	Tulare County Superintendent of Schools	8/28/2025	Bill #254593--2024-2025 OverSight Fee		\$ 93,516.72

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9223	Amazon Capital Services	8/29/2025	Bill #17CW-LQDD-1T9L--Supplies Bill #1RNX-VFGD-73JP--Supplies Bill #1V6X-TW79-VCQL--Supplies Bill #1YVD-W4C7-HXG1--Supplies Bill #11FV-KJ4X-1KRW--Supplies Bill #1T6G-WPNX-GG7J--Supplies Bill #1QK7-PH7R-KK6H--Supplies Bill #1GQL-XKQC-1K9N--Supplies Bill #1TY6-YHCY-JFJ6--Supplies Bill #1GWG-F6H4-QJT9--Supplies Bill #1HMD-M1P9-GRQF--Supplies		\$ 3,563.76
Check	9224	Classic Charter, Inc.	8/29/2025	Bill #175640--Vehicle Charge Bill #177229--Vehicle Charge Bill #175641--Vehicle Charge Bill #177227--Vehicle Charge Bill #175644--Vehicle Charge Bill #177230--Vehicle Charge		\$ 1,938.00
Check	9225	Cline's Business Equipment, Inc.	8/29/2025	Bill #266804--IT Service: 08/13/25 Bill #266510--IT Service: 08/12/25 Bill #266705--Konica Minolta Bill #266802--IT Service: 08/11/25		\$ 665.05
Check	9226	Hand2mind, Inc	8/29/2025	Bill #INV000435546--Materials & Supplies		\$ 155.67
Check	9227	JAMF Software, LLC	8/29/2025	Bill #90346728--PRO-EDU-IOs Jamf Pro iOS: 04/29/25 - 07/30/26		\$ 3,052.90
Check	9228	ODP Business Solutions, LLC	8/29/2025	Bill #433202134001--Supplies Bill #431349632001--Supplies Bill #433211247001--Supplies Bill #432624444001--Supplies Bill #435026756001--Supplies Bill #434332253001--Supplies Bill #432973351001--Supplies Bill #431439785001--Supplies Bill #435383632001--Supplies Bill #431595151001--Supplies Bill #432793168001--Supplies Bill #434026986001--Supplies Bill #434332604001--Supplies Bill #432793162001--Supplies Bill #434027101001--Supplies		\$ 2,378.07

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9229	David Britter	8/29/2025	Bill #072125--Reimb: Elective bolts and Washers for Equipment & Coat rack		\$ 579.65
Check	9230	Steve Calderon	8/29/2025	Bill #081925--Reimb: Mileage		\$ 28.00
Check	9231	Joesaigh Carmona	8/29/2025	Bill #081925--Reimb: Wagon for Physical Education		\$ 105.23
Check	9232	Screenecastify LLC	8/29/2025	Bill #SC-926430--Pro-Annual: 08/19/25 - 08/19/26		\$ 120.00
Check	9233	Small School Districts Association	8/29/2025	Bill #01874--Membership application level:School District/Charter Membership		\$ 2,000.00
Check	9234	Mackenzie Souza	8/29/2025	Bill #081725--Reimb: Staff Lanyards		\$ 307.85
Check	9235	TCG Administrators, a HUB International Company	8/29/2025	Bill #185434--Monthly Administration Fees		\$ 28.00
Check	9236	Tulare County Superintendent of Schools	8/29/2025	Bill #260171--ActVent Annual Maintenance Fee 2025-2026 Fiscal Year Bill #260225--ActVent Annual Maintenance Fee 2025-2026 Fiscal Year		\$ 4,800.00
Check	9237	Lauren Ventura	8/29/2025	Bill #070125--Reimb: Snacks for Playland Field Trip		\$ 73.00
Check	9238	Arturo Villaseñor	8/29/2025	Bill #081525--Reimb: Elective Class Material		\$ 89.28
Check	DB080525	Samantha Bowman	8/5/2025	DB080525 - TACMO home office weekly cleaning		\$ 50.00
Check	DB080625	SoCalGas	8/6/2025	DB080625 - TACMO home office monthly gas bill		\$ 14.94
Check	DB081225	Samantha Bowman	8/12/2025	DB081225 - TACMO home office weekly cleaning		\$ 50.00
Check	DB081225-1	Southern California Edison	8/12/2025	DB081225-1 - TACMO home office monthly electricity bill		\$ 462.10
Check	DB081325	LEAF	8/13/2025	DB081325 - Monthly copier service		\$ 388.48
Check	DB081825	Cardmember Service	8/18/2025	DB081825 - Community West Bank Visa 8054		\$ 20,400.87
Check	DB081925	Samantha Bowman	8/19/2025	DB081925 - Bowman, Samantha		\$ 50.00
Check	DB082025	LEAF Capital Funding, LLC	8/20/2025	DB082025 - LEAF Capital Funding, LLC (Contract #100-4730169-003)		\$ 211.64
Check	DB082625	Samantha Bowman	8/26/2025	DB082625 - TACMO home office weekly cleaning		\$ 50.00
Check	DB082725	AmTrust Financial	8/27/2025	DB082725 - Cyber Insurance		\$ 5,874.00
Credit Card	9515-8054	Secretary of State of California	8/14/2025	08/11 - Secretary of State of California - Fee to update business information with state		\$ 5.00
Credit Card	9515-8054	Amazon Mktplace	8/14/2025	07/16 - Amazon Mktplace - Table for TACMO home office		\$ 141.04
Credit Card	9515-8054	Tracfone *Services	8/14/2025	07/17 - Tracfone *Services - CMO cell phone montly bill		\$ 16.51
Credit Card	9515-8054	DiscountSch	8/14/2025	07/18 - DiscountSch - Charge 1 of 2 on same receipt: ASP Supplies		\$ 326.52
Credit Card	9515-8054	DiscountSch	8/14/2025	07/18 - DiscountSch - ASP Supplies		\$ 477.03
Credit Card	9515-8054	DiscountSch	8/14/2025	07/21 - DiscountSch - Charge 2 of 2 on same receipt: ASP Supplies		\$ 124.76
Credit Card	9515-8054	Tracfone *Services	8/14/2025	07/21 - Tracfone *Services - ASP cell phone monthly bill		\$ 16.51
Credit Card	9515-8054	Amazon Mktplace	8/14/2025	07/23 - Amazon Mktplace - TACMO home office supplies		\$ 29.28

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

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	9515-8054	Comcast / Xfinity	8/14/2025	07/23 - Comcast / Xfinity - TACMO home office monthly phone and internet bill		\$ 218.30
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	07/24 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 13.92
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	07/24 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 13.93
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	07/24 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 13.17
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	07/24 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 13.92
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	07/24 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 13.17
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	07/24 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 13.92
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	07/24 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 13.92
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	07/24 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 13.17
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	07/28 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 23.50
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	07/28 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 13.17
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	07/28 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 13.92
Credit Card	9515-8054	Round Table Pizza	8/14/2025	08/04 - Round Table Pizza - TACMO home office lunch meeting		\$ 34.70
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	08/04 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 13.17
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	08/04 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 13.92
Credit Card	9515-8054	GoBulk.Com	8/14/2025	08/07 - GoBulk.Com - Classroom supplies		\$ 46.21
Credit Card	9515-8054	DiscountSch	8/14/2025	08/08 - DiscountSch - ASP Supplies		\$ 147.15
Credit Card	9515-8054	Amazon Mktplace	8/14/2025	08/11 - Amazon Mktplace - Office supplies		\$ 83.32
Credit Card	9515-8054	Openal *ChatGPT	8/14/2025	08/13 - Openal *ChatGPT - ChatGPT Plus Subscription Aug - Sept		\$ 20.00
Credit Card	9515-8054	Vista Higher Learning	8/14/2025	08/13 - Vista Higher Learning - Spanish Curriculum Materials		\$ 226.02
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	08/13 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 17.17
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	08/13 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 17.17
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	08/13 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 16.37

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



Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	9515-8054	UPS*1ZYTU	8/14/2025	08/13 - UPS*1ZYTU - Postage charge for mailing of CUM file		\$ 13.17
Credit Card	9515-8054	AMAZON RETA	8/14/2025	07/22 - AMAZON RETA - Surge Protectors		\$ 211.12
Credit Card	9515-8054	CDW Government	8/14/2025	07/25 - CDW Government - USB-C Adapters		\$ 1,849.93
Credit Card	9515-8054	CDW Government	8/14/2025	07/29 - CDW Government - Charging Carts		\$ 2,848.73
Credit Card	9515-8054	Canva	8/14/2025	07/30 - Canva - Teacher postcards		\$ 74.00
Credit Card	9515-8054	AMAZON RETA	8/14/2025	07/30 - AMAZON RETA - Computer monitor		\$ 330.49
Credit Card	9515-8054	Wix.com	8/14/2025	07/31 - Wix.com - Annual renewal for www.sycamorevalleyacademy.org		\$ 348.00
Credit Card	9515-8054	AMAZON RETA	8/14/2025	08/05 - AMAZON RETA - Charging stations		\$ 365.76
Credit Card	9515-8054	Costco Whse	8/14/2025	08/07 - Costco Whse - Food for all staff pre-service		\$ 123.87
Credit Card	9515-8054	Constant Contact, Inc.	8/14/2025	08/07 - Constant Contact, Inc. - Monthly renewal for email subscription		\$ 62.00
Credit Card	9515-8054	Butter + Milk Biscuit Bar	8/14/2025	08/08 - Butter + Milk Biscuit Bar - Food for all staff pre-service		\$ 1,728.75
Credit Card	9515-8054	Panera Bread	8/14/2025	08/08 - Panera Bread - Food for all staff pre-service		\$ 222.74
Credit Card	9515-8054	Panera Bread	8/14/2025	08/12 - Panera Bread - Food for ASP pre-service		\$ 96.01
Credit Card	9515-8054	Panera Bread	8/14/2025	08/12 - Panera Bread - Food for ASP pre-service		\$ 96.01
Credit Card	9515-8054	Amazon Mktplace	8/14/2025	08/13 - Amazon Mktplace - Macbook Case		\$ 16.47
Credit Card	9515-8054	Apple.com	8/14/2025	08/13 - Apple.com - iPads		\$ 4,654.81
Credit Card	9515-8054	Canva	8/14/2025	08/14 - Canva - Postcards		\$ 119.99
Credit Card	9515-8054	Apple.com	8/14/2025	08/14 - Apple.com - Apple TV		\$ 694.99
Credit Card	9515-8054	Hobby Lobby	8/14/2025	07/21 - Hobby Lobby - Craft Paper		\$ 71.86
Credit Card	9515-8054	EZ Street Signs	8/14/2025	08/01 - EZ Street Signs - Teacher Room Signs		\$ 151.95
Credit Card	9515-8054	Amazon Mktplace	8/14/2025	08/05 - Amazon Mktplace - Classroom cell phone holders		\$ 303.52
Credit Card	9515-8054	Smart And Final Store	8/14/2025	08/06 - Smart And Final Store - Food for all staff pre-service		\$ 37.74
Credit Card	9515-8054	Dutch Bros	8/14/2025	08/07 - Dutch Bros - First day of school breakfast		\$ 52.60
Credit Card	9515-8054	DD *DoorDash	8/14/2025	08/07 - DD *DoorDash - Charge 1 of 2 on same receipt: Accidental personal charge on TACMO CC. Reimbursed with cash to be deposited 9/11/25		\$ 9.99
Credit Card	9515-8054	Panera Bread	8/14/2025	08/07 - Panera Bread - First day of school breakfast		\$ 82.71
Credit Card	9515-8054	DD *DoorDash	8/14/2025	08/07 - DD *DoorDash - Pre-service lunch		\$ 128.78
Credit Card	9515-8054	Guitar Center	8/14/2025	08/11 - Guitar Center - Speaker		\$ 488.24
Credit Card	9515-8054	Lowes	8/14/2025	08/11 - Lowes - Janitorial supplies		\$ 8.66
Credit Card	9515-8054	DD *DoorDash	8/14/2025	08/11 - DD *DoorDash - Charge 2 of 2 on same receipt: Accidental personal charge on TACMO CC. Reimbursed with cash to be deposited 9/11/25		\$ 9.99
Credit Card	9515-8054	Amazon Mktplace	8/14/2025	08/13 - Amazon Mktplace - Golf cart battery		\$ 790.97
Credit Card	9515-8054	Quesadilla Gorilla	8/14/2025	07/23 - Quesadilla Gorilla - CAG Training lunch		\$ 159.22

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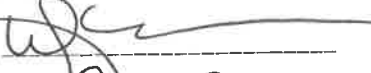


## Attendance Summary By Grade

**Blue Oak Academy**  
08/11/2025 to 09/05/2025 = 17 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Att'd	ADA	ADA %
-1	0	40	1	1	39	663	0	-1	40.00	624.00	36.71	93.98%
0	0	48	0	0	48	816	0	0	43.00	773.00	45.47	94.73%
<b>Subtotal</b>	<b>0</b>	<b>88</b>	<b>1</b>	<b>1</b>	<b>87</b>	<b>1479</b>	<b>0</b>	<b>-1</b>	<b>83.00</b>	<b>1397.00</b>	<b>82.18</b>	<b>94.39%</b>
1	0	54	0	0	54	918	0	0	34.00	884.00	52.00	96.30%
2	0	51	0	0	51	867	0	8	48.00	811.00	47.71	94.41%
3	0	54	0	0	54	918	0	0	29.00	889.00	52.29	96.84%
<b>Subtotal</b>	<b>0</b>	<b>159</b>	<b>0</b>	<b>0</b>	<b>159</b>	<b>2703</b>	<b>0</b>	<b>8</b>	<b>111.00</b>	<b>2584.00</b>	<b>152.00</b>	<b>95.88%</b>
4	0	39	0	1	38	663	0	2	38.00	623.00	36.65	94.25%
5	0	45	0	2	43	765	0	24	41.00	700.00	41.18	94.47%
6	0	37	0	1	36	629	0	2	51.00	576.00	33.88	91.87%
<b>Subtotal</b>	<b>0</b>	<b>121</b>	<b>0</b>	<b>4</b>	<b>117</b>	<b>2057</b>	<b>0</b>	<b>28</b>	<b>130.00</b>	<b>1899.00</b>	<b>111.71</b>	<b>93.59%</b>
7	0	38	0	0	38	646	0	0	70.00	576.00	33.88	89.16%
8	0	45	0	1	44	765	0	5	83.00	677.00	39.82	89.08%
<b>Subtotal</b>	<b>0</b>	<b>83</b>	<b>0</b>	<b>1</b>	<b>82</b>	<b>1411</b>	<b>0</b>	<b>5</b>	<b>153.00</b>	<b>1253.00</b>	<b>73.70</b>	<b>89.12%</b>
<b>Grand Total</b>	<b>0</b>	<b>451</b>	<b>1</b>	<b>6</b>	<b>445</b>	<b>7650</b>	<b>0</b>	<b>40</b>	<b>477.00</b>	<b>7133.00</b>	<b>419.59</b>	<b>93.73%</b>

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

Signed   
Date 9-12-25

### Report Calculations

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

Actual Days - ( Off Track + Days N/E + Days Absent ) = Days Att'd

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


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

# Attendance Summary By Grade

**Sycamore Valley Academy**  
08/11/2025 to 09/05/2025 = 17 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
-1	0	24	0	0	24	408	0	9	21.00	378.00	22.24	94.74%
0	0	41	0	0	41	697	0	11	35.00	651.00	38.29	94.90%
<b>Subtotal</b>	<b>0</b>	<b>65</b>	<b>0</b>	<b>0</b>	<b>65</b>	<b>1105</b>	<b>0</b>	<b>20</b>	<b>56.00</b>	<b>1029.00</b>	<b>60.53</b>	<b>94.84%</b>
1	0	41	0	0	41	697	0	0	46.00	651.00	38.29	93.40%
2	0	43	0	1	42	731	0	11	25.00	695.00	40.88	96.53%
3	0	43	0	0	43	731	0	0	35.00	696.00	40.94	95.21%
<b>Subtotal</b>	<b>0</b>	<b>127</b>	<b>0</b>	<b>1</b>	<b>126</b>	<b>2159</b>	<b>0</b>	<b>11</b>	<b>106.00</b>	<b>2042.00</b>	<b>120.11</b>	<b>95.07%</b>
4	0	44	0	0	44	748	0	0	29.00	719.00	42.29	96.12%
5	0	43	0	0	43	731	0	0	32.00	699.00	41.12	95.62%
6	0	46	0	0	46	782	0	6	33.00	715.00	42.06	92.14%
<b>Subtotal</b>	<b>0</b>	<b>133</b>	<b>0</b>	<b>0</b>	<b>133</b>	<b>2261</b>	<b>0</b>	<b>6</b>	<b>94.00</b>	<b>2133.00</b>	<b>125.47</b>	<b>94.59%</b>
7	0	42	0	0	42	714	0	0	47.00	667.00	39.24	93.42%
8	0	45	0	0	45	765	0	0	39.00	726.00	42.71	94.90%
<b>Subtotal</b>	<b>0</b>	<b>87</b>	<b>0</b>	<b>0</b>	<b>87</b>	<b>1479</b>	<b>0</b>	<b>0</b>	<b>86.00</b>	<b>1393.00</b>	<b>81.95</b>	<b>94.19%</b>
<b>Grand Total</b>	<b>0</b>	<b>412</b>	<b>0</b>	<b>1</b>	<b>411</b>	<b>7004</b>	<b>0</b>	<b>37</b>	<b>342.00</b>	<b>6597.00</b>	<b>388.06</b>	<b>94.69%</b>

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

Signed   
Date 9/11/25

## Report Calculations

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

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

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

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

# TACMO Board Meeting - Principal Report

FROM: Staci Soares, Principal

DATE: September, 16, 2025

RE: Monthly Report



## Student Data

- Students in grades 1–8 have completed the i-Ready Math and Reading diagnostic assessments.
- Initial ELPAC testing and the 95% phonics screener are currently in progress.
- Currently - 446 enrolled students; 3 seats confirmed, pending applications; 208 students on the waitlist.

## Academic and Instructional Updates

- This year, BOA is launching a schoolwide **Project-Based Learning** experience for all students, TK–8. The driving question is: *How can Innovation/Innovators improve our world?*  
Grade-level examples include:
  - In what ways does weather impact our communities, and how can we, as innovators, develop solutions to address these challenges?
  - How can we innovate to improve the Blue Oak campus community? What can we learn from the amendment process to help us campaign for change?
- **Socratic Seminars** are off to a fantastic start across TK–8, with 100% classroom implementation. Staff also participated in a Socratic Seminar, experiencing it as students while learning how to plan for their own classes. This has been a highlight of our professional development.
- **Book Buddies** have begun! TK–8 students are paired across grade levels, engaging not only in reading but also in relationship-building activities.
- **Writing Instruction:** Teachers are collaborating to calibrate and strengthen writing instruction. Students are already showing growth. For example, Kindergarteners are blending sounds, writing simple opinion sentences (“I like...”), and finding patterns in their everyday environment.
- **CARE 4** and the **Habits of a Scholar** are being intentionally encouraged both inside and outside of the classroom. Staff and students are modeling these values daily through academics, social interactions, and extracurricular activities. As a school, we continue to strengthen our practices to ensure these expectations are

consistently taught, reinforced, and celebrated across campus at events such as our weekly family “Innovator of the Week” presentations.

### Extracurricular Updates

- Middle school flag football and volleyball are underway, with three games secured.
- Teachers and students are enjoying the new art enrichment time provided weekly.
- Our first Scholastic Book Fair was a huge success. By Thursday (9/11), we had surpassed our goal:
  - The BOA library will receive 50% of the profit.
  - Each teacher will receive \$35 in new books for their classroom libraries.A big thank-you to our volunteers (especially Ms. Gina)!

### Operational Updates

- Newly hired paraprofessionals are completing their 95% training and will soon begin scheduled implementation. Teachers are already facilitating Tier 1 instruction in their classrooms.
- Williams review complete 9/5 - no deficiencies.
- Our first full-day staff development will take place on 9/19, in partnership with SVA:
  - Morning: math practices with iReady.
  - Afternoon: site-specific sessions.
  - Classified staff will focus on enhancing student support and supervision.

### Community Engagement & Partnerships

- PTO hosted a successful first fundraiser and provided every student with a free BOA shirt. BOA will purchase these shirts for staff as a welcome back gift. PTO also launched a website where staff and families can order spirit wear throughout the year (all dress-code approved).
- PTO is planning our first Harvest Middle School Dance on 11/14.
- The BOA Soccer Team has requested permission to host a fundraiser by selling fruit cups after school on Wednesdays and Fridays to raise money for new uniforms.

### Upcoming Events

- September’s Coffee with Admin - 9/25
- First awards assembly - 9/26
- 5th grade day trip to Scicon - 9/30

# TACMO Board Meeting - Principal Report

FROM: Corey Morse, Principal

DATE: September 16, 2025

RE: Monthly Report



## Student Data

As of 9/11, we have 414 students enrolled, with seats offered for 3rd, 4th, 6th, and 7th. We are budgeted at 415, so we are trending in the right direction.

## Academic and Instructional Updates

We have completed Diagnostic 1 testing in grades 1–8 and are midway through testing in kindergarten. Socratic Seminars are underway, with all teachers having facilitated their first seminar following September training, and second seminars scheduled this week. The expectation is two per month: one aligned to the monthly “Habit of a Scholar” and one to a universal theme with an academic focus. Teachers are reporting a successful rollout of seminars, with student engagement being high.

Trimester 1 PBL units have launched across classrooms. In 2nd and 3rd grade, students are engaging in *Our Community, Our Solutions!* exploring how people from different cultures solve community problems and applying those ideas locally. Their PBL launched on 9/4 with guest speakers, including our charter founder, Ruth Dutton, from the Sikh Temple, and speakers from Visalia Animal Rescue. Seventh and 8th grades are focusing on global water access. Their driving question is, how does understanding multiple perspectives help us address global water challenges we face today? They are planning to launch this PBL with a guest speaker who focuses on humanitarian work!

## Extracurricular Updates

Our flag football and volleyball teams have each competed in three contests so far this season. Students have consistently demonstrated strong team spirit and positive sportsmanship.

This year, a new Athletic Handbook was created, reviewed with all athletes, and sent home for parent review and signature. Athletes are reminded that they are SVA students first and athletes second, and they are expected to uphold our code of conduct and complete their academic work. Students who do not adhere to these expectations will be required to sit out the following game.

Communication between our PE Coach/Athletic Director and classroom teachers has also increased, ensuring that staff are aligned and supporting students consistently.

### Operational Updates

Our custodian is very happy to have a working golf cart! He has been very busy keeping the campus clean and has been working especially hard at greening up the grass after being without water for much of the summer.

### Community Engagement & Partnerships

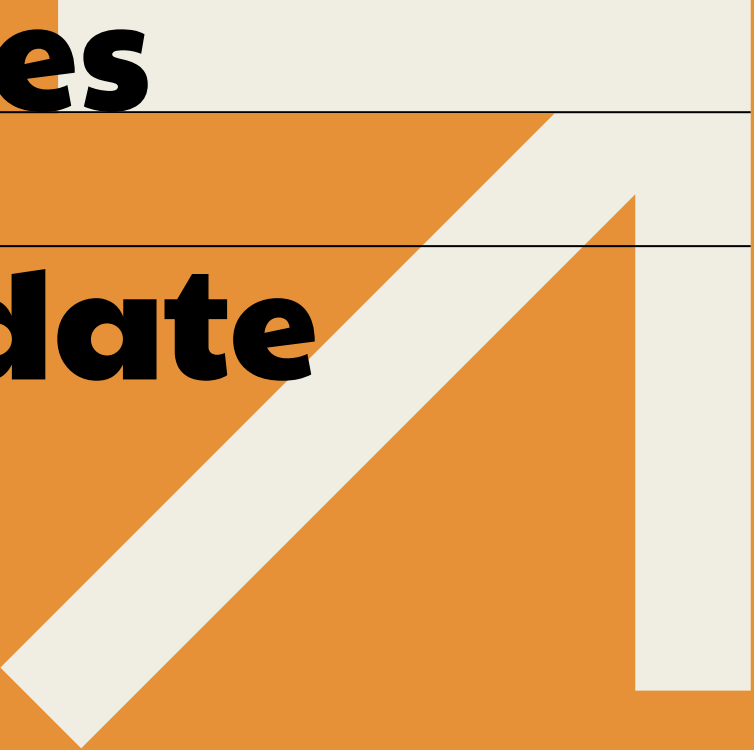
PTO has filled all 6 of its board seats for the 25-26 school year. This year, Michelle Henderson, 4th/5th-grade teacher, was elected to fill the Communication Secretary position, and Jennifer Denham is the liaison between staff and our wonderful PTO! PTO is currently wrapping up its mixed bag fundraiser.

### Upcoming Events

We have school pictures coming up this week, along with home football and volleyball games on Thursday!



# **The Academies After School Program Update**

A large white geometric shape, resembling a stylized '7' or a corner bracket, is positioned on the right side of the slide. It consists of a horizontal top bar, a vertical right bar, and a diagonal bar connecting the bottom-left of the horizontal bar to the top-right of the vertical bar.

# Summer 2025

Enrichment Program



# 4

## Weeks of Enrichment Programming



## So Many Cool Options!

Strategy	Culinary Arts
Soccer Camp	Engineering
Sensory Art	Latin Culture
Literature in Film	The Sounds of Music
Science Camp	Sports Appreciation
The World of Eric Carle	The Great Outdoors
Art History	Coding
Dance	Math Camp
DIY Creations	Theater
Ocean Exploration	...and more!



Classes per Week to Choose from

# Weekly Field Trips

June 17: McDermont Field House

Grades 2-8

- SVA Sports Appreciation
- BOA Sports Appreciation
- BOA Soccer Camp







# Weekly Field Trips

June 26: Scout Island

Grades 3-6

- SVA Science Camp
- BOA STEAM

# Weekly Field Trips

July 3: Paradise Playland

Grades K-2

- BOA Art you Ready
- BOA Ocean Arts & Crafts
- SVA Reader's Theater





# Weekly Field Trips

July 10: Clay Cafe (on site)

Grades K-4

- SVA Arts & Crafts
- SVA Crafty Creations
- BOA Paper Mache Art



# 134

Students Served Each Week





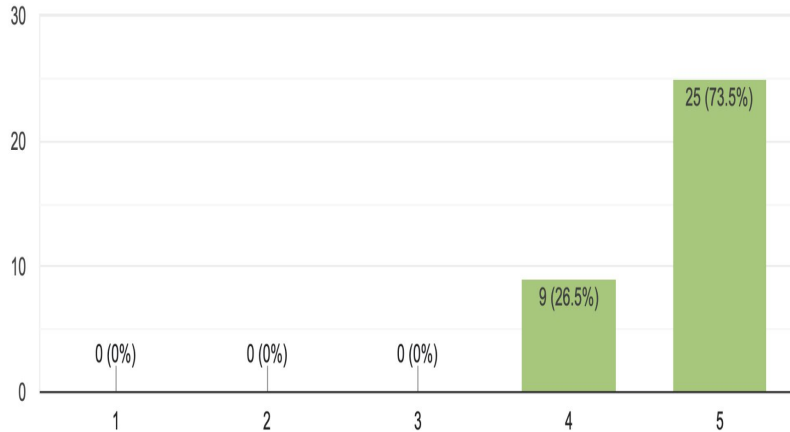
# 37

TACMO Staff Employed

# Summer Parent Survey

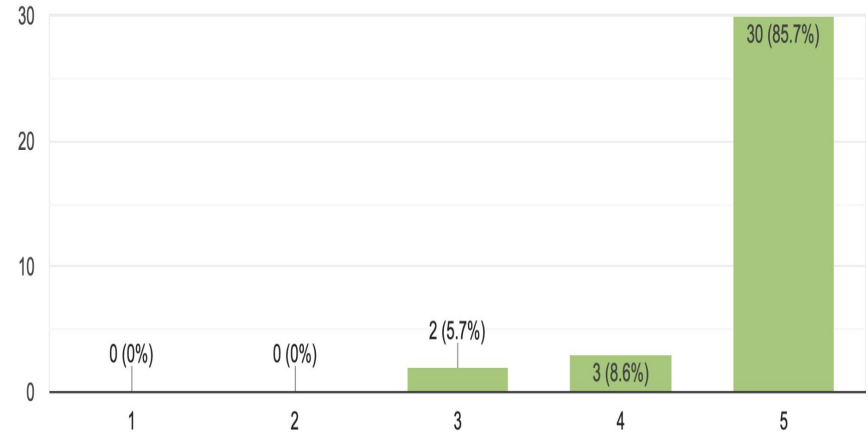
How satisfied are you with the quality of the Summer Enrichment Program?

34 responses



How satisfied were you with the value of the Summer Enrichment Program?

35 responses

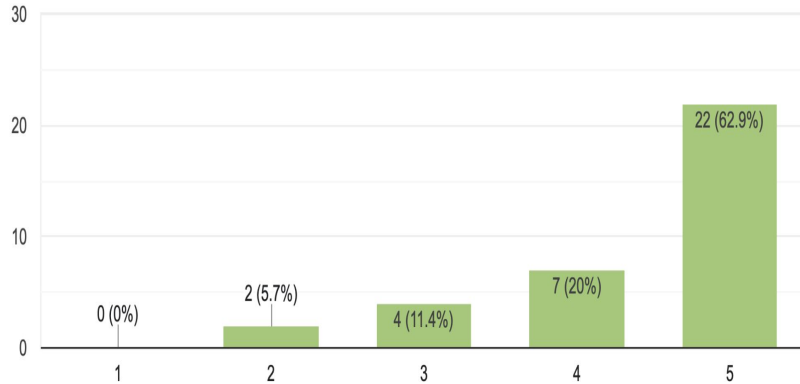


**Celebrate success...**

# Summer Parent Survey

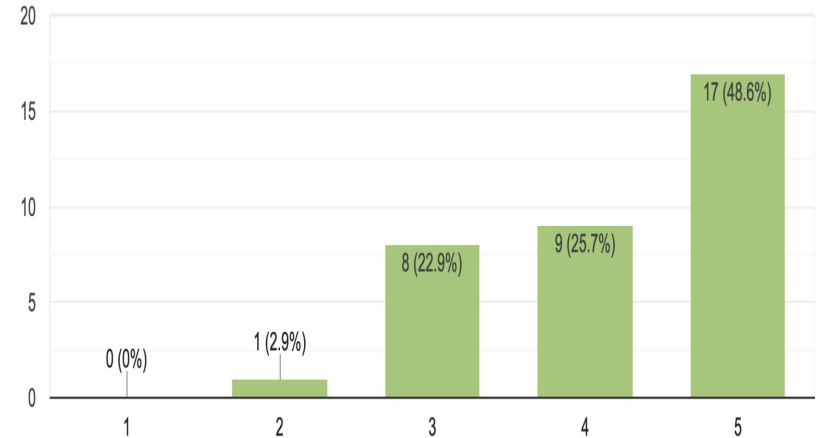
How satisfied were you with the topics offered in the Summer Enrichment Program?

35 responses



How satisfied were you with the dates offered in the Summer Enrichment Program?

35 responses



**...and continuously improve.**

# 2025-26

## Enrichment Programs





# INTERSESSION DAY COUNT CALENDAR 30 DAYS 2025-26

July 2025

(11)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4 H	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

(0)

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6 X	7 X	8 T	9
10	11 T	12 T	13 E	14	15	16
17	18	19	20 E	21	22	23
24	25	26	27 E	28	29	30
31						

September 2025

(1)

Su	Mo	Tu	We	Th	Fr	Sa
1	H	2	3 E	4	5	6
7	8	9	10 E	11	12	13
14	15	16	17 E	18	19 X	20
21	22	23	24 E	25	26	27
28	29	30				

October 2025

(0)

Su	Mo	Tu	We	Th	Fr	Sa
			1 E	2	3	4
5	6	7	8 E	9	10	11
12	13 H	14 X	15 E	16	17	18
19	20	21	22 E	23	24	25
26	27	28	29	30	31	

November 2025

(5)

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5 E	6	7	8
9	10 L	11 H	12 E	13	14	15
16	17	18	19 E	20 C	21 C	22
23	24 L	25 L	26 L	27 H	28 L	29
30						

December 2025

(0)

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3 E	4	5	6
7	8	9	10 E	11	12	13
14	15	16	17 E	18	19	20
21	22 L	23 L	24 H	25 L	26 L	27
28	29 L	30 L	31 L			

January 2026

(0)

Su	Mo	Tu	We	Th	Fr	Sa
				1 H	2 L	3
4	5 L	6 L	7 L	8 L	9 L	10
11	12	13	14 E	15	16	17
18	19 H	20	21 E	22	23	24
25	26	27	28 E	29	30	31

February 2026

(1)

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11 E	12	13 X	14
15	16 H	17	18 E	19	20	21
22	23	24	25 E	26	27	28

March 2026

(2)

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11 E	12	13	14
15	16	17	18 E	19	20	21
22	23	24	25 E	26	27	28
29	30 L	31 L				

April 2026

(2)

Su	Mo	Tu	We	Th	Fr	Sa
			1 L	2 L	3 L	4
5	6 L	7	8 E	9	10	11
12	13	14	15 E	16	17	18
19	20	21	22 E	23	24	25
26	27	28	29 E	30		

May 2026

(0)

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6 E	7	8	9
10	11	12	13 E	14	15	16
17	18	19	20 E	21	22	23
24	25 H	26	27 E	28	29	30
31						

June 2026

(8)

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3 E	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19 H	20
21	22	23	24	25	26	27
28	29	30				

**H** = Holiday  
**C** = Conference Day  
**X** = Staff Development Day  
**L** = School Break Day  
**T** = Teacher Work Day

No School Day  
 Regular School Day TK/K 1:30-3:30 & Tk-8 3:30PM-5:30PM  
 Early Release Day 1:00PM-5:30PM  
 Minimum Day 12:15PM-4:30PM  
 Inter-session Day 7:30AM-4:30PM

## Holidays 2025-26

• July 4, 2025 Independence Day (observed)	• Nov 27, 2025 Thanksgiving Day	• Feb 16, 2026 President's Day
• Sep 1, 2025 Labor Day	• Dec 25, 2025 Christmas Day (observed)	• May 25, 2026 Memorial Day
• Oct 13, 2025 Indigenous Peoples' Day	• Jan 1, 2026 New Year's Day (observed)	• June 19, 2026 Juneteenth Day
• Nov 11, 2025 Veterans Day	• Jan 19, 2026 Martin Luther King Jr Day	

# The Academies After School Programs

KinderBridge: M-F - 1:30-3:30

A.S.P.: M,Tu,Th,F - 3:30-5:30

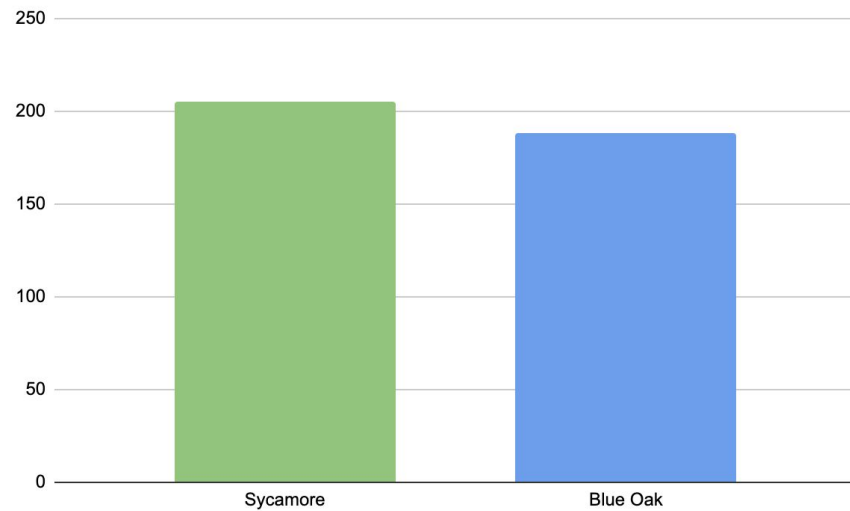
Early Release: W - 1:00-5:30

Minimum Day: 12:15-4:30

Inter-session Day: 7:30-4:30

# 390

Students Enrolled

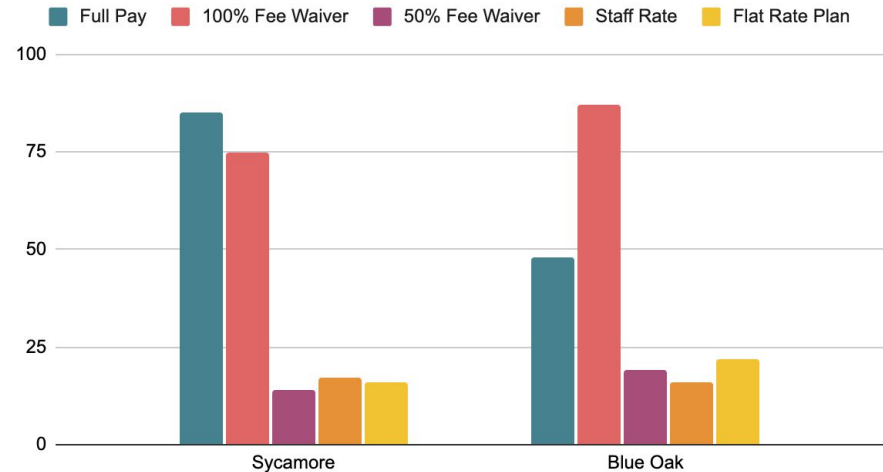


# Enrollment by Fee Schedule

Registered students qualifying for a fee waiver or discount:

- SVA=59%
- BOA=75%

Number of Students by Fee Schedule





# Program Staffing

- Office Assistant
- Program Coordinator
- 2 Lead Site Aides
- 21 Program Aides  
+Wednesday Support
- Teachers





# KinderBridge

Bridges the gap in release time for our littlest scholars.

10:1 Student to staff ratio

# A.S.P

Fun daily program, boring name

Includes a variety of specialized programs and club offerings:

- Academic Tutoring
- Lego Club
- Coding/Robotics Club
- MESA
- Color Guard Club
- Dance Club
- Japanese Language & Culture
- Culinary Arts/Cooking







# Interession Day Camps

- 30 Days/School Year
- Staff Development Days
- Conference Days
- Some School Breaks

# Where to next?

Community Partnerships?  
Further Collab for School Clubs?  
Expand Summer Program?  
Increase Participation!



# 2025-26 TACMO Curriculum Overview

Board Program Update: September 16, 2025

STANDARDS		
Common Core State Standards (“CCSS”) for ELA and Math, Next Generation Science Standards (NGSS) for Science CA State Standards for History & PE		
CURRICULUM		
English Language Arts (ELA)		
	BOA	SVA
K-1	<ul style="list-style-type: none"> <li>● 95 Percent Group assorted (95 Percent Group) (<b>Gr 1 only</b>)</li> <li>● Expeditionary Learning (EL) Education reading modules (EL Education)</li> <li>● i-Ready Assessment Suite resources (Curriculum Associates)</li> <li>● Lucy Calkins Units of Study (writing) (Heinemann)</li> <li>● Heggerty Phonemic Awareness (Heggerty)</li> <li>● Tara West Writing (Little Minds at Work/Teachers Pay Teachers)</li> <li>● UFLI Foundations (University of Florida Literacy Institute) (<b>Gr K only</b>)</li> </ul>	<ul style="list-style-type: none"> <li>● Heggerty Phonemic Awareness (Heggerty)</li> <li>● i-Ready Assessment Suite resources (Curriculum Associates)</li> <li>● Secret Stories (phonics) (Secret Stories)</li> <li>● Tara West Science of Reading (Little Minds at Work/Teachers Pay Teachers)</li> <li>● Tara West Writing (Little Minds at Work/Teachers Pay Teachers)</li> <li>● UFLI Foundations (University of Florida Literacy Institute)</li> </ul>
2-3	<ul style="list-style-type: none"> <li>● 95 Percent Group Core and assorted (95 Percent Group)</li> <li>● Expeditionary Learning (EL) Education reading modules (EL Education)</li> <li>● i-Ready Assessment Suite resources (Curriculum Associates)</li> <li>● Lucy Calkins Units of Study (writing) (Heinemann)</li> <li>● Heggerty Phonemic Awareness (Heggerty)</li> <li>● Tara West Writing (Little Minds at Work/Teachers Pay Teachers)</li> <li>● Supplemental: Novel studies (<b>Gr 3 only</b>)</li> </ul>	<ul style="list-style-type: none"> <li>● 95 Percent Group Core and assorted (95 Percent Group)</li> <li>● Diary of a Not So Wimpy Teacher (writing) (Diary of a Not So Wimpy Teacher, Teachers Pay Teachers)</li> <li>● Heggerty Phonemic Awareness (Heggerty)</li> <li>● i-Ready Assessment Suite resources (Curriculum Associates)</li> <li>● Supplemental: Novel studies (<b>Gr 3 only</b>)</li> </ul>
4-5	<ul style="list-style-type: none"> <li>● 95 Percent Group Core and assorted (95 Percent Group)</li> <li>● Expeditionary Learning (EL) Education reading modules (EL Education)</li> <li>● i-Ready Assessment Suite resources (Curriculum Associates)</li> <li>● Lucy Calkins Units of Study (writing) (Heinemann)</li> <li>● Tara West Writing (Little Minds at Work/Teachers Pay Teachers)</li> <li>● Supplemental: Novel studies</li> </ul>	<ul style="list-style-type: none"> <li>● 95 Percent Group Core and assorted (95 Percent Group)</li> <li>● Lucy Calkins Units of Study (writing) (Heinemann)</li> <li>● i-Ready Assessment Suite resources (Curriculum Associates)</li> <li>● Supplemental: Novel studies</li> </ul>
6-8	<ul style="list-style-type: none"> <li>● Expeditionary Learning (EL) Education reading modules (EL Education)</li> </ul>	<ul style="list-style-type: none"> <li>● Lucy Calkins Units of Study (writing) (Heinemann)</li> <li>● i-Ready Assessment Suite resources (Curriculum Associates)</li> </ul>

	<ul style="list-style-type: none"> <li>i-Ready Assessment Suite resources (<i>Curriculum Associates</i>)</li> <li><i>Supplemental</i>: Novel studies</li> </ul>	<ul style="list-style-type: none"> <li><i>Supplemental</i>: Novel studies</li> </ul>
Mathematics		
	BOA	SVA
K-5	<ul style="list-style-type: none"> <li>i-Ready Classroom Mathematics workbooks + digital access + Teacher Toolbox (<i>Curriculum Associates</i>)</li> <li>i-Ready MyPath personalized instruction (<i>Curriculum Associates</i>)</li> <li>i-Ready Assessment Suite resources (<i>Curriculum Associates</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Bridges Number Corner (<i>The Math Learning Center</i>)</li> <li>Cognitively Guided Instruction (CGI) (<i>framework</i>)</li> <li>i-Ready Classroom Mathematics workbooks + digital access + Teacher Toolbox (<i>Curriculum Associates</i>)</li> <li>i-Ready MyPath personalized instruction (<i>Curriculum Associates</i>)</li> <li>i-Ready Assessment Suite resources (<i>Curriculum Associates</i>)</li> </ul>
6-8	<ul style="list-style-type: none"> <li>i-Ready Classroom Mathematics workbooks + digital access + Teacher Toolbox (<i>Curriculum Associates</i>)</li> <li>i-Ready Assessment Suite resources (<i>Curriculum Associates</i>)</li> </ul>	<ul style="list-style-type: none"> <li>i-Ready Classroom Mathematics workbooks + digital access + Teacher Toolbox (<i>Curriculum Associates</i>)</li> <li>i-Ready MyPath personalized instruction (<i>Curriculum Associates</i>)</li> <li>i-Ready Assessment Suite resources (<i>Curriculum Associates</i>)</li> <li>Edgenuity (Integrated Math/Algebra I) (<b>Some Gr 8 students only</b>)</li> </ul>
History / Social Studies		
	BOA	SVA
K	N/A	N/A
1	<ul style="list-style-type: none"> <li>TCI Social Studies Alivel (<i>Teachers' Curriculum Institute</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Little Social Studies Thinkers (<i>Mrs. Jones's Class/Teachers Pay Teachers</i>)</li> </ul>
2-5	<ul style="list-style-type: none"> <li>TCI Social Studies Alivel (<i>Teachers' Curriculum Institute</i>)</li> </ul>	<ul style="list-style-type: none"> <li>TCI Social Studies Alivel (<i>Teachers' Curriculum Institute</i>)</li> </ul>
6-8	<ul style="list-style-type: none"> <li>TCI History Alivel (<i>Teachers' Curriculum Institute</i>)</li> </ul>	<ul style="list-style-type: none"> <li>TCI History Alivel (<i>Teachers' Curriculum Institute</i>)</li> </ul>
Science / Health		
	BOA	SVA
K	N/A	<ul style="list-style-type: none"> <li>Mystery Science (<i>Mystery Science</i>)</li> </ul>
1-5	<ul style="list-style-type: none"> <li>TCI Bring Science Alive! (<i>Teachers' Curriculum Institute</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Mystery Science (<i>Mystery Science</i>)</li> </ul>
6-8	<ul style="list-style-type: none"> <li>TCI Bring Science Alive! (<i>Teachers' Curriculum Institute</i>)</li> <li>Sexual Health (Planned Parenthood) (<b>Gr 7 only</b>)</li> </ul>	<ul style="list-style-type: none"> <li>OpenSciEd (<i>OpenSciEd</i>)</li> <li>Sexual Health (Planned Parenthood) (<b>Gr 7 only</b>)</li> </ul>
Spanish		
	BOA	SVA
K-8	<ul style="list-style-type: none"> <li>Rockalingua (<i>Rockalingua</i>)</li> <li>Sonrisas Level I &amp; II (<i>Sonrisas Spanish</i>)</li> <li><i>Supplemental</i>: Duolingo (<i>Duolingo</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Duolingo (<i>Duolingo</i>) (<b>Gr 4-5 only</b>)</li> <li>Rockalingua (<i>Rockalingua</i>)</li> <li>Sonrisas Level I &amp; II (<i>Sonrisas Spanish</i>)</li> </ul>

# The Academies CMO Board Financial Update

MEAGAN MILLER

SEPTEMBER 16, 2025

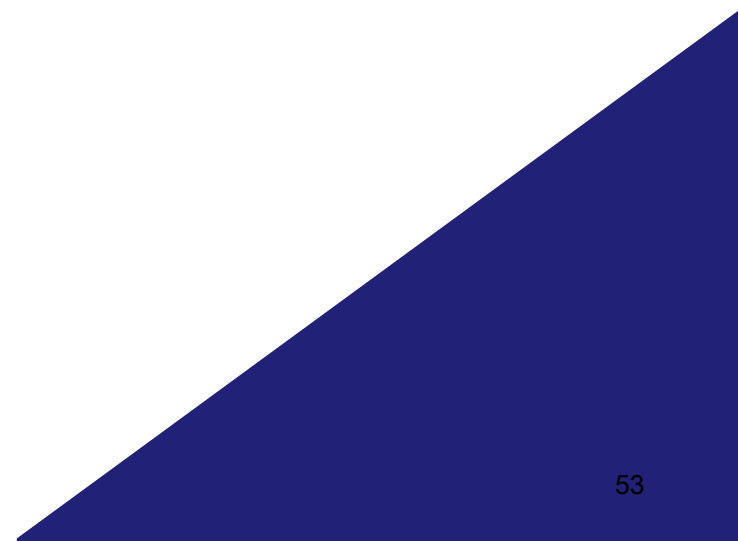




# Contents



- FY24-25 Unaudited Actuals
- FY25-26 Financial Update – July
- Other Updates
- Exhibits



# Unaudited Actuals

2024-25



# 2024-25 Unaudited Actuals

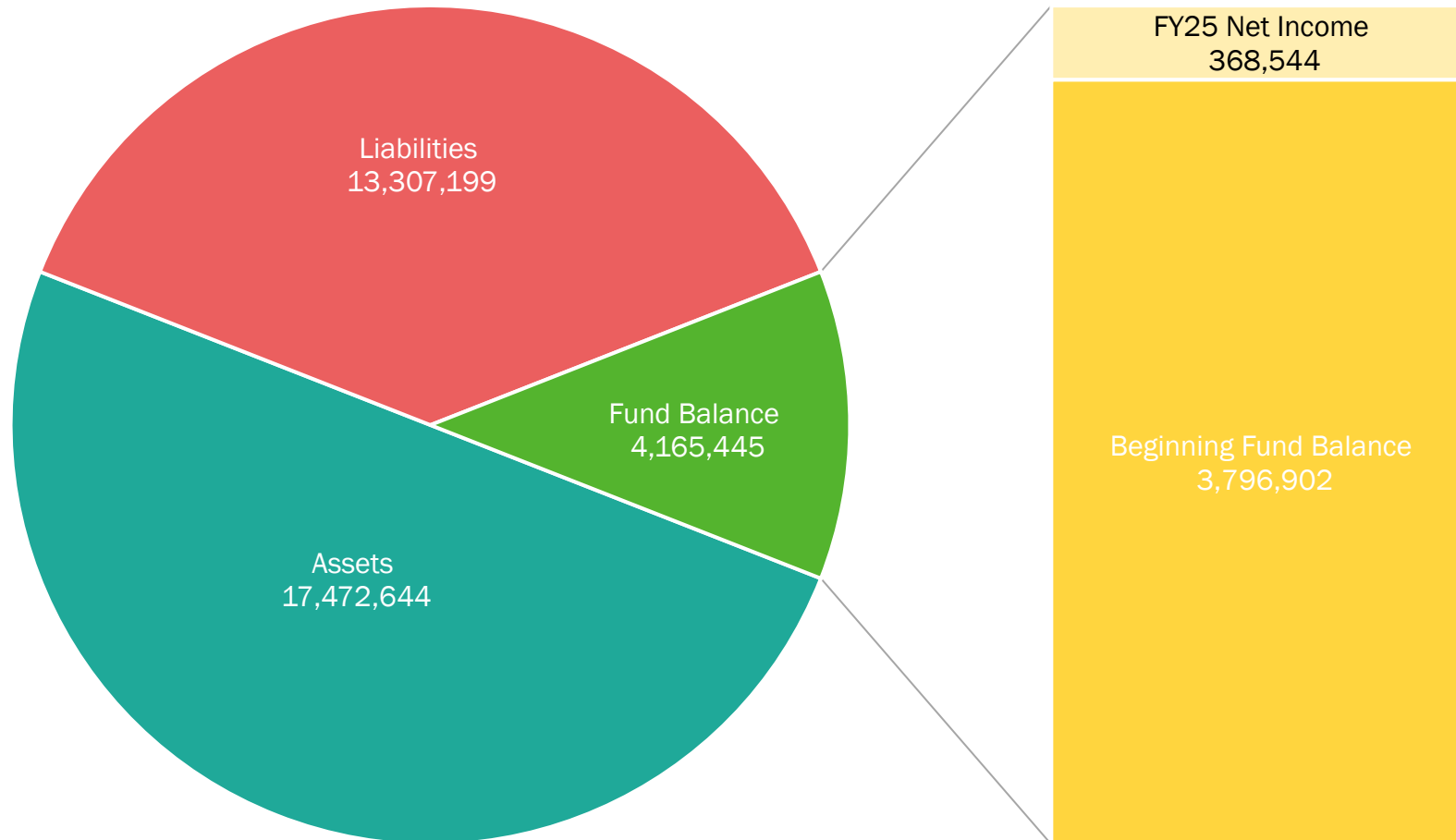
Both schools similar or better than original Budget

		SVA	BOA	Total	CMO
Total Revenue	Approved Budget	5,622,663	5,820,720	11,443,383	1,431,424
	Unaudited Actual	5,546,793	5,905,979	11,452,772	1,444,495
	Increase (decrease)	(75,871)	85,259	9,388	13,071
Expenses	Approved Budget	5,609,199	5,697,525	11,306,724	1,431,424
	Current Forecast	5,539,599	5,547,575	11,087,174	1,441,549
	Decrease (Increase)	69,600	149,950	219,550	(10,125)
Operating Income	Approved Budget	13,465	123,195	136,659	0
	Unaudited Actual	7,194	358,404	365,598	2,946
	Increase (decrease)	(6,271)	235,209	228,938	2,946
Fund Balance	Beg. Balance (Audited)	2,210,214	1,236,980	3,447,193	(2,946)
	Operating Income (Loss)	7,194	358,404	365,598	0
Ending Fund Balance (Current Forecast)		2,217,407	1,595,384	3,812,791	0
Ending Fund Balance as % of Expenses		40%	29%	34%	

# 2024-25 UA: Ending Fund Balance

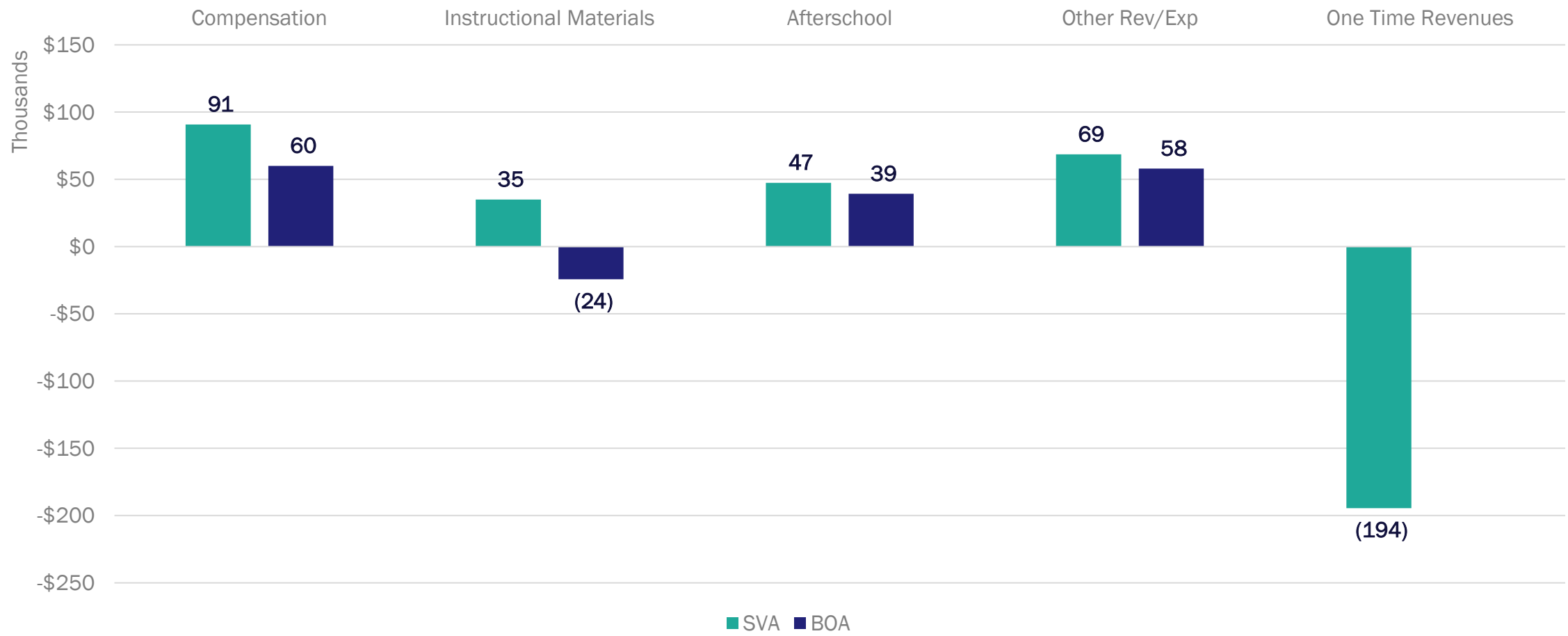


**TACMO's fund balance grew by 17%**



# 2024-25 Previous Forecast vs Actual

Several expense buckets better than planned



# 2024-25 One Time Funding Summary



## Significant One Time Funds Remain for Both Schools

	SVA	BOA	\$ Remaining	Expiration
Educator Effectiveness			SVA: 89,916	6/30/2026
ESSER III	20,000	68,246	SVA: 0 BOA: 0	9/30/2024
Universal Pre-Kindergarten			SVA: 46,230 BOA: 52,786	6/30/2026
Learning Recovery/Arts, Music, Instructional Materials	10,000		SVA: 478,051 BOA: 461,908	AMIM: 6/30/2026 LRE: 6/30/2028
FY25 One Time Funds Revenue	30,000	68,246		

# July Financials

2025-26



# 2025-26 Forecast Summary

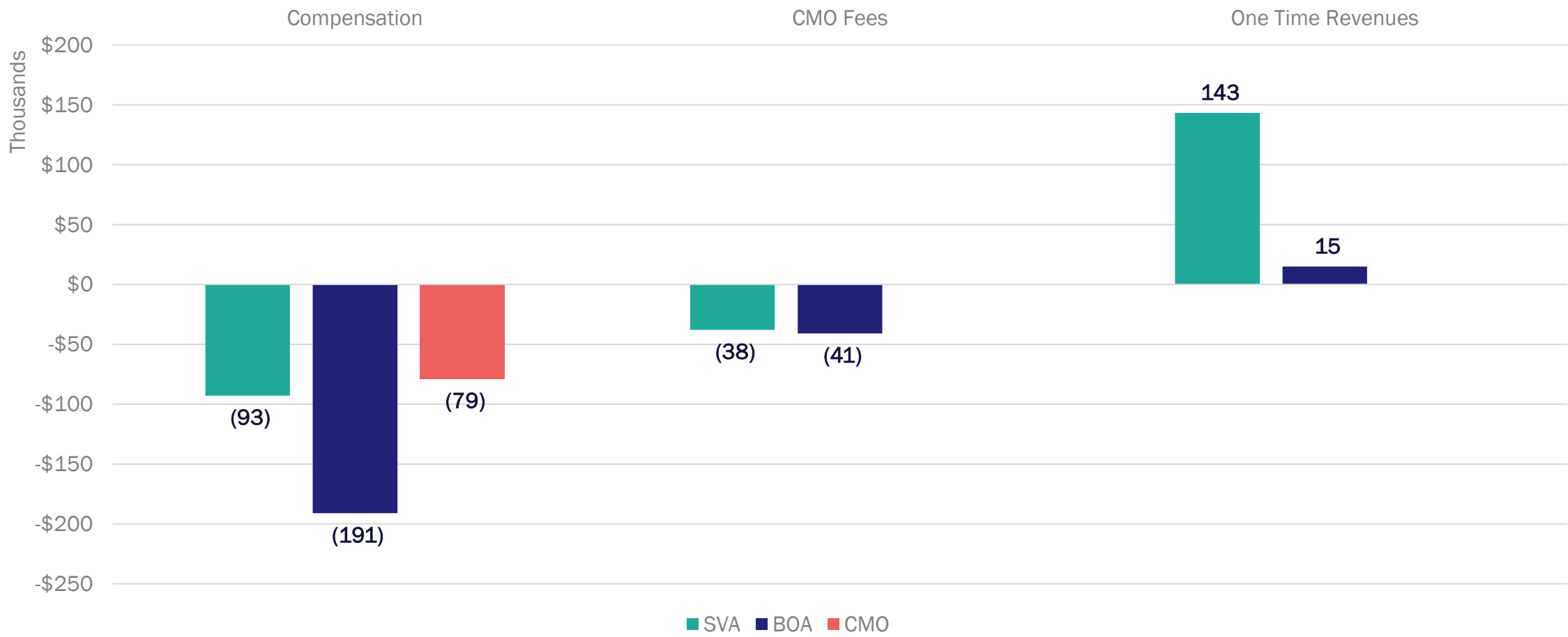
## \$219k decrease to Total Operating Income

		SVA	BOA	Total	CMO
Total Revenue	Approved Budget	5,840,538	6,339,444	12,179,983	1,479,656
	Current Forecast	5,989,509	6,354,914	12,344,423	1,558,520
	Increase (decrease)	148,971	15,470	164,441	78,865
Expenses	Approved Budget	5,830,447	6,087,590	11,918,037	1,479,656
	Current Forecast	5,973,719	6,327,558	12,301,277	1,558,520
	Decrease (Increase)	(143,272)	(239,967)	(383,239)	(78,865)
Operating Income	Approved Budget	10,091	251,854	261,945	(0)
	Current Forecast	15,790	27,357	43,147	(0)
	Increase (decrease)	5,698	(224,497)	(218,799)	0
Fund Balance	Beg. Balance (Audited)	2,278,186	1,887,260	4,165,445	0
	Operating Income (Loss)	15,790	27,357	43,147	0
Ending Fund Balance (Current Forecast)		2,293,976	1,914,616	4,208,592	0
Ending Fund Balance as % of Expenses		38%	30%	34%	



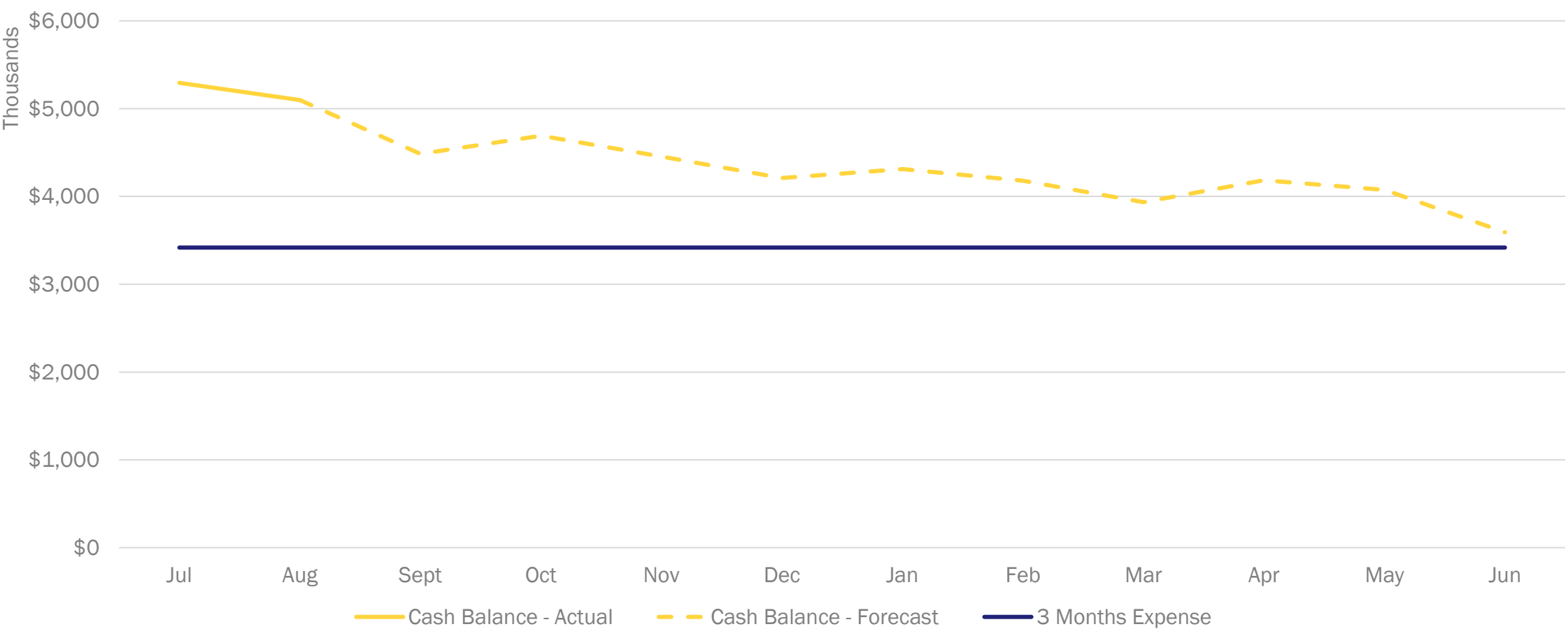
# 2025-26 Current Forecast vs Budget

Payroll reconciliation reflects in updated forecast



# Monthly Cash Balance

As of July, 139 days cash on hand



# Accounts Payable Aging

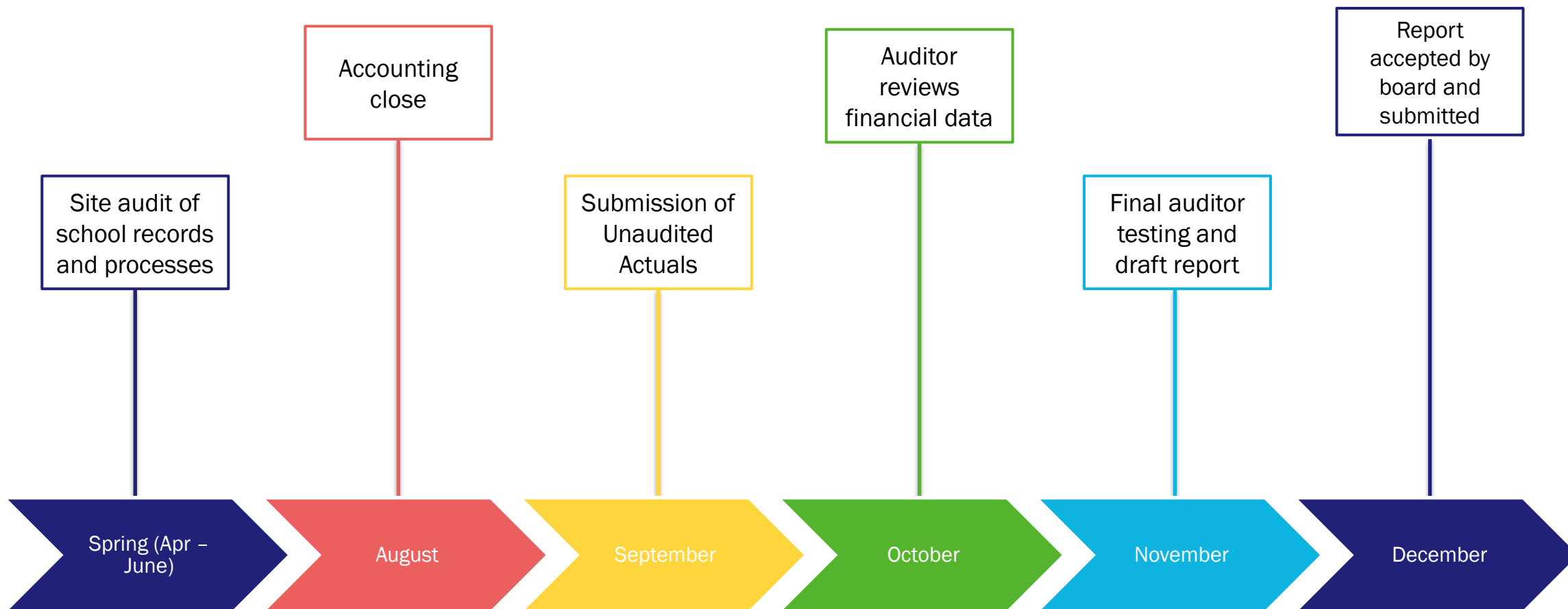
**As of 7/31/25, TACMO had \$0k invoices on Aging AP**



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

# Audit process over next four months

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



# State Budget



# 2025–26 Final State Budget

## FY26 Final State Budget very similar to May Revise

### COLA

- 2.30% COLA
- Applies to LCFF and various State Categorical programs

### Student Support & PD Discretionary Block Grant

- \$1.7B statewide, approximately \$306/FY25 P2 ADA
- Spending is discretionary; deadline is 6/30/2029

### Learning Recovery Emergency Block Grant

- Restoration of \$379 million statewide, approximately \$114/FY22 UP ADA
- Will need to perform a needs assessment and outline spending plan in LCAP

### TK

- Ratio reduced to 10:1
- LCFF TK add-on increased to \$5,545/ADA, up from \$3,077 in FY25

### Expanded Learning Opportunities Program

- Rate 1 threshold drops from 75% UP to 55% UP
- Minimum award increased to \$100k

# Apportionment Deferral

**State budget calls for apportionment deferral of \$1.875B**



# Student Support & PD Discretionary Block Grant



**SVA awarded \$122k; BOA awarded \$127k**

New one-time funding grant allocated from 2025-26 State Budget

Spending is discretionary, though priority areas are encouraged

Spending deadline of June 2029



# Exhibits

FY25 Unaudited Actuals  
FY26 July Forecast



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

	2024-25													
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Forecast	Remaining Balance
Beginning Cash	4,877,274	4,842,885	4,794,597	4,275,930	4,766,518	4,729,118	4,642,490	5,007,084	5,430,284	5,370,554	5,840,824	5,803,924		
REVENUE														
LCFF Entitlement	-	337,730	429,880	989,299	730,780	607,913	976,513	996,895	744,314	1,119,688	742,505	1,708,244	9,357,979	(25,782)
Federal Revenue	39,473	44,451	-	-	9,099	23,166	38,859	46,818	-	42,687	5,432	228,376	456,324	(22,037)
Other State Revenue	-	29,740	29,746	122,768	53,531	134,583	88,707	137,608	29,844	174,816	113,760	452,718	1,580,963	213,143
Other Local Revenue	16,784	2,471	13,608	16,195	20,099	12,200	11,405	13,040	15,840	15,828	17,721	1,476,011	1,588,687	(42,517)
Fundraising & Grants	841	3,148	4,520	1,431	2,500	4,473	610	900	2,818	675	13,295	909	31,200	(4,920)
TOTAL REVENUE	57,098	417,539	477,754	1,129,693	816,009	782,336	1,116,094	1,195,260	792,816	1,353,694	892,713	3,866,259	13,015,153	117,887
EXPENSES														
Certificated Salaries	96,527	464,026	604,194	448,001	435,943	449,361	432,219	443,578	438,682	449,588	460,245	281,632	5,077,219	73,224
Classified Salaries	80,335	128,286	249,745	179,093	211,007	151,501	102,710	196,082	184,943	186,856	188,639	99,174	2,011,008	52,637
Employee Benefits	99,562	173,147	174,503	167,196	177,677	161,941	182,655	178,338	174,048	175,429	163,784	162,586	2,015,507	24,641
Books & Supplies	39,759	49,650	18,952	16,651	14,118	9,146	22,735	14,498	18,046	9,838	24,915	172,768	408,946	(2,130)
Services & Other Operating Expenses	105,392	47,361	96,321	105,976	105,906	73,869	82,038	106,092	102,069	57,197	123,010	2,139,123	3,134,719	(9,633)
Capital Outlay & Depreciation	-	-	-	-	-	10,168	1,694	1,694	1,694	1,694	1,694	1,697	23,001	2,666
Other Outflows	-	-	-	571	-	-	-	-	-	-	-	-	-	(571)
TOTAL EXPENSES	421,575	862,470	1,143,715	917,489	944,650	855,986	824,051	940,281	919,483	880,600	962,286	2,856,980	12,670,400	140,833
Operating Cash Inflow (Outflow)	(364,477)	(444,931)	(665,962)	212,204	(128,641)	(73,650)	292,043	254,980	(126,667)	473,094	(69,573)	1,009,279	344,754	(22,946)
Accounts Receivable	1,686,533	241,139	160,247	279,493	49,434	(150,000)	149,931	145,053	-	5,091	-	(1,881,425)	-	
Other Current Assets	44,128	-	-	-	-	-	-	-	-	(3,368)	(59,975)	(30,981)	-	
Fixed Assets	-	-	-	-	-	10,168	1,694	1,694	1,694	1,694	1,694	1,697	-	
ROU Assets	-	-	-	-	-	-	-	-	-	-	-	217,320	-	
Accounts Payable	(1,073,061)	18,791	(18,791)	13,713	18,746	(25,196)	22,485	(2,797)	38,108	(33,934)	66,597	864,886	-	
Other Current Liabilities	(92,666)	109,666	(19,026)	(38,455)	(1,457)	127,074	(126,818)	2,825	(3,062)	2,706	682	(114,844)	-	
Summer Holdback	(245,800)	27,048	24,865	23,633	24,518	24,975	25,257	21,446	24,672	24,986	23,674	(11,103)	-	
ROU Current Liabilities	-	-	-	-	-	-	-	-	-	-	-	4,381	-	
Deferred Revenue	10,954	-	-	-	-	-	-	-	5,525	-	-	(40,474)	-	
ROU Long-Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	(252,547)	-	
Ending Cash	4,842,885	4,794,597	4,275,930	4,766,518	4,729,118	4,642,490	5,007,084	5,430,284	5,370,554	5,840,824	5,803,924	5,570,956		

# The Academies CMO

## Balance Sheet

As of Jun FY2025

Jun FY25				
	SVA	BOA	CMO	Total
<b>ASSETS</b>				
Cash Balance	2,855,241	2,673,981	41,734	5,570,956
Accounts Receivable	1,047,781	873,078	61	1,920,920
Other Current Assets	45,773	47,074	1,477	94,324
Fixed Assets	154,372	29,217	-	183,589
Other Assets	-	-	1,000	1,000
ROU Assets	4,696,462	4,996,918	8,475	9,701,855
<b>TOTAL ASSETS</b>	<b>8,799,629</b>	<b>8,620,268</b>	<b>52,748</b>	<b>17,472,644</b>
<b>LIABILITIES &amp; EQUITY</b>				
Accounts Payable	634,793	272,097	33,825	940,714
Other Current Liabilities	228,327	178,463	10,268	417,059
Summer Holdback	137,938	97,866	(240)	235,564
Loans Payable (Current)	112,878	130,774	8,895	252,547
ROU Current Liabilities	-	-	-	-
Deferred Revenue	650,851	543,014	-	1,193,865
ROU Long-Term Liabilities	4,756,655	5,510,795	-	10,267,450
Beginning Net Assets	2,270,992	1,528,856	(2,946)	3,796,902
Net Income (Loss) to Date	7,194	358,404	2,946	368,544
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>8,799,629</b>	<b>8,620,268</b>	<b>52,748</b>	<b>17,472,644</b>

**SVA**  
**Income Statement**  
**As of Jul FY2026**

	Actual	YTD	Budget & Forecast			
			Approved Budget	Current Forecast	Approved Budget vs. Current Forecast	% Current Forecast Spent
	Jul	Actual YTD				
<b>SUMMARY</b>						
<b>Revenue</b>						
LCFF Entitlement	-	-	4,687,754	4,687,754	-	0%
Federal Revenue	-	-	184,014	184,014	-	0%
Other State Revenues	-	-	884,646	1,033,617	148,971	0%
Local Revenues	1,675	1,675	76,624	76,624	-	2%
Fundraising and Grants	-	-	7,500	7,500	-	0%
<b>Total Revenue</b>	<b>1,675</b>	<b>1,675</b>	<b>5,840,538</b>	<b>5,989,509</b>	<b>148,971</b>	<b>0%</b>
<b>Expenses</b>						
Compensation and Benefits	109,621	109,621	4,307,849	4,400,674	(92,826)	2%
Books and Supplies	19,663	19,663	115,484	115,964	(480)	17%
Services and Other Operating Expenditures	55,311	55,311	1,395,217	1,445,183	(49,967)	4%
Depreciation	-	-	11,897	11,897	-	0%
Other Outflows & Amortization	-	-	-	-	-	-
<b>Total Expenses</b>	<b>184,595</b>	<b>184,595</b>	<b>5,830,447</b>	<b>5,973,719</b>	<b>(143,272)</b>	<b>3%</b>
<b>Net Income</b>	<b>(182,920)</b>	<b>(182,920)</b>	<b>10,091</b>	<b>15,790</b>	<b>5,698</b>	<b>198,710</b>
<b>Fund Balance</b>						
Beginning Balance (Unaudited)			2,275,976	2,275,976		
Net Income			10,091	15,790		
<b>Ending Fund Balance</b>			<b>2,286,067</b>	<b>2,291,766</b>		
Fund Balance as a % of Expenses			39%	38%		
<b>KEY ASSUMPTIONS</b>						
<b>Enrollment Summary</b>						
K-3			196	196	-	
4-6			141	141	-	
7-8			78	78	-	
<b>Total Enrolled</b>			<b>415</b>	<b>415</b>	-	
<b>ADA %</b>						

# SVA

## Income Statement

As of Jul FY2026

		Actual	YTD	Budget & Forecast				
				Approved Budget	Current Forecast	Approved Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
		Jul	Actual YTD					
K-3				94.0%	94.0%	0.0%		
4-6				94.0%	94.0%	0.0%		
7-8				94.0%	94.0%	0.0%		
Average ADA %				94.0%	94.0%	0.0%		
ADA								
K-3				184.24	184.24	-		
4-6				132.54	132.54	-		
7-8				73.32	73.32	-		
Total ADA				390.10	390.10	-		
REVENUE								
LCFF Entitlement								
8011	Charter Schools General Purpose Entitlement - State Aid	-	-	3,071,727	2,842,138	(229,589)	2,842,138	0%
8012	Education Protection Account Entitlement	-	-	744,309	973,898	229,589	973,898	0%
8096	Charter Schools in Lieu of Property Taxes	-	-	871,717	871,717	-	871,717	0%
SUBTOTAL - LCFF Entitlement		-	-	4,687,754	4,687,754	0	4,687,754	0%
Federal Revenue								
8181	Special Education - Entitlement	-	-	88,440	88,440	-	88,440	0%
8291	Title I	-	-	44,948	44,948	-	44,948	0%
8292	Title II	-	-	8,053	8,053	-	8,053	0%
8294	Title IV	-	-	10,000	10,000	-	10,000	0%
8296	SRSA Grant	-	-	32,573	32,573	-	32,573	0%
SUBTOTAL - Federal Revenue		-	-	184,014	184,014	-	184,014	0%
Other State Revenue								
8381	Special Education - Entitlement (State	-	-	175,932	175,932	-	175,932	0%
8382	Special Education Reimbursement (State	-	-	31,095	32,501	1,406	32,501	0%
8550	Mandated Cost Reimbursements	-	-	8,023	8,023	-	8,023	0%
8560	State Lottery Revenue	-	-	111,232	144,235	33,003	144,235	0%
8590	All Other State Revenue	-	-	312,797	456,114	143,317	456,114	0%
8591	Prop 28 Arts & Music in Schools	-	-	58,847	65,477	6,630	65,477	0%
8593	ELO-Program	-	-	186,720	151,335	(35,385)	151,335	0%

# SVA

## Income Statement

As of Jul FY2026

		Actual	YTD	Budget & Forecast				
				Approved Budget	Current Forecast	Approved Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
		Jul	Actual YTD					
SUBTOTAL - Other State Revenue		-	-	884,646	1,033,617	148,971	1,033,617	0%
Local Revenue								
8660	Interest	81	81	5,000	5,000	-	4,919	2%
8689	FUA Reimbursement	-	-	71,624	71,624	-	71,624	0%
8699	All Other Local Revenue	1,594	1,594	-	-	-	(1,594)	
SUBTOTAL - Local Revenue		1,675	1,675	76,624	76,624	-	74,949	2%
Fundraising and Grants								
8803	Fundraising	-	-	7,500	7,500	-	7,500	0%
SUBTOTAL - Fundraising and Grants		-	-	7,500	7,500	-	7,500	0%
TOTAL REVENUE		1,675	1,675	5,840,538	5,989,509	148,971	5,987,834	0%
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	-	-	1,322,987	1,214,396	108,591	1,214,396	0%
1101	Teacher - Stipends	19,138	19,138	71,732	71,732	-	52,595	27%
1103	Teacher - Substitute Pay	320	320	78,023	78,023	-	77,703	0%
1111	Teacher - Specialist	-	-	203,355	318,643	(115,288)	318,643	0%
1148	Teacher - Special Ed	4,668	4,668	342,997	353,228	(10,231)	348,561	1%
1150	Teacher - Intervention	-	-	275,013	291,335	(16,323)	291,335	0%
1300	Certificated Supervisor & Administrator Salaries	24,844	24,844	279,478	284,354	(4,876)	259,510	9%
SUBTOTAL - Certificated Salaries		48,969	48,969	2,573,584	2,611,711	(38,126)	2,562,741	2%
Classified Salaries								
2100	Classified Instructional Aide Salaries	217	217	314,161	351,441	(37,279)	351,223	0%
2103	Classified - Special Education	2,568	2,568	211,449	212,669	(1,220)	210,101	1%
2400	Classified Clerical & Office Salaries	6,408	6,408	148,808	149,854	(1,045)	143,445	4%
2930	Other Classified - Maintenance/grounds	4,140	4,140	48,418	50,835	(2,417)	46,696	8%
2935	Other Classified - Substitute	-	-	15,450	15,450	-	15,450	0%
SUBTOTAL - Classified Salaries		13,334	13,334	738,287	780,249	(41,962)	766,915	2%

# SVA

## Income Statement

As of Jul FY2026

		Actual	YTD	Budget & Forecast			
		Jul	Actual YTD	Approved Budget	Current Forecast	Approved Budget vs. Current Forecast	% Current Forecast Spent
<b>Employee Benefits</b>							
3100	STRS	6,055	6,055	485,825	493,107	(7,282)	487,052 1%
3300	OASDI-Medicare-Alternative	1,733	1,733	95,656	99,419	(3,763)	97,686 2%
3400	Health & Welfare Benefits	34,338	34,338	360,408	360,408	-	326,070 10%
3500	Unemployment Insurance	68	68	17,741	18,539	(798)	18,471 0%
3600	Workers Comp Insurance	4,994	4,994	33,119	33,920	(801)	28,926 15%
3900	403b contribution	130	130	3,230	3,323	(93)	3,193 4%
<b>SUBTOTAL - Employee Benefits</b>		<b>47,318</b>	<b>47,318</b>	<b>995,978</b>	<b>1,008,715</b>	<b>(12,737)</b>	<b>961,397 5%</b>
<b>Books &amp; Supplies</b>							
4100	Approved Textbooks & Core Curricula Materials	760	760	11,000	11,000	-	10,240 7%
4200	Books & Other Reference Materials	116	116	6,212	6,212	-	6,096 2%
4300	Materials & Supplies	1,370	1,370	2,266	2,266	-	896 60%
4320	Educational Software	12,309	12,309	25,025	25,025	-	12,716 49%
4325	Instructional Materials & Supplies	31	31	-	-	-	(31)
4326	Art	-	-	14,399	14,399	-	14,399 0%
4330	Office Supplies	645	645	9,528	9,528	-	8,882 7%
4335	PE Supplies	-	-	1,900	1,900	-	1,900 0%
4346	Teacher Supplies	-	-	10,400	10,880	(480)	10,880 0%
4355	Science	-	-	600	600	-	600 0%
4410	Classroom Furniture, Equipment & Supplies	-	-	9,270	9,270	-	9,270 0%
4420	Computers: individual items less than \$5k	4,432	4,432	15,000	15,000	-	10,568 30%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	8,835	8,835	-	8,835 0%
4710	Student Food Services	-	-	400	400	-	400 0%
4720	Other Food	-	-	650	650	-	650 0%
<b>SUBTOTAL - Books and Supplies</b>		<b>19,663</b>	<b>19,663</b>	<b>115,484</b>	<b>115,964</b>	<b>(480)</b>	<b>96,302 17%</b>
<b>Services &amp; Other Operating Expenses</b>							
5215	Travel - Mileage, Parking, Tolls	-	-	1,250	1,250	-	1,250 0%
5220	Travel and Lodging	-	-	4,500	4,500	-	4,500 0%
5225	Travel - Meals & Entertainment	-	-	659	659	-	659 0%
5305	Dues & Membership - Professional	1,367	1,367	600	1,500	(900)	133 91%
5400	Insurance	-	-	4,940	4,940	-	4,940 0%
5515	Janitorial, Gardening Services & Supplies	-	-	3,500	3,500	-	3,500 0%

# SVA

## Income Statement

As of Jul FY2026

		Actual	YTD	Budget & Forecast				
						Approved Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
		Jul	Actual YTD	Approved Budget	Current Forecast			
5525	Utilities - Waste	1,710	1,710	11,557	11,557	-	9,846	15%
5610	Rent	-	-	274,284	274,284	-	274,284	0%
5619	Non-Cash Lease Adjustment	-	-	(6,410)	(6,410)	-	(6,410)	0%
5809	Banking Fees	-	-	1,442	1,442	-	1,442	0%
5812	Business Services	7,219	7,219	-	-	-	(7,219)	
5820	Non-Instructional Consultants	17,749	17,749	2,400	2,400	-	(15,349)	740%
5824	District Oversight Fees	-	-	46,878	46,878	-	46,878	0%
5830	Field Trips Expenses	2,064	2,064	30,000	30,000	-	27,936	7%
5833	Fines and Penalties	5	5	721	721	-	717	1%
5836	Fingerprinting	-	-	600	600	-	600	0%
5839	Fundraising Expenses	-	-	11,856	11,856	-	11,856	0%
5845	Legal Fees	-	-	5,000	5,000	-	5,000	0%
5851	Marketing and Student Recruiting	319	319	2,060	2,060	-	1,741	15%
5854	Consultants - CALPADS	-	-	1,030	1,030	-	1,030	0%
5857	Payroll Fees	376	376	6,600	6,600	-	6,224	6%
5858	CMO Services	-	-	649,023	686,948	(37,925)	686,948	0%
5860	Printing and Reproduction	554	554	25,510	25,510	-	24,955	2%
5863	Professional Development	589	589	30,683	30,683	-	30,094	2%
5869	Special Education Contract Instructors	3,381	3,381	111,031	111,031	-	107,650	3%
5875	Staff Recruiting	-	-	927	927	-	927	0%
5877	Student Activities	3,478	3,478	7,725	7,725	-	4,247	45%
5878	Student Assessment	-	-	5,150	5,150	-	5,150	0%
5880	Student Health Services	135	135	1,100	1,100	-	965	12%
5881	Student Information System	15,965	15,965	4,858	16,000	(11,142)	35	100%
5887	Technology Services	-	-	21,285	21,285	-	21,285	0%
5893	Transportation - Student	-	-	114,000	114,000	-	114,000	0%
5910	Communications - Internet / Website Fees	30	30	18,708	18,708	-	18,677	0%
5915	Postage and Delivery	371	371	1,236	1,236	-	865	30%
5920	Communications - Telephone & Fax	-	-	515	515	-	515	0%
SUBTOTAL - Services & Other Operating Exp.		55,311	55,311	1,395,217	1,445,183	(49,967)	1,389,872	4%
Capital Outlay & Depreciation								
6900	Depreciation	-	-	11,897	11,897	-	11,897	0%
SUBTOTAL - Capital Outlay & Depreciation		-	-	11,897	11,897	-	11,897	0%



**SVA**  
**Income Statement**  
**As of Jul FY2026**

Other Outflows & Amortization  
 SUBTOTAL - Other Outflows & Amortization

**TOTAL EXPENSES**

Actual	YTD	Budget & Forecast				
Jul	Actual YTD	Approved Budget	Current Forecast	Approved Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
-	-	-	-	-	-	
184,595	184,595	5,830,447	5,973,719	(143,272)	5,789,124	3%

**BOA**  
**Income Statement**  
**As of Jul FY2026**

	Actual	YTD	Budget & Forecast			
	Jul	Actual YTD	Approved Budget	Current Forecast	Approved Budget vs. Current Forecast	% Current Forecast Spent
<b>SUMMARY</b>						
<b>Revenue</b>						
LCFF Entitlement	-	-	5,216,212	5,216,212	-	0%
Federal Revenue	-	-	189,757	189,757	-	0%
Other State Revenues	-	-	863,975	879,445	15,470	0%
Local Revenues	1,877	1,877	61,000	61,000	-	3%
Fundraising and Grants	-	-	8,500	8,500	-	0%
<b>Total Revenue</b>	<b>1,877</b>	<b>1,877</b>	<b>6,339,444</b>	<b>6,354,914</b>	<b>15,470</b>	<b>0%</b>
<b>Expenses</b>						
Compensation and Benefits	103,063	103,063	4,530,200	4,721,335	(191,135)	2%
Books and Supplies	25,506	25,506	179,518	179,518	-	14%
Services and Other Operating Expenditures	47,364	47,364	1,369,434	1,418,266	(48,832)	3%
Depreciation	-	-	8,439	8,439	-	0%
Other Outflows & Amortization	-	-	-	-	-	-
<b>Total Expenses</b>	<b>175,934</b>	<b>175,934</b>	<b>6,087,590</b>	<b>6,327,558</b>	<b>(239,967)</b>	<b>3%</b>
<b>Net Income</b>	<b>(174,057)</b>	<b>(174,057)</b>	<b>251,854</b>	<b>27,357</b>	<b>(224,497)</b>	<b>201,414</b>
<b>Fund Balance</b>						
Beginning Balance (Unaudited)			1,755,087	1,755,087		
Net Income			251,854	27,357		
<b>Ending Fund Balance</b>			<b>2,006,941</b>	<b>1,782,444</b>		
Fund Balance as a % of Expenses			33%	28%		
<b>KEY ASSUMPTIONS</b>						
<b>Enrollment Summary</b>						
K-3			244	244	-	
4-6			122	122	-	
7-8			82	82	-	
<b>Total Enrolled</b>			<b>448</b>	<b>448</b>	-	
<b>ADA %</b>						

# BOA

## Income Statement

As of Jul FY2026

		Actual	YTD	Budget & Forecast		
				Approved Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
		Jul	Actual YTD	Approved Budget	Current Forecast	
K-3				94.0%	94.0%	0.0%
4-6				94.0%	94.0%	0.0%
7-8				94.0%	94.0%	0.0%
Average ADA %				94.0%	94.0%	0.0%
ADA						
K-3				229.36	229.36	-
4-6				114.68	114.68	-
7-8				77.08	77.08	-
Total ADA				421.12	421.12	-
REVENUE						
LCFF Entitlement						
8011	Charter Schools General Purpose Entitlement - State Aid	-	-	4,190,953	4,190,953	-
8012	Education Protection Account Entitlement	-	-	84,224	84,224	-
8096	Charter Schools in Lieu of Property Taxes	-	-	941,035	941,035	-
SUBTOTAL - LCFF Entitlement		-	-	5,216,212	5,216,212	-
Federal Revenue						
8181	Special Education - Entitlement	-	-	91,631	91,631	-
8291	Title I	-	-	50,531	50,531	-
8292	Title II	-	-	8,670	8,670	-
8294	Title IV	-	-	10,000	10,000	-
8296	SRSA Grant	-	-	28,925	28,925	-
SUBTOTAL - Federal Revenue		-	-	189,757	189,757	-
Other State Revenue						
8381	Special Education - Entitlement (State	-	-	180,986	180,986	-
8382	Special Education Reimbursement (State	-	-	33,568	35,085	1,518
8550	Mandated Cost Reimbursements	-	-	8,309	8,309	-
8560	State Lottery Revenue	-	-	120,077	155,704	35,627
8590	All Other State Revenue	-	-	231,527	246,527	15,000
8591	Prop 28 Arts & Music in Schools	-	-	60,188	66,971	6,783
8593	ELO-Program	-	-	229,321	185,863	(43,458)

# BOA

## Income Statement

As of Jul FY2026

		Actual	YTD	Budget & Forecast				
				Approved Budget	Current Forecast	Approved Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
		Jul	Actual YTD					
SUBTOTAL - Other State Revenue		-	-	863,975	879,445	15,470	879,445	0%
Local Revenue								
8660	Interest	-	-	1,000	1,000	-	1,000	0%
8689	FUA Reimbursement	-	-	60,000	60,000	-	60,000	0%
8699	All Other Local Revenue	1,877	1,877	-	-	-	(1,877)	
SUBTOTAL - Local Revenue		1,877	1,877	61,000	61,000	-	59,123	3%
Fundraising and Grants								
8803	Fundraising	-	-	8,500	8,500	-	8,500	0%
SUBTOTAL - Fundraising and Grants		-	-	8,500	8,500	-	8,500	0%
TOTAL REVENUE		1,877	1,877	6,339,444	6,354,914	15,470	6,353,038	0%
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	-	-	1,370,400	1,360,777	9,623	1,360,777	0%
1101	Teacher - Stipends	17,713	17,713	55,129	55,129	-	37,417	32%
1103	Teacher - Substitute Pay	-	-	107,400	107,400	-	107,400	0%
1111	Teacher - Specialist	-	-	265,420	347,943	(82,523)	347,943	0%
1148	Teacher - Special Ed	4,668	4,668	329,796	336,687	(6,891)	332,019	1%
1150	Teacher - Intervention	-	-	248,206	216,897	31,309	216,897	0%
1300	Certificated Supervisor & Administrator Salaries	23,594	23,594	283,126	283,127	(0)	259,533	8%
SUBTOTAL - Certificated Salaries		45,974	45,974	2,659,478	2,707,960	(48,482)	2,661,985	2%
Classified Salaries								
2100	Classified Instructional Aide Salaries	2,572	2,572	460,044	560,250	(100,206)	557,678	0%
2103	Classified - Special Education	-	-	232,736	239,109	(6,372)	239,109	0%
2400	Classified Clerical & Office Salaries	4,870	4,870	122,127	135,470	(13,343)	130,600	4%
2930	Other Classified - Maintenance/grounds	4,060	4,060	48,418	48,418	-	44,358	8%
2935	Other Classified - Substitute	60	60	18,540	18,540	-	18,480	0%
SUBTOTAL - Classified Salaries		11,562	11,562	881,866	1,001,787	(119,921)	990,225	1%

# BOA

## Income Statement

As of Jul FY2026

		Actual	YTD	Budget & Forecast			
		Jul	Actual YTD	Approved Budget	Current Forecast	Approved Budget vs. Current Forecast	% Current Forecast Spent
<b>Employee Benefits</b>							
3100	STRS	5,690	5,690	488,920	497,936	(9,016)	492,246 1%
3300	OASDI-Medicare-Alternative	1,552	1,552	112,206	122,162	(9,956)	120,610 1%
3400	Health & Welfare Benefits	32,877	32,877	330,269	330,269	-	297,392 10%
3500	Unemployment Insurance	66	66	18,114	20,346	(2,233)	20,280 0%
3600	Workers Comp Insurance	5,342	5,342	35,413	37,097	(1,684)	31,755 14%
3900	403b contribution	-	-	3,935	3,778	157	3,778 0%
<b>SUBTOTAL - Employee Benefits</b>		<b>45,527</b>	<b>45,527</b>	<b>988,857</b>	<b>1,011,588</b>	<b>(22,731)</b>	<b>966,061 5%</b>
<b>Books &amp; Supplies</b>							
4100	Approved Textbooks & Core Curricula Materials	5,346	5,346	50,803	50,803	-	45,457 11%
4200	Books & Other Reference Materials	-	-	5,742	5,742	-	5,742 0%
4300	Materials & Supplies	499	499	4,032	4,032	-	3,533 12%
4320	Educational Software	16,920	16,920	25,000	25,000	-	8,080 68%
4325	Instructional Materials & Supplies	783	783	1,125	1,125	-	342 70%
4326	Art	-	-	20,000	20,000	-	20,000 0%
4330	Office Supplies	1,494	1,494	15,926	15,926	-	14,432 9%
4335	PE Supplies	-	-	2,000	2,000	-	2,000 0%
4346	Teacher Supplies	-	-	15,000	15,000	-	15,000 0%
4355	Science	-	-	5,000	5,000	-	5,000 0%
4356	Recess Supplies	-	-	400	400	-	400 0%
4410	Classroom Furniture, Equipment & Supplies	-	-	7,500	7,500	-	7,500 0%
4420	Computers: individual items less than \$5k	918	918	17,500	17,500	-	16,582 5%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	8,240	8,240	-	8,240 0%
4710	Student Food Services	-	-	400	400	-	400 0%
4720	Other Food	(454)	(454)	850	850	-	1,304 -53%
<b>SUBTOTAL - Books and Supplies</b>		<b>25,506</b>	<b>25,506</b>	<b>179,518</b>	<b>179,518</b>	<b>-</b>	<b>154,011 14%</b>
<b>Services &amp; Other Operating Expenses</b>							
5210	Conference Fees	-	-	100	100	-	100 0%
5215	Travel - Mileage, Parking, Tolls	-	-	300	300	-	300 0%
5220	Travel and Lodging	-	-	2,500	2,500	-	2,500 0%
5225	Travel - Meals & Entertainment	-	-	515	515	-	515 0%
5305	Dues & Membership - Professional	1,423	1,423	750	1,500	(750)	77 95%

# BOA

## Income Statement

As of Jul FY2026

		Actual	YTD	Budget & Forecast		
				Approved Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
		Jul	Actual YTD	Approved Budget	Current Forecast	
5400	Insurance	-	-	4,940	4,940	0%
5515	Janitorial, Gardening Services & Supplies	-	-	2,250	2,250	0%
5610	Rent	-	-	317,770	317,770	0%
5619	Non-Cash Lease Adjustment	-	-	(23,876)	(23,876)	0%
5812	Business Services	7,219	7,219	-	-	(7,219)
5820	Non-Instructional Consultants	17,749	17,749	2,400	2,400	(15,349) 740%
5824	District Oversight Fees	-	-	52,162	52,162	0%
5830	Field Trips Expenses	-	-	51,444	51,444	0%
5836	Fingerprinting	-	-	453	453	0%
5839	Fundraising Expenses	-	-	7,210	7,210	0%
5845	Legal Fees	-	-	6,628	6,628	0%
5848	Licenses and Other Fees	684	684	-	-	(684)
5851	Marketing and Student Recruiting	312	312	2,000	2,000	1,688 16%
5854	Consultants - CALPADS	-	-	500	500	0%
5857	Payroll Fees	395	395	7,407	7,407	7,013 5%
5858	CMO Services	-	-	700,632	741,573	(40,940) 0%
5860	Printing and Reproduction	212	212	22,111	22,111	21,899 1%
5861	Prior Yr Exp (not accrued)	-	-	7,500	7,500	7,500 0%
5863	Professional Development	575	575	50,085	50,085	49,510 1%
5869	Special Education Contract Instructors	3,519	3,519	111,031	111,031	107,512 3%
5875	Staff Recruiting	42	42	618	618	576 7%
5877	Student Activities	4,396	4,396	15,000	15,000	10,604 29%
5878	Student Assessment	-	-	8,659	8,659	8,659 0%
5880	Student Health Services	135	135	2,060	2,060	1,925 7%
5881	Student Information System	10,502	10,502	4,858	12,000	(7,142) 1,498 88%
5887	Technology Services	-	-	8,925	8,925	8,925 0%
5910	Communications - Internet / Website Fees	32	32	1,337	1,337	1,305 2%
5915	Postage and Delivery	170	170	1,055	1,055	884 16%
5920	Communications - Telephone & Fax	-	-	110	110	110 0%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>47,364</b>	<b>47,364</b>	<b>1,369,434</b>	<b>1,418,266</b>	<b>(48,832) 1,370,902 3%</b>
<b>Capital Outlay &amp; Depreciation</b>						
6900	Depreciation	-	-	8,439	8,439	8,439 0%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>-</b>	<b>-</b>	<b>8,439</b>	<b>8,439</b>	<b>- 8,439 0%</b>

**BOA****Income Statement****As of Jul FY2026**

Other Outflows &amp; Amortization

SUBTOTAL - Other Outflows &amp; Amortization

**TOTAL EXPENSES**

Actual	YTD	Budget & Forecast				
Jul	Actual YTD	Approved Budget	Current Forecast	Approved Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
-	-	-	-	-	-	
175,934	175,934	6,087,590	6,327,558	(239,967)	6,151,624	3%

**CMO**  
**Income Statement**  
**As of Jul FY2026**

	Actual	YTD	Budget & Forecast				
					Approved Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
	Jul	Actual YTD	Approved Budget	Current Forecast			
SUMMARY							
Revenue							
LCFF Entitlement	-	-	-	-	-	-	
Federal Revenue	-	-	-	-	-	-	
Other State Revenues	-	-	-	-	-	-	
Local Revenues	9,201	9,201	1,479,656	1,558,520	78,865	1,549,319	1%
Fundraising and Grants	-	-	-	-	-	-	
Total Revenue	9,201	9,201	1,479,656	1,558,520	78,865	1,549,319	1%
Expenses							
Compensation and Benefits	97,926	97,926	1,041,903	1,120,767	(78,865)	1,022,841	9%
Books and Supplies	3,496	3,496	49,410	49,410	-	45,914	7%
Services and Other Operating Expenditures	61,026	61,026	388,343	388,343	-	327,318	16%
Depreciation	-	-	-	-	-	-	
Other Outflows & Amortization	-	-	-	-	-	-	
Total Expenses	162,448	162,448	1,479,656	1,558,520	(78,865)	1,396,073	10%
Net Income	(153,247)	(153,247)	(0)	(0)	0	153,247	
Fund Balance							
Beginning Balance (Unaudited)			(2,946)	(2,946)			
Net Income			(0)	(0)			
Ending Fund Balance			(2,946)	(2,946)			
Fund Balance as a % of Expenses			0%	0%			
KEY ASSUMPTIONS							
Enrollment Summary							
Total Enrolled			-	-	-		
ADA %							
Average ADA %							
ADA							



**CMO**  
**Income Statement**  
**As of Jul FY2026**

		Actual	YTD	Budget & Forecast				
		Jul	Actual YTD	Approved Budget	Current Forecast	Approved Budget vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Total ADA				-	-	-		
REVENUE								
LCFF Entitlement								
SUBTOTAL - LCFF Entitlement		-	-	-	-	-	-	
Federal Revenue								
SUBTOTAL - Federal Revenue		-	-	-	-	-	-	
Other State Revenue								
SUBTOTAL - Other State Revenue		-	-	-	-	-	-	
Local Revenue								
8676	After School Program Revenue	9,145	9,145	130,000	130,000	-	120,855	7%
8699	All Other Local Revenue	56	56	-	-	-	(56)	
8721	CMO Fees Revenue	-	-	1,349,656	1,428,520	78,865	1,428,520	0%
SUBTOTAL - Local Revenue		9,201	9,201	1,479,656	1,558,520	78,865	1,549,319	1%
Fundraising and Grants								
SUBTOTAL - Fundraising and Grants		-	-	-	-	-	-	
TOTAL REVENUE		9,201	9,201	1,479,656	1,558,520	78,865	1,549,319	1%
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1101	Teacher - Stipends	-	-	13,524	13,524	-	13,524	0%
1150	Teacher - Intervention	-	-	8,826	9,361	(535)	9,361	0%
1300	Certificated Supervisor & Administrator Salaries	15,861	15,861	191,754	191,754	-	175,893	8%
SUBTOTAL - Certificated Salaries		15,861	15,861	214,103	214,639	(535)	198,778	7%
Classified Salaries								

# CMO

## Income Statement

As of Jul FY2026

		Actual	YTD	Budget & Forecast			
				Approved Budget	Current Forecast	Approved Budget vs. Current Forecast	% Current Forecast Spent
		Jul	Actual YTD			Current Forecast Remaining	
2400	Classified Clerical & Office Salaries	26,199	26,199	298,939	303,424	(4,485)	9%
2905	Other Classified - After School	37,378	37,378	320,512	387,413	(66,901)	10%
<b>SUBTOTAL - Classified Salaries</b>		<b>63,577</b>	<b>63,577</b>	<b>619,451</b>	<b>690,837</b>	<b>(71,385)</b>	<b>9%</b>
<b>Employee Benefits</b>							
3100	STRS	3,029	3,029	40,894	40,996	(102)	7%
3300	OASDI-Medicare-Alternative	5,096	5,096	50,493	55,961	(5,469)	9%
3400	Health & Welfare Benefits	5,845	5,845	64,348	64,348	-	9%
3500	Unemployment Insurance	106	106	6,671	7,325	(654)	1%
3600	Workers Comp Insurance	1,277	1,277	8,336	9,055	(719)	14%
3900	403b contribution	3,134	3,134	37,607	37,607	-	8%
<b>SUBTOTAL - Employee Benefits</b>		<b>18,488</b>	<b>18,488</b>	<b>208,348</b>	<b>215,292</b>	<b>(6,944)</b>	<b>9%</b>
<b>Books &amp; Supplies</b>							
4330	Office Supplies	235	235	1,326	1,326	-	18%
4352	After School Program	3,181	3,181	33,660	33,660	-	9%
4420	Computers: individual items less than \$5k	80	80	2,754	2,754	-	3%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	1,020	1,020	-	0%
4710	Student Food Services	-	-	450	450	-	0%
4720	Other Food	-	-	10,200	10,200	-	0%
<b>SUBTOTAL - Books and Supplies</b>		<b>3,496</b>	<b>3,496</b>	<b>49,410</b>	<b>49,410</b>	<b>-</b>	<b>7%</b>
<b>Services &amp; Other Operating Expenses</b>							
5210	Conference Fees	-	-	12,240	12,240	-	0%
5215	Travel - Mileage, Parking, Tolls	-	-	4,162	4,162	-	0%
5220	Travel and Lodging	-	-	12,750	12,750	-	0%
5225	Travel - Meals & Entertainment	-	-	1,530	1,530	-	0%
5305	Dues & Membership - Professional	-	-	10,437	10,437	-	0%
5400	Insurance	45,777	45,777	50,497	50,497	-	91%
5515	Janitorial, Gardening Services & Supplies	193	193	2,520	2,520	-	8%
5535	Utilities - All Utilities	361	361	3,308	3,308	-	11%
5610	Rent	2,000	2,000	12,240	12,240	-	16%
5615	Repairs and Maintenance - Building	-	-	684	684	-	0%
5619	Non-Cash Lease Adjustment	-	-	(373)	(373)	-	0%
5803	Accounting Fees	-	-	26,417	26,417	-	0%

# CMO

## Income Statement

As of Jul FY2026

		Actual	YTD	Budget & Forecast		
				Approved Budget	Current Forecast	Approved Budget vs. Current Forecast
		Jul	Actual YTD	Budget	Forecast	Current Forecast Remaining
						% Current Forecast Spent
5809	Banking Fees	246	246	2,000	2,000	12%
5812	Business Services	-	-	181,913	181,913	0%
5820	Non-Instructional Consultants	-	-	2,305	2,305	0%
5830	Field Trips Expenses	1,155	1,155	-	-	(1,155)
5836	Fingerprinting	-	-	110	110	0%
5845	Legal Fees	-	-	20,400	20,400	0%
5848	Licenses and Other Fees	-	-	27	27	0%
5851	Marketing and Student Recruiting	100	100	765	765	13%
5857	Payroll Fees	10,638	10,638	16,751	16,751	64%
5860	Printing and Reproduction	2	2	3,308	3,308	0%
5861	Prior Yr Exp (not accrued	-	-	55	55	0%
5863	Professional Development	-	-	7,140	7,140	0%
5875	Staff Recruiting	17	17	2,040	2,040	1%
5877	Student Activities	-	-	935	935	0%
5881	Student Information System	535	535	-	-	(535)
5910	Communications - Internet / Website Fees	-	-	11,967	11,967	0%
5915	Postage and Delivery	5	5	1,734	1,734	0%
5920	Communications - Telephone & Fax	-	-	485	485	0%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>61,026</b>	<b>61,026</b>	<b>388,343</b>	<b>388,343</b>	<b>16%</b>
<b>Capital Outlay &amp; Depreciation</b>						
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Other Outflows &amp; Amortization</b>						
<b>SUBTOTAL - Other Outflows &amp; Amortization</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>162,448</b>	<b>162,448</b>	<b>1,479,656</b>	<b>1,558,520</b>	<b>(78,865) 10%</b>

**The Academies CMO**  
**Monthly Cash Forecast**  
**As of Jul FY2026**

	2025-26													
	Actuals & Forecast													
	Jul Actuals	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
<b>Beginning Cash</b>	<b>5,570,956</b>	<b>5,293,594</b>	<b>5,097,653</b>	<b>4,485,823</b>	<b>4,690,552</b>	<b>4,453,345</b>	<b>4,209,741</b>	<b>4,311,235</b>	<b>4,178,920</b>	<b>3,934,282</b>	<b>4,184,843</b>	<b>4,074,804</b>		
<b>REVENUE</b>														
LCFF Entitlement	-	346,543	451,094	1,097,136	763,179	763,179	1,027,435	763,179	783,626	1,176,667	777,906	777,906	9,903,966	1,176,118
Federal Revenue	-	61,498	-	-	33,051	-	-	33,051	-	-	33,051	180,071	373,771	33,051
Other State Revenue	-	22,029	22,029	107,138	39,652	120,354	71,837	128,569	29,288	80,389	155,502	247,158	1,913,062	889,117
Other Local Revenue	12,752	11,204	11,204	11,204	11,204	11,204	11,204	11,204	11,204	11,204	11,204	1,571,349	1,696,144	-
Fundraising & Grants	-	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	1,455	16,000	-
<b>TOTAL REVENUE</b>	<b>12,752</b>	<b>442,728</b>	<b>485,782</b>	<b>1,216,932</b>	<b>848,540</b>	<b>896,192</b>	<b>1,111,931</b>	<b>937,457</b>	<b>825,573</b>	<b>1,269,715</b>	<b>979,118</b>	<b>2,777,939</b>	<b>13,902,944</b>	<b>2,098,286</b>
<b>EXPENSES</b>														
Certificated Salaries	110,804	475,592	486,561	486,561	500,085	512,741	477,578	486,561	486,561	482,069	486,561	542,635	5,534,309	-
Classified Salaries	88,472	119,270	239,224	239,224	239,224	208,652	178,079	239,224	239,224	208,652	264,974	208,652	2,472,872	-
Employee Benefits	111,334	173,331	206,510	192,647	193,116	192,905	201,535	192,647	192,647	185,845	192,859	200,220	2,235,596	-
Books & Supplies	48,665	69,424	58,147	18,317	18,333	19,773	20,304	18,399	18,839	17,046	19,219	17,976	344,892	450
Services & Other Operating Expenses	163,701	80,394	130,121	122,531	122,531	122,531	120,783	120,783	120,783	113,385	113,385	1,817,783	3,251,792	103,083
Capital Outlay & Depreciation	-	2,398	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	2,686	20,336	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>522,976</b>	<b>920,409</b>	<b>1,122,258</b>	<b>1,060,974</b>	<b>1,074,983</b>	<b>1,058,297</b>	<b>999,974</b>	<b>1,059,309</b>	<b>1,059,748</b>	<b>1,008,691</b>	<b>1,078,693</b>	<b>2,789,952</b>	<b>13,859,797</b>	<b>103,533</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(510,224)</b>	<b>(477,681)</b>	<b>(636,476)</b>	<b>155,958</b>	<b>(226,443)</b>	<b>(162,105)</b>	<b>111,957</b>	<b>(121,852)</b>	<b>(234,175)</b>	<b>261,024</b>	<b>(99,575)</b>	<b>(12,013)</b>	<b>43,147</b>	<b>1,994,753</b>
Accounts Receivable	939,305	566,339	62,704	59,535	-	-	301	301	301	301	301	1,602	-	-
Other Current Assets	91,582	42	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	2,398	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	1,695	2,686	-	-
Accounts Payable	(583,651)	(50,052)	(12,341)	(32,741)	(32,741)	(32,741)	(32,741)	(32,741)	(32,741)	(32,741)	(32,741)	(32,741)	-	-
Other Current Liabilities	21,190	(257,269)	(47,694)	-	-	(70,735)	-	-	-	-	-	(62,551)	-	-
Summer Holdback	(235,564)	20,282	20,282	20,282	20,282	20,282	20,282	20,282	20,282	20,282	20,282	20,282	-	-
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(200,000)	-	-
ROU Long-Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	(200,000)	-	-
<b>Ending Cash</b>	<b>5,293,594</b>	<b>5,097,653</b>	<b>4,485,823</b>	<b>4,690,552</b>	<b>4,453,345</b>	<b>4,209,741</b>	<b>4,311,235</b>	<b>4,178,920</b>	<b>3,934,282</b>	<b>4,184,843</b>	<b>4,074,804</b>	<b>3,592,070</b>		

**The Academies CMO**  
**Balance Sheet**  
**As of Jul FY2026**

	Jun FY25				Jul FY26				Projected Jun FY26			
	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total
<b>ASSETS</b>												
Cash Balance	2,855,241	2,673,981	41,734	5,570,956	3,085,746	2,342,163	(134,316)	5,293,594	1,539,969	2,051,685	416	3,592,070
Accounts Receivable	1,047,781	873,078	61	1,920,920	275,027	706,527	61	981,615	1,391,297	996,917	-	2,388,214
Other Current Assets	45,773	47,074	1,477	94,324	2,700	-	42	2,742	2,700	-	-	2,700
Fixed Assets	154,372	29,217	-	183,589	154,372	29,217	-	183,589	142,475	20,778	-	163,252
Other Assets	-	-	1,000	1,000	-	-	1,000	1,000	-	-	1,000	1,000
ROU Assets	4,696,462	4,996,918	8,475	9,701,855	4,696,462	4,996,918	8,475	9,701,855	4,696,462	4,996,918	8,475	9,701,855
<b>TOTAL ASSETS</b>	<b>8,799,629</b>	<b>8,620,268</b>	<b>52,748</b>	<b>17,472,644</b>	<b>8,214,307</b>	<b>8,074,825</b>	<b>(124,737)</b>	<b>16,164,395</b>	<b>7,772,903</b>	<b>8,066,298</b>	<b>9,891</b>	<b>15,849,092</b>
<b>LIABILITIES &amp; EQUITY</b>												
Accounts Payable	634,793	272,097	33,825	940,714	361,032	(10,160)	6,191	357,063	45,187	57,896	450	103,533
Other Current Liabilities	228,327	178,463	10,268	417,059	237,625	187,200	13,423	438,248	-	-	-	-
Summer Holdback	137,938	97,866	(240)	235,564	-	-	-	-	113,356	109,203	546	223,105
Loans Payable (Current)	112,878	130,774	8,895	252,547	112,878	130,774	8,895	252,547	-	-	-	-
ROU Current Liabilities	-	-	-	-	-	-	-	-	112,878	130,774	8,895	252,547
Deferred Revenue	650,851	543,014	-	1,193,865	650,851	543,014	-	1,193,865	450,851	543,014	-	993,865
ROU Long-Term Liabilities	4,756,655	5,510,795	-	10,267,450	4,756,655	5,510,795	-	10,267,450	4,756,655	5,310,795	-	10,067,450
Beginning Net Assets	2,270,992	1,528,856	(2,946)	3,796,902	2,278,186	1,887,260	-	4,165,445	2,278,186	1,887,260	-	4,165,445
Net Income (Loss) to Date	7,194	358,404	2,946	368,544	(182,920)	(174,057)	(153,247)	(510,224)	15,790	27,357	(0)	43,147
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>8,799,629</b>	<b>8,620,268</b>	<b>52,748</b>	<b>17,472,644</b>	<b>8,214,307</b>	<b>8,074,825</b>	<b>(124,737)</b>	<b>16,164,395</b>	<b>7,772,903</b>	<b>8,066,298</b>	<b>9,891</b>	<b>15,849,092</b>

CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2024 to June 30, 2025

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

This charter school uses the following basis of accounting:

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

X Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900-6920, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6700, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
1. LCFF Sources				
State Aid - Current Year	8011	3,852,099.00		3,852,099.00
Education Protection Account State Aid - Current Year	8012	80,978.00		80,978.00
State Aid - Prior Years	8019	1,533.00		1,533.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	886,511.00		886,511.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		4,821,121.00	0.00	4,821,121.00
2. Federal Revenues (see NOTE in Section L)				
Every Student Succeeds Act	8290		69,591.00	69,591.00
Special Education - Federal	8181, 8182		86,541.34	86,541.34
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	107,719.00	107,719.00
Total, Federal Revenues		0.00	263,851.34	263,851.34
3. Other State Revenues				
Special Education - State	StateRev SE		215,608.00	215,608.00
All Other State Revenues	StateRev AO	129,113.48	366,140.00	495,253.48
Total, Other State Revenues		129,113.48	581,748.00	710,861.48
4. Other Local Revenues				
All Other Local Revenues	LocalRev AO	110,145.32	0.00	110,145.32
Total, Local Revenues		110,145.32	0.00	110,145.32
5. TOTAL REVENUES		5,060,379.80	845,599.34	5,905,979.14
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,895,076.60	240,301.73	2,135,378.33
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	279,920.40	0.00	279,920.40
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		2,174,997.00	240,301.73	2,415,298.73
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	267,884.13	220,512.52	488,396.65
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	111,793.14	13,840.42	125,633.56
Other Noncertificated Salaries	2900	73,145.99	93.28	73,239.27
Total, Noncertificated Salaries		452,823.26	234,446.22	687,269.48
3. Employee Benefits				
STRS	3101-3102	416,208.79	44,289.30	460,498.09
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	60,886.45	26,943.39	87,829.84

Health and Welfare Benefits	3401-3402	325,671.60	0.00	325,671.60	
Unemployment Insurance	3501-3502	10,546.97	2,199.21	12,746.18	
Workers' Compensation Insurance	3601-3602	17,528.76	0.00	17,528.76	
OPEB, Allocated	3701-3702	0.00	0.00	0.00	
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	
Other Employee Benefits	3901-3902	94.32	0.00	94.32	
Total, Employee Benefits		830,936.89	73,431.90	904,368.79	
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	70,877.36	0.00	70,877.36	
Books and Other Reference Materials	4200	6,478.21	0.00	6,478.21	
Materials and Supplies	4300	54,131.07	15,308.40	69,439.47	
Noncapitalized Equipment	4400	34,714.31	3,299.51	38,013.82	
Food	4700	1,804.69	0.00	1,804.69	
Total, Books and Supplies		168,005.64	18,607.91	186,613.55	
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0.00	0.00	0.00	
Travel and Conferences	5200	784.11	1,237.58	2,021.69	
Dues and Memberships	5300	508.20	0.00	508.20	
Insurance	5400	0.00	0.00	0.00	
Operations and Housekeeping Services	5500	11,145.63	1,238.40	12,384.03	
Rentals, Leases, Repairs, and Noncap. Improvements	5600	268,031.92	29,389.00	297,420.92	
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	
Professional/Consulting Services and Operating Expend.	5800	675,603.44	362,849.25	1,038,452.69	
Communications	5900	2,184.34	0.00	2,184.34	
Total, Services and Other Operating Expenditures		958,257.64	394,714.23	1,352,971.87	
6. Capital Outlay					
(Objects 6100-6170, 6200-6700 modified accrual basis only)					
Land and Land Improvements	6100-6170			0.00	
Buildings and Improvements of Buildings	6200			0.00	
Books and Media for New School Libraries or Major					
Expansion of School Libraries	6300			0.00	
Equipment	6400			0.00	
Equipment Replacement	6500			0.00	
Lease Assets	6600			0.00	
Subscription Assets	6700			0.00	
Depreciation Expense (accrual basis only)	6900	1,052.88	0.00	1,052.88	
Amortization Expense - Lease Assets (accrual basis only)	6910	0.00	0.00	0.00	
Amortization Expense - Subscription Assets (accrual basis only)	6920	0.00	0.00	0.00	
Total, Capital Outlay		1,052.88	0.00	1,052.88	
7. Other Outgo					
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	
All Other Transfers	7281-7299	0.00	0.00	0.00	
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	
Debt Service:					
Interest	7438	0.00	0.00	0.00	
Principal (for modified accrual basis only)	7439			0.00	
Total Debt Service		0.00	0.00	0.00	
Total, Other Outgo		0.00	0.00	0.00	
8. TOTAL EXPENDITURES					
		4,586,073.31	961,501.99	5,547,575.30	
Description		Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			474,306.49	(115,902.65)	358,403.84
D. OTHER FINANCING SOURCES / USES					

1.	Other Sources	8930-8979	0.00	0.00	0.00	
	Less:					
2.	Other Uses	7630-7699	0.00	0.00	0.00	
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(115,902.65)	115,902.65	0.00	
4.	TOTAL OTHER FINANCING SOURCES / USES		(115,902.65)	115,902.65	0.00	
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)			358,403.84	0.00	358,403.84	
F. FUND BALANCE / NET POSITION						
1.	Beginning Fund Balance/Net Position					
	a. As of July 1	9791	1,538,536.08	0.00	1,538,536.08	
	b. Adjustments/Restatements	9793, 9795	(9,680.35)	0.00	(9,680.35)	
	c. Adjusted Beginning Fund Balance /Net Position		1,528,855.73	0.00	1,528,855.73	
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		1,887,259.57	0.00	1,887,259.57	
Components of Ending Fund Balance (Modified Accrual Basis only)						
	a. Nonspendable					
	1. Revolving Cash (equals Object 9130)	9711			0.00	
	2. Stores (equals Object 9320)	9712			0.00	
	3. Prepaid Expenditures (equals Object 9330)	9713			0.00	
	4. All Others	9719			0.00	
	b. Restricted	9740			0.00	
	c. Committed					
	1. Stabilization Arrangements	9750			0.00	
	2. Other Commitments	9760			0.00	
	d. Assigned	9780			0.00	
	e. Unassigned/Unappropriated					
	1. Reserve for Economic Uncertainties	9789			0.00	
	2. Unassigned/Unappropriated Amount	9790M			0.00	
3.	Components of Ending Net Position (Accrual Basis only)					
	a. Net Investment in Capital Assets	9796	29,216.85	0.00	29,216.85	
	b. Restricted Net Position	9797		0.00	0.00	
	c. Unrestricted Net Position	9790A	1,858,042.72	0.00	1,858,042.72	
Description			Object Code	Unrestricted	Restricted	Total
G. ASSETS						
1.	Cash					
	In County Treasury	9110	0.00	0.00	0.00	
	Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00	
	In Banks	9120	2,130,967.65	543,013.54	2,673,981.19	
	In Revolving Fund	9130	0.00	0.00	0.00	
	With Fiscal Agent/Trustee	9135	0.00	0.00	0.00	
	Collections Awaiting Deposit	9140	0.00	0.00	0.00	
2.	Investments	9150	0.00	0.00	0.00	
3.	Accounts Receivable	9200	873,077.62	0.00	873,077.62	
4.	Due from Grantor Governments	9290	0.00	0.00	0.00	
5.	Stores	9320	0.00	0.00	0.00	
6.	Prepaid Expenditures (Expenses)	9330	47,074.03	0.00	47,074.03	
7.	Other Current Assets	9340	0.00	0.00	0.00	
8.	Lease Receivable	9380	4,996,918.00	0.00	4,996,918.00	
9.	Capital Assets (accrual basis only)	9400-9489	29,216.85	0.00	29,216.85	
10.	TOTAL ASSETS		8,077,254.15	543,013.54	8,620,267.69	
H. DEFERRED OUTFLOWS OF RESOURCES						
1.	Deferred Outflows of Resources	9490	0.00	0.00	0.00	
2.	TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00	
I. LIABILITIES						
1.	Accounts Payable	9500	548,425.58	0.00	548,425.58	
2.	Due to Grantor Governments	9590	0.00	0.00	0.00	
3.	Current Loans	9640	130,774.00	0.00	130,774.00	



4.	Unearned Revenue	9650	0.00	543,013.54	543,013.54
5.	Long-Term Liabilities (accrual basis only)	9660-9669	5,510,795.00	0.00	5,510,795.00
6.	TOTAL LIABILITIES		6,189,994.58	543,013.54	6,733,008.12
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1.	Deferred Inflows of Resources	9690	0.00	0.00	0.00
2.	TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
<b>K. FUND BALANCE /NET POSITION</b>					
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)					
(must agree with Line F2)			1,887,259.57	0.00	1,887,259.57

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

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

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

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

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

**2. Community Services Expenditures**

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

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

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

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

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

Results of this calculation will be used for comparison with 2023-24 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2026-27.

a.	Total Expenditures (B8)	5,547,575.30
b.	Less Federal Expenditures (Total A2)	
	[Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	263,851.34
c.	Subtotal of State & Local Expenditures	5,283,723.96
	[a minus b]	
d.	Less Community Services	0.00
	[L2 Total]	
e.	Less Capital Outlay & Debt Service	1,052.88
	[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600, 6700, 6910 and 6920]	
f.	Less Supplemental Expenditures made as the result of a Presidentially	0.00

Declared Disaster

TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE

[c minus d minus e minus f]

\$	5,282,671.08
----	--------------

CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2024 to June 30, 2025

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

This charter school uses the following basis of accounting:

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

X Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900-6920, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6700, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
1. LCFF Sources				
State Aid - Current Year	8011	2,343,644.00		2,343,644.00
Education Protection Account State Aid - Current Year	8012	1,356,921.00		1,356,921.00
State Aid - Prior Years	8019	6,064.00		6,064.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	856,011.00		856,011.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		4,562,640.00	0.00	4,562,640.00
2. Federal Revenues (see NOTE in Section L)				
Every Student Succeeds Act	8290		63,621.00	63,621.00
Special Education - Federal	8181, 8182		86,438.02	86,438.02
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	64,451.00	64,451.00
Total, Federal Revenues		0.00	214,510.02	214,510.02
3. Other State Revenues				
Special Education - State	StateRev SE		214,448.00	214,448.00
All Other State Revenues	StateRev AO	125,755.84	316,754.85	442,510.69
Total, Other State Revenues		125,755.84	531,202.85	656,958.69
4. Other Local Revenues				
All Other Local Revenues	LocalRev AO	112,683.83	0.00	112,683.83
Total, Local Revenues		112,683.83	0.00	112,683.83
5. TOTAL REVENUES		4,801,079.67	745,712.87	5,546,792.54
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,783,586.53	334,273.63	2,117,860.16
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	265,975.97	0.00	265,975.97
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		2,049,562.50	334,273.63	2,383,836.13
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	301,921.47	147,449.68	449,371.15
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	124,838.76	23,520.30	148,359.06
Other Noncertificated Salaries	2900	56,737.21	4,574.18	61,311.39
Total, Noncertificated Salaries		483,497.44	175,544.16	659,041.60
3. Employee Benefits				
STRS	3101-3102	399,581.55	51,861.70	451,443.25
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	53,815.60	33,684.17	87,499.77

Health and Welfare Benefits	3401-3402	326,244.77	0.00	326,244.77
Unemployment Insurance	3501-3502	10,067.26	3,305.27	13,372.53
Workers' Compensation Insurance	3601-3602	16,385.58	0.00	16,385.58
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	1,507.03	0.00	1,507.03
Total, Employee Benefits		807,601.79	88,851.14	896,452.93
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	40,944.02	20,255.21	61,199.23
Books and Other Reference Materials	4200	6,188.03	931.81	7,119.84
Materials and Supplies	4300	43,260.18	11,389.86	54,650.04
Noncapitalized Equipment	4400	37,780.27	395.96	38,176.23
Food	4700	5,582.18	0.00	5,582.18
Total, Books and Supplies		133,754.68	32,972.84	166,727.52
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100	0.00	0.00	0.00
Travel and Conferences	5200	2,715.83	2,590.84	5,306.67
Dues and Memberships	5300	338.34	0.00	338.34
Insurance	5400	0.00	0.00	0.00
Operations and Housekeeping Services	5500	12,702.11	1,411.35	14,113.46
Rentals, Leases, Repairs, and Noncap. Improvements	5600	243,501.83	26,787.00	270,288.83
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	895,774.13	225,959.39	1,121,733.52
Communications	5900	2,477.28	0.00	2,477.28
Total, Services and Other Operating Expenditures		1,157,509.52	256,748.58	1,414,258.10
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6700 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Subscription Assets	6700			0.00
Depreciation Expense (accrual basis only)	6900	19,282.44	0.00	19,282.44
Amortization Expense - Lease Assets (accrual basis only)	6910	0.00	0.00	0.00
Amortization Expense - Subscription Assets (accrual basis only)	6920	0.00	0.00	0.00
Total, Capital Outlay		19,282.44	0.00	19,282.44
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		4,651,208.37	888,390.35	5,539,598.72
<b>Description</b>	<b>Object Code</b>	<b>Unrestricted</b>	<b>Restricted</b>	<b>Total</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		149,871.30	(142,677.48)	7,193.82
<b>D. OTHER FINANCING SOURCES / USES</b>				

1.	Other Sources	8930-8979	0.00	0.00	0.00	
	Less:					
2.	Other Uses	7630-7699	0.00	0.00	0.00	
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(142,677.48)	142,677.48	0.00	
4.	TOTAL OTHER FINANCING SOURCES / USES		(142,677.48)	142,677.48	0.00	
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)			7,193.82	0.00	7,193.82	
F. FUND BALANCE / NET POSITION						
1.	Beginning Fund Balance/Net Position					
	a. As of July 1	9791	2,296,083.33	0.00	2,296,083.33	
	b. Adjustments/Restatements	9793, 9795	(25,091.30)	0.00	(25,091.30)	
	c. Adjusted Beginning Fund Balance /Net Position		2,270,992.03	0.00	2,270,992.03	
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		2,278,185.85	0.00	2,278,185.85	
Components of Ending Fund Balance (Modified Accrual Basis only)						
	a. Nonspendable					
	1. Revolv ing Cash (equals Object 9130)	9711			0.00	
	2. Stores (equals Object 9320)	9712			0.00	
	3. Prepaid Expenditures (equals Object 9330)	9713			0.00	
	4. All Others	9719			0.00	
	b. Restricted	9740			0.00	
	c. Committed					
	1. Stabilization Arrangements	9750			0.00	
	2. Other Commitments	9760			0.00	
	d. Assigned	9780			0.00	
	e. Unassigned/Unappropriated					
	1. Reserve for Economic Uncertainties	9789			0.00	
	2. Unassigned/Unappropriated Amount	9790M			0.00	
3.	Components of Ending Net Position (Accrual Basis only)					
	a. Net Investment in Capital Assets	9796	154,371.77	0.00	154,371.77	
	b. Restricted Net Position	9797		0.00	0.00	
	c. Unrestricted Net Position	9790A	2,123,814.08	0.00	2,123,814.08	
Description			Object Code	Unrestricted	Restricted	Total
G. ASSETS						
1.	Cash					
	In County Treasury	9110	0.00	0.00	0.00	
	Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00	
	In Banks	9120	2,204,389.51	650,851.28		2,855,240.79
	In Revolving Fund	9130	0.00	0.00	0.00	
	With Fiscal Agent/Trustee	9135	0.00	0.00	0.00	
	Collections Awaiting Deposit	9140	0.00	0.00	0.00	
2.	Investments	9150	0.00	0.00	0.00	
3.	Accounts Receivable	9200	1,047,781.41	0.00		1,047,781.41
4.	Due from Grantor Governments	9290	0.00	0.00	0.00	
5.	Stores	9320	0.00	0.00	0.00	
6.	Prepaid Expenditures (Expenses)	9330	45,772.65	0.00		45,772.65
7.	Other Current Assets	9340	0.00	0.00	0.00	
8.	Lease Receivable	9380	4,696,462.00	0.00		4,696,462.00
9.	Capital Assets (accrual basis only)	9400-9489	154,371.77	0.00		154,371.77
10.	TOTAL ASSETS		8,148,777.34	650,851.28		8,799,628.62
H. DEFERRED OUTFLOWS OF RESOURCES						
1.	Deferred Outflows of Resources	9490	0.00	0.00		0.00
2.	TOTAL DEFERRED OUTFLOWS		0.00	0.00		0.00
I. LIABILITIES						
1.	Accounts Payable	9500	938,507.69	0.00		938,507.69
2.	Due to Grantor Governments	9590	62,550.80	0.00		62,550.80
3.	Current Loans	9640	112,878.00	0.00		112,878.00

4.	Unearned Revenue	9650	0.00	650,851.28	650,851.28
5.	Long-Term Liabilities (accrual basis only)	9660-9669	4,756,655.00	0.00	4,756,655.00
6.	TOTAL LIABILITIES		5,870,591.49	650,851.28	6,521,442.77
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1.	Deferred Inflows of Resources	9690			0.00
2.	TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
<b>K. FUND BALANCE /NET POSITION</b>					
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)					
(must agree with Line F2)			2,278,185.85	0.00	2,278,185.85

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

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

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

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

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

**2. Community Services Expenditures**

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

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

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

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

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

Results of this calculation will be used for comparison with 2023-24 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2026-27.

a.	Total Expenditures (B8)	5,539,598.72
b.	Less Federal Expenditures (Total A2)	
[Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]		214,510.02
c.	Subtotal of State & Local Expenditures	5,325,088.70
[a minus b]		
d.	Less Community Services	0.00
[L2 Total]		
e.	Less Capital Outlay & Debt Service	19,282.44
[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600, 6700, 6910 and 6920]		
f.	Less Supplemental Expenditures made as the result of a Presidentially	0.00

Declared Disaster

TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE

[c minus d minus e minus f]

\$	5,305,806.26
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# Comprehensive School Safety Plan

**2025-2026  
School Year**

**School:** Blue Oak Academy  
**CDS Code:** 54105460135459  
**District:** Blue Oak Academy  
**Address:** 28050 Rd 148  
Visalia, Ca, 93292  
**Date of Adoption:** 9/16/25  
**Date of Update:** 9/8/25  
**Date of Review:**  
- with Staff 9/19/2025  
- with Law Enforcement  
- with Fire Authority

**Approved by:**

Name	Title	Signature	Date



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## **Comprehensive School Safety Plan Purpose**

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Blue Oak Academy.

## **Safety Plan Vision**

The Blue Oak Academy (BOA) Comprehensive School Safety Plan (CSSP) provides guidance and direction to administration, faculty, and staff who have emergency management responsibilities. The Emergency Response Plan along with the Comprehensive School Safety Plan shall be used during an emergency incident.

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

### **Blue Oak Academy Safety Committee**

Gina Ananian - Parent

Alexis Vance - Vice Principal

Staci Soares - Principal

Cristina Johnson - Academic Coach

### **Assessment of School Safety**

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

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

TACMO supports EC32281 and items A-K through processes and procedures outlined in Board Policy. School sites follow Board Policy to support: (a) Child Abuse Reporting, (b) implementation of emergency procedures (c) suspension and expulsion procedures for students, (d) teacher notification regarding dangerous pupils, (e) sexual harassment identification and reporting, (f) dress code procedures and safety related to gang affiliations( which is also defined by school site level), (g) safe ingress and egress of students, (h) maintenance of a safe and orderly school environment which is also determined individually at school sites, (i) student discipline rules and consequences ,(j) implications regarding hate crimes, and (k) procedures to prepare for active shooters.

Individual schools implement processes such as Positive Behavior Intervention Supports (PBIS) and Restorative Justice to approach student behavior in a positive manner with a focus on self regulation. Schools affiliated with juvenile justice work within the safety frameworks of Probation as defined by individual sites. Safety trainings occur annually for staff and students and mandated trainings are sponsored for all staff regarding child and dependent adult abuse, mandated reporting, and harassment and discrimination. The school board approves safety plans according to California Education Code, and law enforcement and fire officials are consulted for advisement on the plans. TACMO and VUSD continually assesses the safety of staff and students and modifies processes as needed. Through use of surveys administered to staff, students, and parents; input is solicited from stakeholders to ensure perceptions of safety needs. Facilities conducts annual safety inspections and the Vice Principal ensures all devices and safety procedures are up to date. Board policies are updated as per California Education Code changes.

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

#### **Mandatory Reporters Policy and Training**

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

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

#### **Definitions:**

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

- A physical injury inflicted by other than accidental means on a child by another person.
- Sexual abuse of a child.

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

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

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

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

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

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

#### Reporting Procedures:

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

#### Step #1: Telephone Report

The telephone report must be made immediately, or as soon as practically possible, upon knowledge or suspicion.

This report will include:

- The name of the person making the report.
- The name of the child.
- The present location of the child.
- The nature and extent of any injury.
- Any other information requested by the child protective agency or law enforcement office, including the information that led the Mandated Reporter to gain knowledge of or suspect child abuse.
- When the verbal report is made, the employee shall note in writing the name of the official contacted, the date and time contacted, and any instructions or advice received.

Appropriate agencies to report to:

- Child Protective Services: 559-623-0300
- Visalia Police Department: 559-734-8117
- Farmersville Police Department: 559-747-1243
- County Sheriff's Department: 559-733-6218

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

#### Step #2: Written Report

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

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

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

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

After completing the process above, the employee's primary responsibility is finished. The employee is not to conduct an investigation regarding the suspected abuse, confer with the person(s) alleged to have mistreated the child, or contact the child's home or the alleged perpetrator prior to making the report. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protection agency, the reporter shall not notify the parent as required in other instances of removal.

#### Legal Responsibility and Liability:

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

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

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

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

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

#### Victim Interviews:

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

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

- The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
- The selected person shall not participate in the interview.
- The selected person shall not discuss the facts or circumstances of the case with the child.
- The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

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

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

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

#### When School Employees Are Accused of Child Abuse:

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

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

#### Training:

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

#### Charter School Staff Acknowledgement:

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

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

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

##### Guidelines for Preparing a Buddy Teacher List:

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

##### Establish and maintain a current "Buddy Teacher" list:

- a. Ensure all teachers know who their assigned buddy will be.
- b. When possible, assign teachers in adjacent or nearby rooms as buddies.

Ensure that each classroom contains a "go kit/orange bucket" that includes the teacher's class roster and the buddy teacher's class roster.

During an emergency, buddy teachers should check with each other to determine each other's status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.

- a. Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of many, teachers should do the greatest good for the greatest number.

During an evacuation, it is best for buddy teachers to work together. When practical, one teacher should lead both classrooms out, while the other buddy brings up the rear, checking briefly to make sure both classrooms are empty and doors are closed. Immediately after taking roll call of both classes, one of the buddy teachers must report the result to their assigned Accountability Team Leader (or to the Accountability Group Supervisor, Operations Chief, or Incident Commander), as outlined in the Crisis Response Plan "Student Accountability Procedure."

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

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

When classrooms have been combined and evacuation is necessary, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door before joining the students outside. Ensure substitute teachers are familiar with buddy system emergency procedures and know who their buddy teachers will be.

**Buddy Classes (Aug 2025–26):**

403 Aguilar — 404 Ramage

402 Ice — 401 Weeaks

405 Rocha — 406 Gonzales

407 Britter — 408 Ream

801 McMahon — 802 Keck — 702 Bakke/Esquivel

803 Jones — 804 Nunes

601 Villarreal — 602 Enos

603 Leonardo — 604 Anderson

502 Gravitt — 503 Martinez — 504 Rodriguez

Roving Brumfield — Roving Villaseñor

**Adaptations for Students with Disabilities**

**1. Emergency Evacuation Procedures**

- Visual Aids: Use clear, large-print diagrams and signage to guide students with visual impairments.
- Hearing Impairments: Utilize visual alarms and flashing lights to alert students who are deaf or hard of hearing.
- Pre-Drills: Conduct practice drills that address the specific needs of students with disabilities to ensure they understand the procedures.

**2. Communication Strategies**

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

**3. Classroom Modifications**

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

**4. Behavioral Supports**

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

**5. Training and Awareness**

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

**6. Health and Medical Needs**

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

**7. Transportation Considerations**



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

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

As mandated by California Education Code, schools can serve as community resources for emergency response, enabling the provision of essential services and shelter when public needs are high.

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

#### **SUSPENSION AND EXPULSION POLICY**

The following is TACMO Board Policy 12-002.

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

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as TACMO's policy and procedures for student suspension, expulsion and involuntary removal and it may be amended from time to time without the need to seek a material revision of the charters so long as the amendments comport with legal requirements. TACMO and its charter school staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

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

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

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

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

A student identified as an individual with disabilities or for whom TACMO has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. TACMO will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom TACMO has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

## Procedures

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

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

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

### B. Enumerated Offenses

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

- 1. Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2. Willfully used force or violence upon the person of another, except self-defense.
- 3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5. Committed or attempted to commit robbery or extortion.
- 6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- 7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the lawful use of a student's own prescription products by a student.
- 9. Committed an obscene act or engaged in habitual profanity or vulgarity.
- 10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- 11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- 12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- 14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

16. Engaged in or attempted to engage in hazing. For the purposes of this Policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

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

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

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

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

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

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

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

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

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

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

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

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

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

iii. An act of cyber sexual bullying.

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

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

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

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

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

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

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or Principal or designee’s concurrence.
2. Brandished a knife at another person.
3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
4. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

**Discretionary Expellable Offenses:** Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student’s own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

iii. An act of cyber sexual bullying.

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

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

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

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

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

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

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

b) Brandished a knife at another person.

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

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

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

The Charter School will use the following definitions:

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

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

#### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

##### 1. Conference

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

- b) The conference may be omitted if the Principal or designee determines that an emergency situation exists. An emergency situation; involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- c) At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
- d) No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

## 2. Notice to Parents/Guardians

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

## 3. Suspension Time Limits/Recommendation for Expulsion

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

- 1) the student's presence will be disruptive to the education process; or
- 2) the student poses a threat or danger to others.

Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

## 4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned. In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

## D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law. A student may be expelled either by the neutral and impartial TACMO Board of Directors following a hearing before it or by the TACMO Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the TACMO Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the TACMO Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

## E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the TACMO Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student.

The notice shall include:

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. TACMO must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, TACMO must present evidence that the witness' presence is both desired by the witness and will be helpful to TACMO. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.



10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### G. Record of Hearing

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

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the TACMO Board of Directors, Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

#### Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the TACMO Board of Directors who will make a final determination regarding the expulsion. The TACMO Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The Decision of the TACMO Board of Directors is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program. The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

#### I. Written Notice to Expel

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

1. Notice of the specific offense committed by the student;
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with TACMO.

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

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

#### J. Disciplinary Records

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

#### K. No Right to Appeal

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

#### L. Expelled Students/Alternative Education

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

#### M. Rehabilitation Plans

Students who are expelled from TACMO shall be given a rehabilitation plan upon expulsion as developed by the TACMO Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to TACMO for readmission.

#### N. Readmission or Admission of Previously Expelled Student

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

#### O. Notice to Teachers

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

#### P. Involuntary Removal for Truancy

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

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

##### 1. Notification of District

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

##### 2. Services During Suspension

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

##### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, TACMO, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan. If TACMO, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

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

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

#### 4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or TACMO, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and TACMO agree otherwise. In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

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

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

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

#### 6. Interim Alternative Educational Setting

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

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

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

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

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

If TACMO knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put. If TACMO had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. TACMO shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by TACMO pending the results of the evaluation.

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

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

Pursuant to Education Code 48267, the Tulare County Probation Department notifies the Principal of Blue Oak Academy regarding students who have engaged in certain criminal conduct. The Principal or designee is responsible for promptly notifying the student's teachers. This information may also be shared with all Administrators of the school, including the Superintendent of the District.

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

Board Policy #: 13-001

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

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

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

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

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

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

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

##### **Definitions**

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment.

Harassment

includes, but is not limited to:

Verbal conduct such as epithets, derogatory jokes, comments or slurs.

Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.

Retaliation for reporting or threatening to report harassment.

Deferential or preferential treatment based on any of the protected characteristics listed above.

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

Placing a reasonable student or students in fear of harm to that student's or those students' person or property.

Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.

Causing a reasonable student to experience a substantial interference with the student's academic performance.

Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by TACMO.

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

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

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

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

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

- o Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.

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

- o Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

An act of "Cyber sexual bullying" including, but not limited to:

The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

"Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

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

Cyberbullying Prevention Procedures

TACMO advises students:

To never share passwords, personal data, or private photos online.

To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it. To consider how it would feel receiving such comments before making comments about others online.

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

#### Education

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

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

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

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

#### Professional Development

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

#### THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION

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

Physical cuts or injuries

Lost or broken personal items

Fear of going to school/practice/games

Loss of interest in school, activities, or friends

Trouble sleeping or eating

Anxious/sick/nervous behavior or distracted appearance

Self-destructiveness or displays of odd behavior

Decreased self-esteem

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

Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and

Students with physical or learning disabilities.

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

#### Complaint Procedures

##### Scope of the Complaint Procedures

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

Are written and signed;

Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

Submitted to the TACMO UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

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

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

#### Submitting a Report or Complaint

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

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

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

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

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

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

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

#### Investigation and Response

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

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

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

#### Consequences

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

#### Right of Appeal

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

## **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

### **UNIFORM DRESS CODE POLICY**

At The Academies, we support a school uniform policy in order to level the playing field for all of our students. Our school uniform policy helps to provide an academic environment where children feel equal, and are not distracted or offended by what others wear. It is the parent or guardian's responsibility to be sure that the student is wearing the official school uniform. Shirts, dresses, sweaters, sweatshirts, coats, jackets, pants, tights/leggings, shorts, skorts, and skirts must fit appropriately (no sagging) and be free of designs, logos, or embellishments.

The following solid colors are permitted:

- Blue (BOA)
- White
- Brown
- Khaki
- Black
- Gray
- Denim
- No other colors permitted

Shirts must have a collar, whereas dresses may be collarless. Students are not required to wear a collared shirt under a sweatshirt; however, if the sweatshirt is removed, a dress code–approved collared shirt must be worn underneath.

The following necklines are permitted: button-down, polo, Peter Pan, turtleneck. No t-shirts allowed, and no other colors of shirt are allowed. No strapless, spaghetti strap, low-cut, or cut off tops are allowed. Bare midriffs are not allowed.

Jeans may not have holes larger than the size of a fist anywhere on them.

Dresses, shorts, and skorts must be no shorter than the length of your fingertips when arms are at your sides. Ties, shoes and headwear may be different colors.

Shoes must be simple and generally free of designs or embellishments. Tennis shoes, boots, dress flats (i.e. Mary Janes), and sandals (with backs) are permitted. Flip-flops, Crocs, jellies, wheelies, or any type of shoes without a backing is not allowed. Shoes and boots may not have heels higher than 1".

Hats must be in approved dress code colors and are allowed at the discretion of the site.

Jewelry must not pose a danger and must be removed for PE class.

Every Friday:

Every Friday, students may wear any school spirit shirt to show their pride in The Academies (SVA or BOA). While wearing a spirit shirt is encouraged, it is not required. Students who choose not to wear one may wear a collared or collarless shirt in an approved dress code color.

PE Day Dress :

Students should wear or bring a pair of tennis shoes each day. Please note that students are not permitted to change into athletic clothes at school.

Dress Up Days:

On designated dress-up days, students may choose their own clothing; however, all rules regarding skirt and short length, as well as heel height, still apply. Clothing must not display offensive, suggestive, obscene, or vulgar logos, images, or messages. Props are not permitted.

Game Days:

Students are allowed to wear their game day uniforms on the day of their scheduled game.



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

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

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

Integrate Gifted Education Strategies

**Element:**

According to the annual organizational climate survey results 84% of parents, 80% of students, and 68% of staff agree the school provides quality instruction for gifted learners.

**Opportunity for Improvement:**

Provide Socratic Seminar Opportunities for all students, TK-8th grade.

Objectives	Action Steps	Resources	Lead Person	Evaluation
All students participate in gifted education strategies in TK- 8th grade.	Teachers will facilitate Socratic Seminars twice per month.	Resources from: <ul style="list-style-type: none"> <li>• Ian Byrd</li> <li>• Lisa VanGamert</li> <li>• Sandra Kaplan</li> <li>• CAG</li> <li>• ExL Curriculum</li> <li>• TCI Curriculum</li> </ul>	Instructional Coach and Classroom Teachers	Evidence of improved student discourse and critical thinking in the classroom as collected in monthly reflection forms.
	Students will participate in Socratic Seminars twice per month in all TK-8th classrooms.	Resources from: <ul style="list-style-type: none"> <li>• Ian Byrd</li> <li>• Lisa VanGamert</li> <li>• Sandra Kaplan</li> <li>• CAG</li> <li>• ExL Curriculum</li> <li>• TCI Curriculum</li> </ul>	Instructional Coach and Classroom Teachers	Evidence of improved student discourse and critical thinking in the classroom as observed through exit tickets and class observations.

**Component:**

Common Literacy Instruction

**Element:**

According to annual organizational climate survey results 84% of parents, 95% of students, and 84% of staff agree or strongly agree that a broad course of study is offered and available to all students.

**Opportunity for Improvement:**

Provide opportunities to use writing data to inform instruction.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students will be able to read text and respond to on demand writing prompts.	Teachers will administer on-demand pre-assessments in writing.	CCSS Frameworks	Instructional Coach and Teachers.	Calendar invites, scheduled on demand assessments, scheduled team meetings to evaluate, calibrate, and plan from rubrics to improve teacher efficacy in differentiating writing instruction.
	Teachers will analyze rubric data to inform writing instruction.	CCSS Frameworks TCOE Connect TCOE/ SCOE CCLA Network	Instructional Coach and Teachers.	
	Instructional coach will engage teams in feedback conversations and planning after on demand writing.	Student Centered Coaching model and resources - Diane Sweeney.	Instructional Coach	

**Component:**

Common Behavior System

**Element:**

According to annual organizational climate survey results 77% of students feel safe at school.

**Opportunity for Improvement:**

Implement school wide consistent behavior expectations.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Implement a common behavior system across both schools.	Providing Tier 1 behavior resources to students and staff that align with CARE 4, as well as utilizing restorative practices and preventive social skills groups.	PBIS resources CARE 4 Connection (weekly) Behavior Technician Aides Student Reflection Sheets	Site Admin Classified and Certificated staff	Reduce behavioral incidents by 20% YTD
	Teachers log and respond to behavior according to the behavior response process.	PowerSchool Google Forms	Site Admin Classified and Certificated Staff.	
	Follow behavior response process and support repeat offenders through COST process.	COST meetings	Site Admin COST team	

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

### **Blue Oak Academy Student Conduct Code**

#### **SOCIAL CONTRACT AND HONOR CODE**

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

- I will do what is right because it is right.

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

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

- Cooperation: I will be a team player.
- Accountability: I will do what is expected of me, even when no one is watching.
- Respect: I will value myself, others, and the school environment.
- Empathy: I will be mindful of and show care for others.

The Honor Code and CARE 4 encompass all student behavior at school. Students sign the code and CARE 4 commitment annually and receive instruction in their meaning. Students are encouraged to consider the consequences of their actions and school rules before they act, in order to determine whether an action is the “right choice.”

#### **SCHOOL RULES**

At The Academies, the focus is on learning; every student has the right to learn. Students who interfere with this right will be subject to the school’s social contract procedures. The Superintendent, Principal, or Vice Principal has the authority to talk to all students involved in any incident and to determine the course of action to be taken.

The following school rules apply at school, going to and from school, on any school-provided transportation, and at any event where TACMO is represented (regardless of location). These rules apply to all TACMO students:

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

### **Conduct Code Procedures**

#### **Tier 1**

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

#### **Tier 2**

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

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

### Tier 3

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

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

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

This policy applies to instances that occur in any area of the school campus, at school-sponsored events and activities regardless of location, through school-owned technology, and through other electronic means.

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

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

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

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

In efforts to prepare for active shooter situations, TACMO will implement the following:

**Training and Drills:** Conduct regular, trauma-informed training sessions for all staff members, including teachers, administrators, and support staff, on recognizing signs of potential violence and responding effectively to an active shooter situation. Drills will be age-appropriate, developed in consultation with school-based mental health professionals, and will not include simulated gunfire, mock injuries, or other high-intensity tactics that may cause trauma.

**Communication Protocols:** Establish clear communication protocols for alerting staff, students, and law enforcement in the event of an active shooter. Use a multi-layered communication approach such as public address systems, text alerts, and email notifications. All drills will include a clear announcement that a drill is occurring.

**Parent and Guardian Notifications:** Provide advance notice to parents and guardians before conducting active shooter drills, allow for student opt-outs, and send a follow-up notification after the drill has occurred.

**Mental Health Support:** Provide access to mental health resources for students and staff, including counseling services and programs that promote emotional well-being and conflict resolution.

**Active Shooter Response Plan:** Develop a response plan that includes options such as “Run, Hide, Fight,” lockdown procedures, and evacuation routes. Ensure all staff and students are familiar with these procedures.

**Staff Roles and Responsibilities:** Define specific roles and responsibilities for staff members during an active shooter situation, including designated safety officers, communication officers, and first aid responders.

**Emergency Supplies:** Ensure that classrooms and offices are equipped with emergency supplies such as first aid kits, communication devices, and barricade tools.

**Evacuation Plans:** Designate multiple evacuation routes and reunification sites, both on-campus and off-campus, and ensure all staff and students are aware of these routes and locations.

**Immediate Notification:** Utilize established communication platforms, such as ParentSquare, PowerSchool, or ActVnet, to immediately notify all staff, students, parents/guardians, and law enforcement of an active shooter threat.

**Lockdown Procedures:** Implement lockdown procedures if evacuation is not possible. This includes locking doors, turning off lights, and instructing students to stay quiet and out of sight.

**Post-Incident Reunification:** Use ActVnet to implement a reunification plan for reuniting students with their families after an incident.

**Debriefing and Evaluation:** Conduct a debriefing session with all involved parties, including law enforcement, to evaluate the response and identify areas for improvement. Document lessons learned and update the safety plan accordingly.

This active shooter preparedness plan complies with Education Code § 32282 and incorporates requirements of AB 1858 (Safe and Prepared Schools Act, effective January 1, 2025).

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

Cyberbullying is an electronic act as defined in Education Code § 48900(r). It includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

An electronic act is the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social networking website, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, as described in Education Code § 48900(r)(2)(A).

A reasonable pupil is defined in Education Code § 48900(r)(2)(C) as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

#### **Reporting:**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying, consistent with Education Code § 234.1.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Executive Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. Oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information (Education Code § 234.1(b)(1)).

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels he or she is a target of such behavior should immediately contact a teacher, counselor, principal, or staff member so that assistance can be provided in resolving the issue consistent with this policy. Blue Oak Academy acknowledges and respects every individual’s right to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible (Education Code § 234.1(c)). BOA prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

Investigation:

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor, or affiliate of Blue Oak Academy, the Executive Director or designee will promptly initiate an investigation. At the conclusion of the investigation, the Executive Director or designee will notify the complainant of the outcome. However, in no case may the Executive Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued (Education Code § 234.1(b)(2)). Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time. All records related to any investigation of discrimination, harassment, intimidation, or bullying will remain in a secure location in the Main Office of Blue Oak Academy. In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures (Education Code § 234.1(b)(5)), such investigation will be undertaken concurrently.

Appeal:

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

Consequences:

Students who engage in discrimination, harassment, intimidation, or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of Blue Oak Academy and Education Code § 48900.

Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Date of Alleged Incident(s): \_\_\_\_\_  
Name of Person(s) you have a complaint against: \_\_\_\_\_  
List any witnesses that were present: \_\_\_\_\_  
Where did the incident(s) occur? \_\_\_\_\_

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

I hereby authorize Blue Oak Academy to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

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

To be completed by Blue Oak Academy:

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

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

### **Opioid Prevention and Life-Saving Response Procedures**

The school provides a comprehensive education about opioids, their dangers, and the signs of an overdose for all staff. Naloxone is accessible in strategic locations on campus. All TACMO staff are trained to administer Naloxone in case of an emergency.

Signs of an overdose:

- Loss of consciousness or unresponsiveness
- Slow, shallow, or stopped breathing
- Constricted (small) pupils
- Choking or gurgling sounds
- Limp body

Emergency response procedures for suspected opioid overdoses:

- Identify signs of an opioid overdose and check for responsiveness
- Administer Naloxone (Narcan) nasal spray
- Call 911 for emergency medical help, evaluate, and provide support
- Notify parent/guardian
- Students will receive follow-up support from the school's mental health clinician and staff, who will provide resources for ongoing education and support for students and their families.

### **Response Procedures for Dangerous, Violent, or Unlawful Activities**

1. Immediate Response Actions:

- Immediately notify the school administration of the incident.
- Activate the emergency communication system (PA system, alarms, or emergency alerts) to inform all staff and students of the situation.
- Call 911 to report the incident to law enforcement and emergency responders.

Lockdown Procedures:

- Announce a lockdown if there is a direct threat on campus.
- Lock all classroom doors and secure students and staff in safe areas away from windows and doors.
- Silence cell phones and maintain quiet until an "all-clear" signal is given.

Evacuation:

- If necessary, follow evacuation procedures to move students and staff to a designated safe area.
- Use designated evacuation routes unless blocked by the threat.

#### Shelter-in-Place:

- If hazardous materials are involved, follow shelter-in-place procedures, such as sealing doors and windows and turning off HVAC systems.

#### 2.Coordination with Law Enforcement and Emergency Services:

- Ensure that a clear line of communication is established with local law enforcement and emergency services.
- Provide emergency responders with access to the school's layout, including exits, entrances, and any potential hazards (TCSO, TCF, ActVnet).
- Cooperate fully with law enforcement officials conducting investigations or responding to incidents.

#### 3.Communication with Parents and the Community:

- Use a designated communication system (ParentSquare) to inform parents and guardians about the situation promptly.
- Provide updates as needed, including the nature of the incident, any injuries, and instructions for student pick-up or reunification.

#### 4.Post-Incident Actions:

##### Reunification Plan:

- Implement a reunification plan for safely releasing students to their parents or guardians (ActVnet).
- Designate specific areas for parents to pick up their children.

##### Counseling and Support:

- Provide access to mental health professionals (Mental Health Clinician/School Psychologist) for students and staff affected by the incident.

##### Debriefing and Review:

- Conduct a debriefing with school staff, law enforcement, and emergency responders to evaluate the response and identify areas for improvement.

##### Documentation:

- Document all actions taken during and after the incident, including a timeline of events, communications, and outcomes.

#### 5.Training and Drills:

- Conduct regular training for staff on response procedures for dangerous, violent, or unlawful activities.
- Hold monthly drills (e.g., lockdown, evacuation, shelter-in-place) to ensure preparedness and compliance with procedures.

#### 6. Prevention and Intervention Strategies:

- Implement threat assessment protocols to identify and address potential threats before they escalate.
- Encourage a safe reporting culture where students and staff feel comfortable reporting suspicious activities or concerns.
- Offer violence prevention programs and promote a positive school climate.

#### 7.Legal Compliance:

- Ensure compliance with California laws and regulations, including the California Education Code, Title 5 of the California Code of Regulations, and all local district policies.

#### 8.Special Considerations:

- Plan for individuals with disabilities or special needs to ensure they are accounted for and safely evacuated or sheltered.
- Consider language barriers and provide multilingual communication options.

### Instructional Continuity Plan

#### Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on May 28, 2025 and adopted by Blue Oak Academy on June 1, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38,



Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Additionally, the plan prioritizes support for students' social-emotional, mental health, and academic needs, recognizing the critical role these factors play in student success during times of crisis or transition.

## **Engagement with Pupils and Families**

### **Protocol for Engagement**

Protocol for engagement with pupils and their families.

As required, Blue Oak Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

The school will implement a clear communication protocol to ensure timely outreach through multiple channels, including phone calls, text messages, emails, and updates via the school website and communication platforms such as ParentSquare. Teachers and staff will make direct contact with families to assess student well-being, confirm access to instructional materials, and determine any immediate needs related to technology, academic support, or social-emotional resources. Documentation of all engagement efforts will be maintained to ensure accountability and follow-up, with priority given to students who are identified as at-risk or have limited access to communication tools. This protocol is designed to promote consistent, meaningful engagement that supports both student success and family partnership throughout any period of disruption.

### **Methods of Two-Way Communication**

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- School Communication Platform: Parent Square

In the event of unforeseen disruptions such as power outages or damage to school infrastructure, Blue Oak Academy will implement contingency plans to maintain instructional continuity and two-way communication. When digital platforms are inaccessible due to outages, staff will utilize alternative methods such as phone calls, text messaging, and paper-based materials to ensure ongoing engagement with students and families. Communication protocols will prioritize timely updates through automated phone trees and district-wide messaging systems. Teachers will also be equipped with emergency contact lists and offline instructional packets to support learning. These measures aim to minimize learning loss and maintain consistent, responsive communication with all stakeholders during emergency situations.

### **Plans for Unforeseen Events**

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In the event of unforeseen disruptions such as power outages or damage to school infrastructure, Blue Oak Academy will implement contingency plans to maintain instructional continuity and two-way communication. When digital platforms are inaccessible due to outages, staff will utilize alternative methods such as phone calls, text messaging, and paper-based materials to ensure ongoing engagement with students and families. Communication protocols will prioritize timely updates through automated phone trees and district-wide messaging systems. Teachers will also be equipped with emergency contact lists and offline instructional packets to support learning. These measures aim to minimize learning loss and maintain consistent, responsive communication with all stakeholders during emergency situations.

## Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Blue Oak Academy is committed to addressing the holistic needs of all students by implementing proactive plans to identify and support their social-emotional, mental health, and academic well-being during instructional disruptions. The school will utilize regular check-ins, teacher observations, and student self-assessments to monitor student well-being and identify those in need of additional support. A multidisciplinary team—including mental health clinician, support staff, and teachers—will collaborate to provide targeted interventions, such as virtual counseling sessions, small group supports, and academic intervention. Additionally, families will receive resources and guidance to help create supportive home environments and access community-based mental health services when necessary. These coordinated efforts ensure that each student's emotional and academic needs are met, fostering resilience and continued growth during periods of instructional change.

## Access to Instruction

### Timeline for Access to Instruction

Timeline for access to instruction.

As required, Blue Oak Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

During this timeframe, the school will assess the scope of the disruption, determine the most appropriate instructional delivery method, and communicate plans clearly to students, families, and staff. If in-person instruction is not immediately feasible, remote learning will be implemented using digital platforms already familiar to students, supplemented with printed materials as needed to ensure equitable access. Teachers will receive guidance and support to adjust lesson plans for the modified format, and students will be given orientation and support to ensure a smooth transition. This timeline ensures that instructional momentum is maintained while prioritizing student safety and preparedness.

### Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements.

As required, Blue Oak Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

During this timeframe, the school will assess the scope of the disruption, determine the most appropriate instructional delivery method, and communicate plans clearly to students, families, and staff. If in-person instruction is not immediately feasible, remote learning will be implemented using digital platforms already familiar to students, supplemented with printed materials as needed to ensure equitable access. Teachers will receive guidance and support to adjust lesson plans for the modified format, and students will be given orientation and support to ensure a smooth transition. This timeline ensures that instructional momentum is maintained while prioritizing student safety and preparedness.

## Remote Instruction

Plans for remote instruction.

As required, Blue Oak Academy remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

This includes the use of written learning agreements, daily live interaction or synchronous instruction as required by grade level, and consistent documentation of student engagement and achievement. By adhering to these statutory guidelines, Blue Oak Academy will provide high-quality, accountable remote instruction that upholds academic integrity and supports student success during periods of instructional disruption.

## Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

As required, remote instruction offered by Blue Oak Academy will align with expectations of access and equity, including the equitable distribution of both digital and non-digital instructional materials. The school will use multiple methods to ensure all

students receive the necessary resources to engage in learning, regardless of their access to technology. Digital materials, including assignments, instructional videos, and academic tools, will be made available through the school's online learning platforms. For students with limited or no internet access, non-digital materials such as printed packets, textbooks, and manipulatives will be distributed via scheduled pick-up times or delivered directly to students' homes when needed. Distribution efforts will be communicated clearly to families in their preferred language, and staff will track receipt of materials to ensure no student is left without essential learning tools. These practices reflect the school's commitment to providing all students with the resources needed to succeed in a remote learning environment.

#### **Access to Schoolwork**

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

As required, remote instruction offered by Blue Oak Academy will align with expectations of access and equity, including the provision of clear platforms and processes for accessing and submitting schoolwork. Students will primarily access instructional content, assignments, and resources through designated online learning platforms such as Google Classroom, or other tools adopted by the school. These platforms will be structured to allow easy navigation and communication between students and teachers. For students with limited digital access, alternative submission methods including email, drop-off of completed paper assignments, or photo submissions via mobile devices will be made available to ensure all students can participate fully. Teachers will provide clear instructions and deadlines for each assignment, along with feedback and support through virtual office hours, messaging tools, or phone calls. These processes are designed to ensure all students have a consistent and equitable means to engage with and complete their academic work.

#### **Temporary Reassignment**

Procedures and agreements for temporary reassignment with neighboring LEAs.

Blue Oak Academy provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Blue Oak Academy is committed to ensuring that students continue to have access to quality education in the event that an emergency or natural disaster disrupts in-person learning. In such cases, the school will provide support to pupils and families to facilitate enrollment in or temporary reassignment to another site, school district, county office of education, or charter school as needed. This support includes assistance with gathering necessary enrollment documents, coordinating with receiving schools, and ensuring the transfer of student records in a timely and efficient manner. The school will also provide families with information about available educational options and guide them through the transition process. Outreach will be conducted in the family's home language, and additional resources such as counseling and transportation assistance will be offered when possible to help minimize disruption to the student's educational progress.

#### **Instructional Continuity**

##### **Communication Protocols**

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Blue Oak Academy has established clear communication protocols to ensure timely and consistent updates for families, students, staff, and faculty during an emergency or instructional disruption. Information will be disseminated through multiple channels, including email, text messages, phone calls, the school website, and ParentSquare, to ensure accessibility for all stakeholders. Initial communication will be made within 24 hours of a disruption whenever possible, with ongoing updates provided at least every 48–72 hours or as new information becomes available. Messages will be shared in English and other languages as needed to reflect the school community's linguistic diversity. Faculty and staff will receive internal updates via email and staff meetings to ensure alignment and coordination. Communication will include instructional plans, timelines for returning to in-person or remote learning, available support services, and answers to frequently asked questions. This protocol ensures that all stakeholders remain informed, connected, and supported throughout the duration of any instructional continuity event.

## Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Blue Oak Academy is committed to ensuring technology readiness for both educators and students to support a seamless transition from in-person to remote learning through independent study, should the need arise. To facilitate this pivot, the school will provide early access to independent study program written agreements and ensure that students and families are familiar with the expectations and procedures. Online instructional platforms, such as Google Classroom or other approved learning management systems, will be utilized to deliver assignments, academic resources, and teacher feedback. Each student will be assigned a school-issued device, and families in need will be provided with hotspots or other solutions to ensure reliable internet access. Educators will receive ongoing training to effectively implement digital tools and independent study best practices, ensuring continuity of instruction and support. These efforts are designed to ensure that all students remain engaged and on track academically, regardless of the learning environment.

## Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Blue Oak Academy will prioritize essential learning by focusing instruction on standards-aligned learning objectives that ensure students continue to make meaningful academic progress during any disruption. Teachers will identify key grade-level content and skills, streamline curriculum to emphasize high-impact standards, and deliver instruction through clear, focused lessons. Student progress will be monitored regularly through formative assessments, assignment completion, and participation metrics. To support students who may fall behind or need additional help, the school will offer a range of interventions, including small-group or one-on-one tutoring, regular teacher check-ins, virtual office hours, and targeted academic support sessions. These supports will be designed to provide timely and responsive assistance, helping to close learning gaps and maintain continuity of learning for all students, regardless of the instructional setting.

## Access (Equity, Accessibility, and Inclusion)

### Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Blue Oak Academy is committed to ensuring that all students—including students with disabilities, those experiencing homelessness, foster youth, and English learners (ELs)—continue to have equal access to instructional resources during any period of instructional disruption. The school will work proactively to identify and address barriers to access by providing necessary technology, internet connectivity, and printed materials as needed. Students with disabilities will receive services in alignment with their Individualized Education Programs (IEPs), including accommodations, modifications, and access to specialized staff and support services. Foster youth and students experiencing homelessness will be prioritized for outreach and provided with tailored support, such as transportation assistance, academic counseling, and resource referrals. English learners will receive designated and integrated language development support, as well as access to translated materials and bilingual staff communication. These coordinated efforts ensure that all students remain engaged and supported, regardless of their individual circumstances.

## Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Blue Oak Academy will ensure that all students with Individualized Education Programs (IEPs) continue to receive the services and supports outlined in their plans during any period of instructional disruption. Special education staff will work closely with families to review each student's IEP and determine how services can be delivered in a remote or alternative setting, ensuring compliance with state and federal requirements. Services may be provided through virtual instruction, teletherapy, online learning tools, or, when necessary and feasible, in-person sessions. Regular communication with families will be maintained to monitor student progress, adjust services as needed, and conduct IEP meetings through virtual platforms or phone calls. All documentation, service minutes, and progress reports will be tracked to maintain the integrity of each student's educational plan. These efforts reflect the school's commitment to upholding students' rights and providing equitable access to education for learners with disabilities.

## English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Blue Oak Academy will continue to support English Learner (EL) students in alignment with the California English Learner Roadmap Policy to ensure equitable access to high-quality instruction during any instructional disruption. The school will provide both designated and integrated English language development (ELD) through remote or in-person instructional models, using culturally responsive and linguistically appropriate strategies that promote language acquisition and academic success. Teachers will receive ongoing professional development in best practices for supporting ELs in virtual and hybrid settings, and instructional materials will be adapted to meet varying proficiency levels. Communication with EL families will be conducted in their home language whenever possible, and bilingual staff or translation services will be available to support engagement. Progress in language development will be monitored regularly through formative assessments and teacher observations, with additional supports such as small group instruction, tutoring, and check-ins provided as needed to ensure EL students remain on track academically and linguistically.

## Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Blue Oak Academy will provide ongoing professional learning opportunities and access to high-quality resources to ensure educators are fully prepared to pivot to remote instruction and assessment when necessary. Training will focus on effective use of digital instructional platforms, strategies for student engagement in virtual settings, implementation of formative and summative assessments online, and techniques for differentiating instruction to meet diverse student needs. Professional development will also include support for maintaining equity and accessibility, including accommodations for students with disabilities and English learners. These learning opportunities will be delivered through live workshops, on-demand modules, professional learning communities, and one-on-one coaching as needed. By investing in staff capacity and readiness, the school ensures that instruction remains rigorous, responsive, and aligned with academic standards during any shift in learning modality.

## Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Blue Oak Academy is committed to supporting the physical and mental health of all students and families during any instructional disruption by ensuring continued access to qualified health professionals. The school will maintain partnerships with the mental health clinician, school psychologists, and community-based health providers to offer virtual or in-person services, including wellness check-ins, crisis intervention, and ongoing mental health support. These services will be accessible through scheduled appointments, drop-in virtual office hours, and referrals made by teachers or family members. To ensure equitable access for non-English-speaking families, the school will provide multilingual staff and interpreter services so that students and families can communicate comfortably and effectively. Information about available health resources and how to access them will be widely shared in multiple languages through school communication platforms. These efforts are designed to foster a supportive and inclusive environment that prioritizes the well-being of every student.

Plans to provide access back-up, water and medicines in the event of an emergency.

Blue Oak Academy has established plans to ensure continued access to essential supplies such as back-up power, water, and student medications in the event of an emergency. The school will maintain a stock of emergency water and non-perishable supplies on campus to support students and staff during temporary shelter-in-place scenarios. Additionally, emergency back-up power solutions such as generators or battery-powered lighting will be available to maintain essential operations and communication systems. Student medications stored on-site will be secured in an accessible, temperature-controlled location, and designated staff will be trained in proper administration and emergency procedures. These measures are part of the school's broader emergency preparedness plan to ensure student health and safety remains a top priority during any disruption.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Blue Oak Academy is dedicated to ensuring the continuity of essential support services including special education, counseling, after-school programs, and access to kitchens and food services during any instructional disruption. Special education services will be adapted for remote or hybrid environments in accordance with students' IEPs, with virtual delivery of specialized instruction, related

services, and accommodations. Counseling services will continue through virtual check-ins, individual sessions, and small group support to address students' social-emotional and mental health needs. After-school programs will be modified to offer online enrichment, academic tutoring, and supervised activities to maintain engagement beyond the school day. For students who rely on school meals, the academy will coordinate meal distribution through designated pick-up locations or delivery when needed, ensuring access to nutritious food. These adapted services are designed to maintain student well-being, academic progress, and equity across all learning environments.

### **Site-Based Collaboration**

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

The development and implementation of the Instructional Continuity Plan (ICP) at Blue Oak Academy is a collaborative effort that actively involves administrators, faculty, information technology staff, students, and parents to ensure it meets the diverse needs of the school community. Administrators will lead the coordination and oversight of the plan, ensuring alignment with state guidelines and school policies. Faculty members contribute their expertise in curriculum and instruction to develop practical strategies for remote and hybrid learning. Information technology staff (Operations Director) provide critical input on digital infrastructure, device management, and user support systems. Students and parents will be engaged through surveys, forums, and feedback sessions to help shape the plan based on real-world experiences and needs. This inclusive approach ensures that the ICP is comprehensive, equitable, and responsive, promoting a shared commitment to academic continuity and student well-being during times of disruption.

### **Return to Site-Based Learning**

Conditions that must be met prior to returning from disruption including reopening sites.

Prior to returning from an instructional disruption and reopening school sites, Blue Oak Academy will ensure that specific health, safety, and operational conditions are met in alignment with local, state, and federal guidelines. These conditions include clearance from public health authorities that it is safe to resume in-person instruction, verification that school facilities are clean, secure, and fully operational, and confirmation that sufficient staff are available to safely support on-site learning. The school will also assess the readiness of transportation, food services, and other essential operations, and communicate reopening plans and protocols clearly to families and staff. Measures such as health screenings, availability of personal protective equipment, and protocols for physical distancing and sanitation will be reviewed and implemented as necessary. A phased or hybrid return may be considered to support a smooth transition, with priority given to students requiring additional support. This careful and informed approach ensures the safety and well-being of the entire school community as normal operations resume.

### **Integration with Comprehensive School Safety Plan (CSSP)**

Integration of this Instructional Continuity Plan (ICP) into Blue Oak Academy's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Blue Oak Academy's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

### **Review and Updates of this Instructional Continuity Plan (ICP)**

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Annually during the review of our School Safety Plan.

## **Safety Plan Review, Evaluation and Amendment Procedures**

The Comprehensive School Safety Plan shall be reviewed annually by the school site. Administrative staff shall review data, goals, and policy updates to ensure the plan is valid and aligned with the current school climate. The Board of Directors will approve the Comprehensive School Safety Plan annually. All school sites will align their plans with TACMO policy, and plans shall be reviewed by local law enforcement and fire authorities.

**Safety Plan Appendices**



## Emergency Contact Numbers

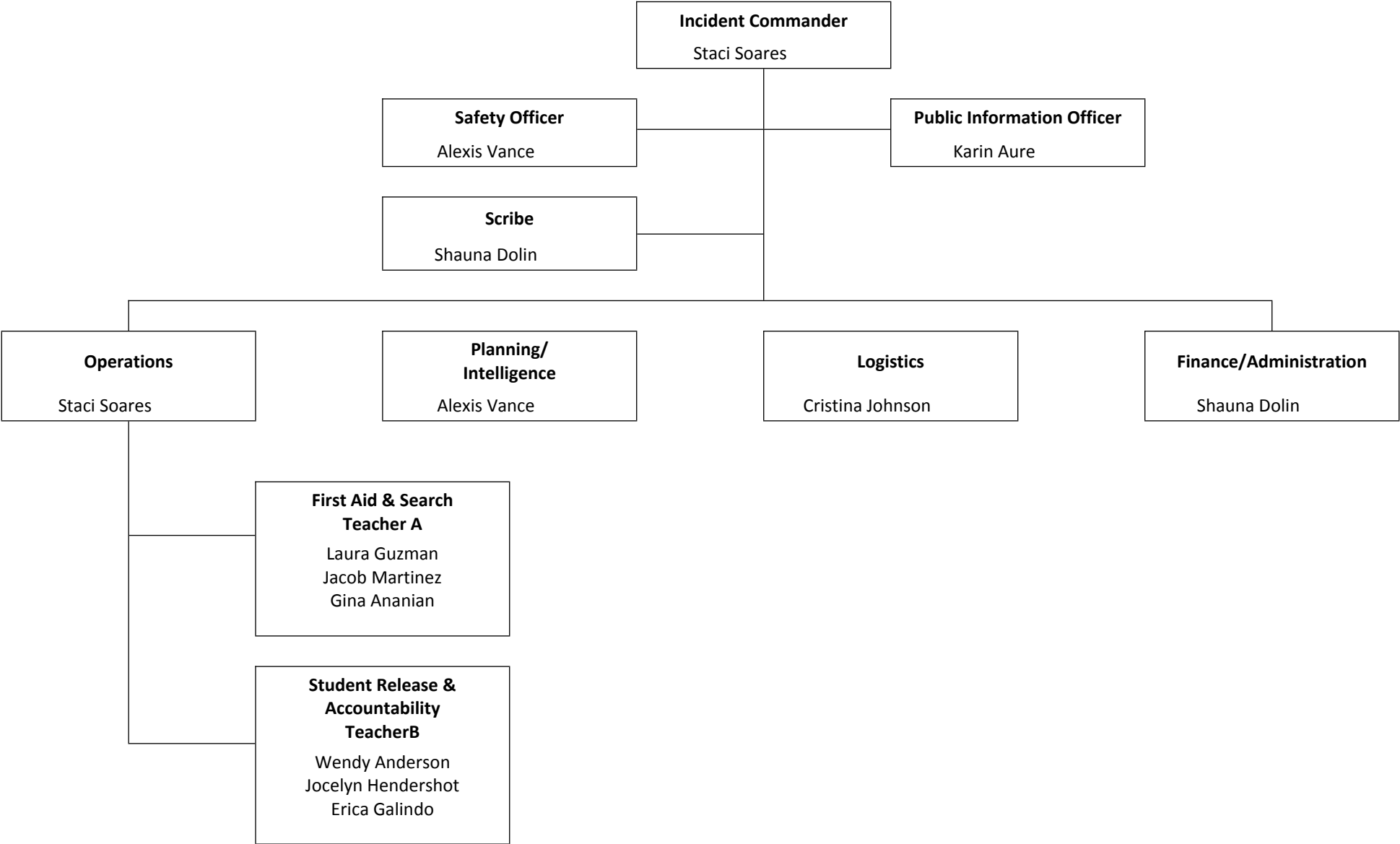
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Farmersville Fire Dept	559-747-0791	
Law Enforcement/Fire/Paramedic	Cal Fire Emergency Command Center	559-734-1948	
School District	TACMO	559-972-7130	Superintendent - Karin Aure Cell
School District	BOA Principal	559-901-8119	Principal - Staci Soares Cell
School District	BOA Vice Principal	559-804-1981	Vice Principal- Alexis Vance Cell
Law Enforcement/Fire/Paramedic	Tulare County Sheriff's Office	559-733-6218	

### Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Safety Committee Meetings	2024-25	N/A
Review by site administrators and staff	August-September 2025	Review of digital copy
Update by site administration	September 2025	Update within portal
Review by superintendent	September 9, 2025	Review of digital copy
Approval by Board of Directors	September 16, 2025	Review of final draft

Blue Oak Academy Incident Command System



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for types of emergencies are listed below.

### Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

**Level 1 Emergency:** A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury to the play yard. Guidelines to manage Level 1(Crisis) are described in the Crisis Response Checklist.

**Level 2 Emergency:** A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., "unknown white powder".

**Level 3 Emergency:** A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are: (a) Duck and Cover, (b) Shelter-in-Place, (c) Lockdown, (d) Evacuate Building, (e) Off-Site Evacuation, or (f) All Clear.

#### (A) DUCK AND COVER

This action is taken to protect students and staff from flying or falling debris.

Description of Action:

The administrator on-site will make the following announcement on the PA system. If the PA system is not available, the administrator on-site will use other means of communication (e.g., sending messengers). The administrator should remain calm, convey reassuring comments that the situation is under control, and give clear directions.

"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR UNTIL GIVEN FURTHER INSTRUCTIONS."

If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

#### (B) SHELTER-IN-PLACE

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in the outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that Shelter-in-Place involves shutting down HVAC systems and allows free movement of students within the building. However, classes in bungalows and buildings with exterior passageways must remain in the classroom.

Description of Action:

The administrator on-site will make the following announcement on the PA system. If the PA system is not available, other means of communication will be used. The administrator should remain calm, convey reassuring comments, and give clear directions.

"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF WHO ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."

If inside, teachers will keep students in the classroom until further instructions are given.

If outside, students will proceed to their classrooms if it is safe. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).

Teachers are responsible for securing classrooms, while the Security/Utilities Team will assist with: shutting down HVAC systems, turning off local fans, closing and locking doors and windows, sealing gaps with wet towels or duct tape, covering vents with foil or plastic, and turning off ignition sources such as pilot lights.

#### (C) LOCKDOWN

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement, and it is necessary to prevent the perpetrator(s) from entering occupied areas.

Description of Action:

The administrator on-site will make the following announcement on the PA system. If unavailable, other communication methods will be used. The administrator should remain calm, convey reassuring comments, and give clear directions.

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."

If inside, teachers will instruct students to lie on the floor, lock the doors, and close any blinds or shades if safe to do so.

If outside, students will proceed to their classrooms if safe. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., library, cafeteria).

Teachers and students will remain in place until further instructions are given by the Principal or law enforcement.

The front entrance is to be locked, and only law enforcement or emergency personnel are to be allowed on campus.

#### (D) EVACUATE BUILDING

This action is taken when it is unsafe to remain in the building.

Description of Action:

The administrator on-site will make the following announcement on the PA system. If unavailable, other means of communication will be used. The administrator should remain calm and give clear directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED."

The administrator will initiate a fire alarm.

Teachers will instruct students to evacuate using designated routes and assemble in their assigned Assembly Area.

Teachers will take student rosters and account for all students once assembled.

Once assembled, teachers and students will remain in place until further instructions are given.

#### (E) OFF-SITE EVACUATION

This action is taken when it is unsafe to remain on campus and evacuation to an off-site location is required.

Description of Action:

The administrator on-site will make the following announcement on the PA system. If unavailable, other methods of communication will be used. The administrator should remain calm and give clear directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED."

The administrator will determine the safest evacuation method, which may include school buses or walking.

Teachers will take rosters and account for students at the designated safe location.

Once assembled, teachers and students will remain until further instructions are given.

When clearance is received from appropriate agencies, the administrator may authorize a return to campus.

#### (F) ALL CLEAR

This action is taken to notify staff and students that normal operations may resume.

Description of Action:

The administrator on-site will make the following announcement on the PA system. If unavailable, other means of communication will be used.

"YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."

This action signifies the emergency is over.

If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and concerns.

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the above procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and may modify them as necessary to ensure the health and safety of all personnel.

**Step Four: Communicate the Appropriate Response Action**

Communicate the appropriate response action and implement the Incident Command System.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

Purpose: To protect the safety of students and staff in the event of an aircraft crash on or near school property. If a crash results in a fuel or chemical spill, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure:

1. The School Administrator will initiate appropriate immediate response actions, which may include Duck and Cover, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. If the School Administrator issues the Evacuate Building action, staff and students will evacuate using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of any missing students. The School Administrator will call 911 and the Tulare County Sheriff's Department (559-725-4194) and provide the exact location (e.g., building or area) and nature of the emergency.
4. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Biological or Chemical Release. If the crash results in a utility interruption, refer to Loss or Failure of Utilities.
5. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
6. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
7. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
8. The Psychological First Aid Team will convene on site and begin counseling and recovery as appropriate.
9. If it is unsafe to remain on campus, the School Administrator will initiate an Off-Site Evacuation, if warranted by changing conditions.

### **Animal Disturbance**

Purpose: To ensure the safety of students and staff when the presence of a dog, coyote, mountain lion, or any other wild animal threatens the school community.

Procedure:

1. The School Administrator will initiate appropriate immediate response actions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Doors or gates should be closed or locked to help isolate the animal.
3. If additional assistance is needed, the School Administrator will call Local Police, the Tulare County Sheriff's Department, or Tulare County Animal Services (559-636-4050) and provide the location of the animal and the nature of the emergency.
4. If a staff member or student is injured, the parent/guardian and the TACMO Risk Manager will be notified.
5. The School Administrator will initiate an Off-Site Evacuation if conditions at the school warrant it.

### **Armed Assault on Campus**

Armed Assault on Campus – Active Shooter / Armed Assailant Situations

Purpose: To provide staff and students with clear procedures to follow during an active shooter or armed assailant situation. Active shooter situations are defined as those where an individual or individuals are “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters or armed assailants frequently use firearms, but attacks may also be carried out with other weapons (e.g., knives, swords). These situations are unpredictable and evolve quickly. Because of this, all staff must be prepared to act decisively to protect students and themselves until law enforcement arrives.

Procedure:

-Actions – All School Staff



-All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that indicates an active shooter or armed assailant situation is occurring or is about to occur.

Act immediately if you or your students:

1. Hear a sound that may be gunfire.
  2. See someone carrying or using a weapon on or near campus.
  3. Sense any other indication of an active shooter or armed assailant threat.
- Quickly evaluate which option (Run, Hide, or Fight) will best protect you and your students.
  - Be decisive, communicate your plan to students, and act quickly.
  - Call 911 and the School Office as soon as it is safe to do so.

Options: Run, Hide, or Fight

Run (First Option):

- If you can get yourself and your students safely away from danger, do so immediately.
- Do not evacuate unless you know with certainty the location of the assailant and can visualize a safe route off campus.
- Leave belongings behind. Police may mistake items in your hands as weapons.
- Warn others you encounter and take them with you if possible.
- Place terrain and buildings between you and the assailant. Continue until you are out of danger.
- Call 911 as soon as it is safe. Report your location and obtain instructions.

Hide (Second Option):

- If running is not safe, get students to the most secure location available and Lockdown.
- Lock doors, close and cover windows, turn off lights, and barricade doors with heavy furniture.
- Silence all devices, remain quiet, and spread out of sight from doorways.
- Prepare to take action if the assailant attempts entry.
- Use text or email to communicate your location, the number of students or staff, and any injuries.
- Remain in place until evacuated by identifiable law enforcement officers.

Fight (Last Resort):

- Never seek confrontation. If no safer option exists, take immediate action to disrupt or incapacitate the assailant.
- Commit fully to your actions. Use improvised weapons (fire extinguishers, staplers, books, etc.).
- Consider aggressive force to surprise and overwhelm the assailant.
- If barricaded in a room, prepare to defend if the assailant breaches.
- Only tend to the wounded once it is safe to do so.

Special Topics:

- Injuries: Prioritize student safety when deciding whether to aid injured persons. Report the location of injured individuals to responders.
- Law Enforcement: When encountered, raise hands with open palms. Do not run toward officers. Follow all instructions calmly.
- Weapons: If an assailant drops a weapon, do not pick it up. Cover it with an item (e.g., trash can) until law enforcement secures it.

Principal/Site Administrator Actions:

- Follow all-staff guidance above.
- Call 911 and initiate a Lockdown announcement as soon as safely possible.
- Provide as much actionable information as possible (e.g., "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now.").
- If available, use surveillance systems to provide real-time updates on the assailant's location.
- Notify the CMO after contacting 911 (429-4351).
- Assist police with entry, maps, keys, and requested information.

District Staff Actions:

- Incident Command Center: Activate the district's Incident Command Center and deploy a backup ICS team to relieve site staff.
- Off-Site Reunification: Prepare a large off-site location (e.g., theater complex) for reunification. Place buses on standby. Conduct reunification in an orderly, accountable process once the assailant is neutralized.
- Crisis Intervention: Assemble a mental health strike team to stabilize students, staff, and parents. Provide psychoeducational materials for families. Mental health staff will assist with recovery planning and school reopening.

## **Biological or Chemical Release**

Purpose: To ensure the safety of students and staff in the event of a release of a biological, chemical, or radioactive substance in a solid, liquid, or gaseous state. Such incidents may include laboratory accidents, overturned trucks transporting hazardous materials, or explosions at nearby industrial sites.

Indicators of a biological or chemical release include multiple victims suffering from watery eyes, twitching, choking, loss of coordination, or difficulty breathing. Other indicators may include distressed animals or the presence of dead birds.

This procedure addresses three possible scenarios:

- Scenario 1: Substance released inside a room or building.
- Scenario 2: Substance released outdoors and localized.
- Scenario 3: Substance released in the surrounding community.

Procedure:

### **Scenario 1 – Substance Released Inside a Room or Building**

1. The School Administrator will initiate the Evacuate Building action. Staff will use designated routes or alternative safe routes to the assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call 911 and provide the exact location (e.g., building, room, area) and nature of the emergency.
3. The School Administrator will notify the Superintendent of the situation.
4. The Security/Utilities Team will isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the release area, close windows and doors, and shut down the building's air handling system.
6. Persons in direct contact with hazardous substances should wash affected areas with soap and water. Contaminated clothing must be removed and contained. Do not use bleach or disinfectants on exposed skin. Individuals contaminated topically by a liquid should be isolated from unaffected individuals (not required for airborne releases). The First Aid/Medical Team will assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all individuals in the affected room or area, specifying those who had direct contact with the substance. This list will be provided to the School Administrator and emergency responders.
8. The Psychological First Aid Team will convene on site and provide counseling and recovery support.
9. Affected areas will not be reopened until Tulare County Hazardous Materials or another appropriate agency provides clearance and the School Administrator authorizes reentry.

### **Scenario 2 – Substance Released Outdoors and Localized**

1. The School Administrator will direct staff to remove students from affected areas to an upwind location. If necessary, the Evacuate Building action will be initiated.
2. The Security/Utilities Team will establish a safe perimeter and prevent reentry into contaminated areas.
3. The School Administrator will call 911 and provide the exact location and nature of the emergency.
4. The School Administrator will notify the Superintendent of the situation.
5. The Security/Utilities Team will close windows and doors, turn off fans, and shut down air handling systems in affected buildings.
6. Persons in direct contact with hazardous substances should wash with soap and water and remove contaminated clothing. Do not use bleach on skin. The First Aid/Medical Team will evaluate exposed individuals.
7. The Assembly Area Team will prepare a list of potentially exposed individuals and provide it to the School Administrator and emergency responders.
8. The Psychological First Aid Team will convene on site and provide counseling and recovery support.
9. Affected areas will not be reopened until Tulare County Hazardous Materials or another appropriate agency provides clearance and the School Administrator authorizes reentry.

### **Scenario 3 – Substance Released in Surrounding Community**

1. If a potentially toxic substance is released into the atmosphere, the School Administrator will initiate Shelter-in-Place.
2. The Security/Utilities Team will:
  - Turn off local fans and HVAC systems.
  - Close and lock windows and doors.

- Seal gaps under doors and windows with wet towels or duct tape.
- Seal vents with foil or plastic wrap, if available.
- Turn off ignition sources (e.g., pilot lights).
- 3. Students and staff outdoors will be directed to the nearest safe building (e.g., library, cafeteria). Teachers will communicate their locations to the School Administrator using the PA system or other safe means.
- 4. The School Administrator will call 911 and provide the exact location and nature of the emergency.
- 5. The School Administrator will notify the Superintendent.
- 6. The School Administrator will monitor official updates via radio or television.
- 7. The school will remain in Shelter-in-Place until Tulare County Hazardous Materials or another appropriate agency provides clearance, or staff are otherwise directed by the School Administrator.

### **Bomb Threat/ Threat of violence**

Purpose: To ensure the safety of students, staff, and visitors in the event of a bomb threat or discovery of a suspected explosive device. While most bomb threats are hoaxes or pranks, each must be treated as a credible threat until proven otherwise. This procedure provides guidelines for assessing threats, responding appropriately, and coordinating with emergency responders.

Procedure:

#### **Assessing the Threat**

- Bomb threats may be received by phone, email, online, in writing, or verbally.
- All threats must be documented using the Telephone Bomb Threat Report form. These forms, along with Call Taker Instructions, should be kept near all primary school phones and all staff trained in their use.
- Threats may be classified as:
  - Low-Level: Vague, minimal details, likely prank.
  - Medium-Level: Some details given (e.g., size, location), but inconsistent or unclear.
  - High-Level: Specific, credible details about the type, power, location, or time of detonation. Caller may make demands.

The Incident Commander will consider the caller's information, school security measures, and overall credibility when determining the threat level.

#### **Response Procedure – Administration**

1. Call 911 and provide:
  - School address and Incident Command Post location.
  - Threat details (e.g., bomb location, detonation time).
  - Best access point for emergency responders.
  - Ongoing updates, if possible.
2. Conduct a Threat Assessment with law enforcement. Based on credibility:
  - Evacuate Buildings: Announce any adjustments to evacuation routes and assembly areas.
  - Shelter-in-Place: Keep all students indoors; clear playgrounds.
3. Establish an Incident Command Post at least 400 feet from campus buildings and away from cars, trash bins, or mailboxes.
4. Use runners instead of radios/cell phones within 300 feet of a suspected device.
5. Establish Unified Command with emergency responders.
6. Determine next steps:
  - Conduct building/site search.
  - Evacuate to an off-site reunification location, if necessary.
  - Cancel school and notify parents of student pick-up procedures.
7. Announce All Clear only when authorized by law enforcement.

#### **Response Procedure – Teachers/Staff**

- Follow directions from the Incident Commander: Evacuate Building or Shelter-in-Place.
- If Evacuating:
  - Have students take personal belongings to speed search later.
  - Ensure all cell phones are turned off.
  - Perform quick visual scans of classrooms, evacuation paths, and assembly areas for unusual objects.
  - Keep students at least 300 feet from buildings, vehicles, or outbuildings. Relocate if necessary and report changes immediately.

- Use the Teacher Buddy system to free staff to act as runners.

If Sheltering-in-Place:

- Secure students in classrooms.
- Conduct visual scans for suspicious objects.
- Do not touch or move anything unusual.
- If suspicious items are found, evacuate and notify the Incident Commander immediately.

Bomb Search Procedures

- Searches are best conducted by staff familiar with specific areas, paired with emergency responders.

Assignments may include:

- Teachers – Classrooms.
- Library Aides – Library and storage.
- Cafeteria Staff – Kitchen and cafeteria.
- Custodial/Maintenance – Equipment areas, restrooms, stairwells, perimeters, and grounds.
- Bus Drivers – Buses and related facilities.
- Administrative Staff – Offices, hallways, and empty classrooms.

Room Search Steps:

1. Search floor to 3 feet (window sill height).
2. Search 3 feet to head height.
3. Search head height to ceiling.
4. Search ceiling, supports, light fixtures, and A/C units.

- Mark searched rooms with a paper marked “X” and signed by the searcher.

- Report progress to the Incident Commander.

If a suspicious item is found:

- Do not touch or move it.
- Report the exact location and description to the Incident Commander.
- Evacuate as directed by law enforcement.

Call Taker Instructions

- Use the Telephone Bomb Threat Report form while speaking with the caller.

- Stay calm, cooperate, and attempt to:

- Ask questions 1–9 in order.
- Record caller details (voice, background sounds, clues).
- Prolong the call to gather more information.

If students answer phones:

1. Remain calm and say: “I am a student. Please hold while I get an adult.”
2. Signal a staff member immediately.
3. Do not hang up or ask the caller to call back.

## **Bus Disaster**

Purpose: To ensure the safety of students and staff in the event of a school bus emergency during a field trip. While Blue Oak Academy does not provide daily bus transportation to and from school, procedures are in place to coordinate with bus vendors and Visalia Unified School District (VUSD) during emergencies.

Procedure:

1. The bus company or driver will immediately contact their supervisor.
2. Blue Oak Academy will provide a list of students on the bus to emergency personnel and district officials.
3. School administrators will work with the administrator or designee from VUSD and bus vendors to respond to the site and implement safety procedures as directed by first responders.
4. All students and staff on the bus must be identified as involved in the crash.

5. Students released by first responders will be remanded to school district officials, who will contact families and release students directly to their parent/guardian.
6. If conditions at the crash site make immediate reunification unsafe or impractical, school administrators will implement the Off-Site Reunification Plan. Students will be transported or escorted to a designated safe site where they will be released to families in accordance with established reunification procedures.
7. The emotional needs of students and staff must be prioritized. Counseling and support personnel will be made available to address trauma and provide ongoing emotional support.

### **Disorderly Conduct**

Purpose: To ensure that incidents of disorderly conduct on campus are addressed promptly and consistently, in alignment with TACMO's established code of conduct and disciplinary procedures.

Procedure:

1. Staff will immediately report incidents of disorderly conduct to the School Administrator.
2. The School Administrator or designee will assess the situation and determine whether the behavior can be managed through classroom-level interventions or requires office referral.
3. Disciplinary procedures will follow TACMO's code of conduct, as outlined in the Family Handbook and school policies.
4. If necessary, law enforcement will be contacted to assist with disorderly conduct that poses a safety threat to students, staff, or property.
5. The emotional and behavioral needs of students will be considered, and support services (e.g., counseling or restorative practices) will be provided when appropriate.

### **Earthquake**

Purpose: To ensure the safety of students and staff during and after an earthquake. Earthquakes occur without warning and may cause minor to severe shaking, building damage, and injuries. Even mild tremors can create hazardous situations, so the following procedures must be implemented for all earthquakes, regardless of magnitude.

Procedure:

#### **1. During the Earthquake**

- Remain calm and stay where you are.
- Teachers direct students to Duck and Cover.
- Move away from windows, overhead hazards, and unsecured objects to avoid injury.
- Remind students that most earthquake-related injuries are caused by falling or flying debris.

#### **2. After the Shaking Stops**

The School Administrator will initiate Evacuate Building.

- Staff and students will evacuate using prescribed routes or other safe routes to the Assembly Area.
- Teachers will bring their student rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.

#### **3. Safety and Security Actions**

- The School Administrator will direct the Security/Utilities Team to post guards a safe distance from building entrances to prevent reentry.
- The Security/Utilities Team will notify personnel of fallen electrical wires and instruct them to avoid contact.
- The Security/Utilities Team will also notify utility companies (gas, power, water, sewer) of any damages.

#### **4. Medical and Rescue Response**

- The First Aid/Medical Team will assess injuries and provide appropriate first aid.
- If the area appears safe, the Search and Rescue Team will inspect school buildings to locate and assist any injured or trapped individuals.

#### **5. Damage Assessment and Communication**

- The School Administrator will contact the Logistics Coordinator to determine additional required actions, which will be communicated to the Communications Coordinator.

- The School Administrator will coordinate with the Operations Director to ensure buildings are safe for occupancy.
  - The Fire Suppression and Hazardous Materials Team or appropriate VUSD team will inspect buildings and log findings by building, reporting regularly to the Incident Commander.
6. Reopening of Affected Areas
- No affected areas will be reopened until clearance is provided by the TACMO Operations Director and authorization is given by the School Administrator.

#### Off-Site Evacuation / Non-School Hours Response

- If an earthquake occurs during non-school hours, the School Administrator and Facilities Director will assess damages and determine corrective actions.
- The Fire Suppression and Hazardous Materials Team or appropriate VUSD team may be directed to assist in the assessment.
- The School Administrator will confer with the Operations Director, who will communicate with VUSD on identified damages and determine whether the school should be closed.

### Explosion or Risk of Explosion

#### Explosion / Risk of Explosion

Purpose: To ensure the safety of students and staff in the event of an explosion, a risk of explosion, or a nuclear blast involving radioactive materials. Explosions may occur without warning and result in damage, fire, or injury. Because even a suspected risk poses significant danger, these procedures must be followed in all scenarios.

This section addresses four possible scenarios:

- Scenario 1: Explosion on school property.
- Scenario 2: Risk of explosion on school property.
- Scenario 3: Explosion or risk of explosion in a surrounding area.
- Scenario 4: Nuclear blast or explosion involving radioactive materials.

#### Scenario 1 – Explosion on School Property

1. All persons should immediately initiate Duck and Cover.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place, Evacuate Building, or Off-Site Evacuation. Evacuation may be warranted for some buildings, while others may be used for shelter.
4. If evacuation is ordered, staff and students will use prescribed routes or other safe routes to the Assembly Area.
5. Teachers will bring their student rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.
6. The School Administrator will call 911 and local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), and provide the exact location and nature of the emergency.
7. The First Aid/Medical Team will check for injuries and provide first aid as appropriate.
8. Staff may attempt to suppress fires with extinguishers, ensuring the proper extinguisher type is used:
  - Class A, B, or C for ordinary combustibles.
  - Class B or C for flammable liquids.
  - Class C for electrical equipment.
9. The Security/Utilities Team Leader will notify utility companies of any damage to water, sewer, power, or gas lines.
10. The School Administrator will notify the Superintendent of the situation.
11. The Security/Utilities Team Leader will post guards a safe distance from building entrances to prevent unauthorized entry.
12. Once safe, the School Administrator will authorize the Search and Rescue Team to begin search and rescue operations.
13. The School Administrator will coordinate with the Operations Director to confirm building safety with VUSD and direct inspections by the Fire Suppression and Hazardous Materials Team (or appropriate VUSD team). A log of findings will be maintained and reported to the Incident Commander.
14. Affected areas will not be reopened until clearance is provided by the appropriate agency and authorization is given by the School Administrator.
15. If necessary, the School Administrator will initiate an Off-Site Evacuation.

#### Scenario 2 – Risk of Explosion on School Property

1. The School Administrator will initiate the appropriate immediate response action, which may include Duck and Cover, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. If evacuation is ordered, staff and students will evacuate using prescribed or alternative safe routes to the Assembly Area.
3. Teachers will bring rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.
4. The School Administrator will call 911 and local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), and provide the location and nature of the emergency.
5. Staff may attempt to suppress fires with extinguishers, ensuring the correct type is used.

#### Scenario 3 – Explosion or Risk of Explosion in Surrounding Area

1. The School Administrator will initiate Shelter-in-Place.
2. The School Administrator will call 911 and notify local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), providing the location and nature of the emergency.
3. The School Administrator will take further action as required.
4. The school will remain in Shelter-in-Place until clearance is given by the appropriate agency and the School Administrator issues instructions.

#### Scenario 4 – Nuclear Blast or Explosion Involving Radioactive Materials

1. The School Administrator will initiate Shelter-in-Place.
2. Personnel should establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the blast/explosion source, and avoid sheltering near exterior windows.
3. The School Administrator will call 911 and notify local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), providing details on affected areas and personnel.
4. After the initial blast, staff should:
  - Remove students from rooms with broken windows.
  - Extinguish fires.
  - Provide first aid.
5. Relocate students from upper floors if possible.
  - The Security/Utilities Team will:
    - Turn off the school's main gas supply.
    - Turn off local fans and HVAC systems.
    - Close and lock doors and windows.
    - Seal gaps under doors and windows with wet towels or duct tape.
    - Seal vents with foil or plastic wrap, if available.
    - Turn off ignition sources (e.g., pilot lights).
6. The School Administrator will monitor radio or television for updates and take further actions as appropriate.
7. At the School Administrator's discretion, and only if safe, designated personnel may distribute emergency supplies, including food and water.
8. The school will remain in Shelter-in-Place until clearance is provided by the appropriate agency and the School Administrator authorizes further action.

#### Fire in Surrounding Area

Purpose: To ensure the safety of students and staff when a fire is discovered near school property. Response actions must take into consideration the fire's location, size, proximity to the school, smoke conditions, and potential impact on school operations.

##### Procedure:

1. The School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place, Lockdown, Evacuate Building, or Off-Site Evacuation.
2. The School Administrator will call 911 and notify local police and/or the Tulare County Sheriff's Department (559-725-4194), providing the location and nature of the emergency.
3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and ensure routes remain open for emergency vehicles.
4. The Agency Liaison will contact the local fire department and coordinate to determine whether the school is threatened by fire, smoke, or other hazardous conditions.

5. If evacuation is ordered, staff and students will evacuate affected buildings using prescribed or alternative safe routes to the Assembly Area.
6. Teachers will bring their student rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.
7. The School Administrator will monitor a battery-powered radio tuned to a local station for emergency updates.
8. The School Administrator will notify the Chief of Student Services of the emergency. A member of this group will update the Office of Communication with accurate information about the situation.
9. If needed, the School Administrator will notify VUSD Transportation to request buses for staff and student evacuation.
10. If hazardous smoke conditions exist, the School Administrator will implement additional air quality precautions, such as restricting outdoor activity, closing windows and doors, and initiating Shelter-in-Place to minimize exposure. Masks will be provided if necessary and available.
11. The School Administrator will initiate an Off-Site Evacuation if conditions warrant.

### **Fire on School Grounds**

Purpose: To ensure a quick and coordinated response to fires discovered on school property, in order to prevent injuries and minimize property damage.

#### **Procedure:**

1. Upon discovery of a fire, teachers or staff will:
  - Direct all occupants out of the building.
  - Activate the fire alarm.
  - Report the fire to the School Administrator.
2. The School Administrator will immediately initiate Evacuate Building. Staff and students will evacuate using prescribed routes or other safe routes to the field.
3. Teachers will bring their student rosters, take attendance at the field, and report any missing students to the Administrative Team.
4. The School Administrator will call 911 and notify local police and/or the Tulare County Fire Department (559-802-9800). The exact location of the fire will be provided using ActVnet building labels (e.g., building letter, room number, and directional reference).
5. The Fire Suppression and Hazardous Materials Team or the appropriate VUSD team will suppress fires and begin rescue procedures until the local fire department arrives.
6. The Security/Utilities Team will:
  - Secure the area to prevent unauthorized entry.
  - Keep access roads clear for emergency vehicles.
  - Notify the appropriate utility company of any damages.
7. The Agency Liaison will meet the fire department, direct officials to the fire, and provide a briefing on the situation.
8. If smoke conditions pose a hazard before evacuation is complete, the School Administrator may initiate Shelter-in-Place for unaffected buildings, directing staff to close doors and windows, turn off HVAC systems, and restrict outdoor movement until safe evacuation is possible.
9. The School Administrator will notify the Chief of Student Services of the fire. A member of this group will update the Office of Communications with accurate information.
10. Affected areas will not be reopened until the Tulare County Fire Department or another appropriate agency provides clearance and the School Administrator authorizes reentry.
11. For fires during non-school hours, the School Administrator and Superintendent will determine whether the school can safely open the following day.
12. All fires, regardless of size, that are extinguished by school personnel must still be reported to the fire department to confirm the fire is fully out.

### **Flooding**

Purpose: To ensure the safety of students and staff when stormwater or other water sources inundate or threaten to inundate school grounds or buildings. Flooding may result from prolonged rainfall, sudden damage to water distribution systems, or failure of a nearby man-made dam.

#### **Procedure:**



1. The School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. The School Administrator will call 911 and notify local police and/or the Tulare County Sheriff's Department (559-725-4194), providing details on the nature and extent of the flooding.
3. The School Administrator will monitor a battery-powered radio tuned to a local station for emergency updates.
4. If Evacuate Building or Off-Site Evacuation is ordered, staff and students will evacuate affected buildings using prescribed routes or alternative safe routes to the Assembly Area.
5. Teachers will bring their student rosters, take attendance at the Assembly Area, and report any missing students to the Assembly Area Team.
6. The School Administrator will notify the Chief of Student Services of the emergency. A member of this group will update the Office of Communications with accurate information.
7. The School Administrator will initiate an Off-Site Evacuation if conditions warrant.

### **Loss or Failure of Utilities**

#### **Loss or Failure of Utilities**

Purpose: To address situations involving a loss of water, power, natural gas, or other utilities on school grounds. This procedure also applies in the event of a gas leak, exposed electrical line, or a sewer line break.

#### **Procedure:**

1. If water or an electrical line is broken, staff should attempt to turn off the water or power to the affected area (if safe to do so) and notify the School Administrator immediately.
2. Upon notice of utility loss, the School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place or Evacuate Building.
3. The School Administrator will notify the Operations Director, who will contact the appropriate VUSD department or utility provider and provide the location and nature of the emergency.
4. Local maintenance personnel, in coordination with school administration, will contact the affected utility company to determine whether assistance is required and the expected length of service interruption.
5. The School Administrator will continue to update the Operations Director regarding the utility service status.
6. Emergency supplies may be used to compensate for the temporary loss of utilities.
7. If the loss of utilities may generate a risk of explosion (e.g., gas leak), refer to the Explosion / Risk of Explosion procedure.

#### **General Guidance:**

- A temporary loss of water, power, or gas does not always constitute an emergency. Classes should continue with temporary utilities and supplies unless otherwise directed by the Office of the Superintendent/designee.
- Report all utility losses immediately to the Superintendent/designee, who will notify the Operations Director and coordinate necessary resources.
- Only shut off utility service if there is an immediate threat to persons or property.

#### **Plan for a Loss of Water:**

- Evacuate affected areas if a water leak presents an immediate hazard.
- Contact the Superintendent/designee for guidance and response support.
- The utility company should be contacted for assistance and follow-up inspection.
- Toilets: If plumbing is interrupted, temporary toilets may be created using a trash receptacle, plastic bags, and privacy barriers where possible.

Plan for a Loss of Electricity:

- Evacuate affected areas if a power hazard (e.g., exposed line, sparking equipment) is present.
- Contact the Superintendent/designee for guidance and response support.
- The utility company should be contacted for outage information and assistance.
- Ventilation: Staff may prop open classroom and office doors to improve airflow.
- Emergency Lighting: Flashlights or other emergency lighting will be distributed if necessary.

Plan for a Loss of Natural Gas:

- Evacuate affected areas immediately if a gas leak is suspected.
- Contact the Superintendent/designee for guidance and response support.
- The gas utility company should be contacted for assistance and follow-up inspection.

Plan for a Loss of Communication:

-In the event of a loss of school landline services, the administration will use cell phones to notify the Office of the Superintendent/designee of the communication failure.

Recovery:

- Affected areas and services must not be reopened or restored until the appropriate utility provider has inspected the site and given clearance.
- Final authorization for reentry and resumption of normal operations will be issued by the School Administrator in consultation with the Operations Director.

**Motor Vehicle Crash**

Purpose: To ensure the safety of students and staff in the event of a motor vehicle crash on or immediately adjacent to school property.

- If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release.
- If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure:

1. The School Administrator will initiate the appropriate immediate response action, which may include Duck and Cover, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. If the School Administrator issues Evacuate Building, staff and students will evacuate using prescribed routes or other safe routes to the Assembly Area.
3. Teachers will bring their student rosters, take attendance at the Assembly Area, and report any missing students to the Assembly Area Team.
4. The School Administrator will call 911 and notify local police and/or the Tulare County Sheriff's Department (559-725-4194), providing the exact location (e.g., building, area) and nature of the emergency.
5. The School Administrator will notify the Office of the Superintendent of the situation. A member of this group will update the Office of Communications.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a utility interruption, follow the Loss or Failure of Utilities procedure.
7. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
8. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator authorizes reentry.
10. The School Administrator will initiate an Off-Site Evacuation if warranted by changing conditions.

## **Pandemic**

Purpose: In the event of a pandemic, Blue Oak Academy (BOA) and TACMO will work closely with, and seek guidance from, local health officials as well as the Centers for Disease Control and Prevention (CDC).

### **Procedure:**

#### **Step One – Virus Mutates to Person-to-Person Transmission**

- Communicate information with parents using ParentSquare, email, and/or BOA social media platforms.
- Intensify cleaning and disinfecting of common areas, focusing on frequently touched surfaces and objects.

#### **Step Two – Case Appears in the San Joaquin Valley**

- Communicate information with parents using ParentSquare, email, and/or BOA social media platforms.
- Isolate affected individuals from others.
- Evaluate canceling events, activities, and field trips.
- Evaluate canceling after-school programs.

#### **Step Three – Closure Directed by Health Authorities**

- Communicate closure information with all parents using ParentSquare, email, and/or BOA social media platforms.
- Implement school closure as directed.
- Evaluate offering daily lunch pick-up for students.
- Transition all students to distance learning.
- Evaluate distribution of technology devices and hotspots for students.

#### **Step Four – Schools Re-Open**

- Communicate reopening information with all parents using ParentSquare, email, and/or BOA social media platforms.
- Evaluate reopening on a minimum-day schedule.
- Administration will assess and, if needed, restructure the instructional calendar to recover lost instructional time.

#### **Recovery/Monitoring**

- Continue coordination with local health officials and the CDC to monitor public health conditions.
- Maintain enhanced cleaning and sanitizing practices as needed.
- Provide mental health and wellness resources to support students, staff, and families.
- Evaluate lessons learned and update pandemic response procedures for future readiness.

## **Psychological Trauma**

Purpose: Crisis management requires actions during and after any emergency that may have a psychological impact on students and staff. Examples include an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions.

Emergencies such as these may produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As soon as the physical safety of those involved has been ensured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure:

1. The School Administrator will establish a Psychological First Aid Team with primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The team will provide direct intervention services to affected students and staff.
4. If additional assistance is needed, the School Administrator will notify the Assistant Superintendent of Student Services and Support.
5. The Psychological First Aid Team will advise and assist the School Administrator in restoring regular school functions as quickly and efficiently as possible.
6. In performing their duties, team members will limit exposure to scenes of trauma, injury, and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-up services as required.

Recovery:

- Provide continued mental health and counseling support for students, staff, and families as needed.
  - Monitor for delayed psychological responses that may appear weeks or months later.
  - Refer individuals to community mental health partners or outside resources when appropriate.
- Document services provided and update crisis response procedures based on lessons learned.

## **Suspected Contamination of Food or Water**

Purpose: This procedure should be followed if site personnel report suspected contamination of food or water. It applies in cases where there is evidence of tampering with food packaging, observation of suspicious individuals near food or water supplies, or notification of possible contamination by district staff or local agencies. Indicators may include unusual odor, color, or taste, or multiple individuals experiencing unexplained nausea, vomiting, or other illnesses.

Procedure:

1. The School Administrator will isolate the suspected contaminated food or water to prevent consumption and will restrict access to the area.
2. The School Administrator will call 911 and notify Tulare County Environmental Health (559-624-7400).
3. The School Administrator will create a list of all potentially affected students and staff and provide it to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff, their symptoms, the suspected food/water source, the quantity and type of product consumed, and any other pertinent information.
6. Facilities staff will notify the Assistant Superintendent of Student Services and Support, who will request an onsite review to determine necessary follow-up actions, including whether other district facilities may be affected.
7. The School Administrator and the Operations Director will confer with the Tulare County Department of Health Services before resuming normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

Recovery:

- Continue health monitoring of affected students and staff until cleared by medical professionals.
- Coordinate with public health officials for follow-up testing and required documentation.
- Review food service and water supply protocols to prevent recurrence.

- Provide communication and reassurance to families regarding safety measures taken before resuming normal operations.
- Update the safety plan with lessons learned from the incident.

### **Tactical Responses to Criminal Incidents**

Purpose: This procedure should be followed if site personnel receive a threat that may target an individual, a particular group, or the entire school community. Such threats may be received by written note, email communication, or phone call.

#### **Procedure:**

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team will conduct the threat assessment. BOA administration shall enlist the support of the local police agency.
3. The School Threat Assessment Team will evaluate warning signs, risk factors, stabilizing factors, and potential precipitating events to arrive at a categorical description of risk for a particular point in time. According to the Tulare County Sheriff's Department, there are five categories of risk:
  - Category 1: High violence potential; qualifies for arrest or hospitalization.
  - Category 2: High violence potential; does not qualify for arrest or hospitalization.
  - Category 3: Insufficient evidence for violence potential; sufficient evidence for repetitive/intentional infliction of emotional distress upon others.
  - Category 4: Insufficient evidence for violence potential; sufficient evidence for unintentional infliction of emotional distress upon others.
  - Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
4. In categorizing the risk, the School Threat Assessment Team will attempt to answer two key questions:
  - 1. Is the individual moving on a path toward violent action?
  - 2. Is there evidence to suggest movement from thought to action?
5. The School Threat Assessment Team will review oral, written, or electronic threatening communications as part of the assessment.
6. Based on the assessment, the School Threat Assessment Team will recommend appropriate action to the School Administrator.
7. Once the physical safety of those involved has been ensured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be provided as necessary and appropriate.

#### **Recovery:**

- Provide continued counseling and psychological support for students and staff as needed.
- Maintain communication with law enforcement throughout the investigation and follow-up.
- Document all steps taken during the threat assessment process and update procedures if necessary.
- Debrief with staff to reinforce reporting protocols and lessons learned.

### **Unlawful Demonstration or Walkout**

Definition: An unlawful demonstration or walkout is an unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

#### **Procedure:**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify local police and/or the Tulare County Sheriff's Department (559-725-4194) and the Superintendent.
4. The Request Gate Team will proceed immediately to the main gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign their name, address, telephone number, and the time of entry or departure. Note: The main gate should not be locked, as this may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and monitor student safety while offsite.
6. Students not participating in the demonstration or walkout should remain in their classrooms until further notice from the School Administrator. Teachers will close and lock classroom doors. To protect students and staff from flying glass if windows are broken, teachers should close drapes in rooms so equipped.
7. A designated Documentation staff member will keep an accurate record of events, conversations, and actions taken.
8. All media inquiries will be referred to Dr. Aure at the CMO Office (559-429-4351).
9. The School Administrator will use good judgment, in consultation with police or other legal authorities, to take appropriate action to control and resolve the situation.
10. The School Administrator will notify parents of the incident, as appropriate.

#### **Distinction Note:**

- Peaceful but Unauthorized Demonstrations: If the demonstration or walkout is non-violent and students are not endangering themselves or others, staff should avoid confrontation. The focus should remain on student safety, supervision, and communication with families.
- Unlawful or Threatening Behavior: If the demonstration involves violence, property damage, threats, or poses a safety risk, staff must follow emergency procedures, involve law enforcement immediately, and implement protective measures such as SHELTER-IN-PLACE or LOCKDOWN.

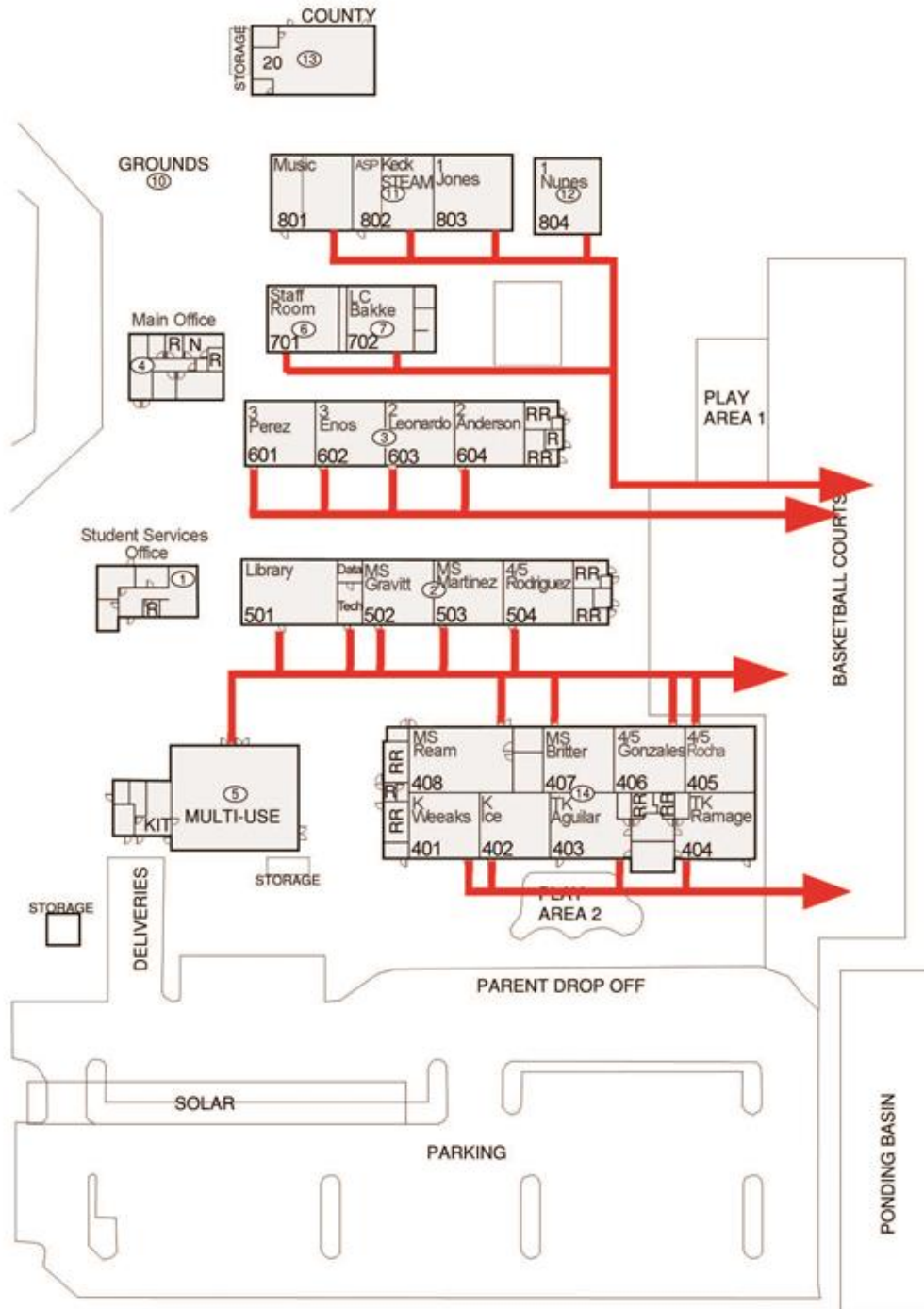
#### **Recovery:**

- Communicate with families regarding the incident and reinforce expectations for student conduct.
- Provide counseling or support for students and staff affected by the demonstration.
- Debrief with staff and update safety procedures as needed based on lessons learned.
- Document the full incident for district and board review.



**Emergency Evacuation Map**





Site Acres = 12.47  
Building Sq. Ft. 37,726



BLUE OAK ACADEMY/UNION  
18050 Rd. 148  
Visalia, CA 93292  
559-730-7491

CDS # 54 10546 0135459

# Comprehensive School Safety Plan

**2025-2026  
School Year**

**School:** Sycamore Valley Academy  
**CDS Code:** 54722560125542  
**District:** Sycamore Valley Academy  
**Address:** 6832 Avenue 280  
Visalia, CA 93277  
**Date of Adoption:** 9/16/2025  
**Date of Update:** 9/08/2025  
**Date of Review:**  
- with Staff 9/16/2025  
- with Law Enforcement 9/19/2025  
- with Fire Authority 9/19/2025

**Approved by:**

Name	Title	Signature	Date
Karin Aure	Superintendent		

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## **Comprehensive School Safety Plan Purpose**

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

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

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

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

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

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

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

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

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

## **Safety Plan Vision**

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

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

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

Whitney Blackmon - Parent  
Mackenzie Souza - Vice Principal  
Corey Morse - Principal  
Jennifer Denham - Academic Coach  
Jackie Jones - Mental Health Clinician  
Steve Calderon - Custodian

### **Assessment of School Safety**

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

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

TACMO supports EC32281 and items A-K through processes and procedures outlined in Board Policy. School sites follow Board Policy to support: (a) Child Abuse Reporting, (b) implementation of emergency procedures (c) suspension and expulsion procedures for students, (d) teacher notification regarding dangerous pupils, (e) sexual harassment identification and reporting, (f) dress code procedures and safety related to gang affiliations( which is also defined by school site level), (g) safe ingress and egress of students, (h) maintenance of a safe and orderly school environment which is also determined individually at school sites, (i) student discipline rules and consequences ,(j) implications regarding hate crimes, and (k) procedures to prepare for active shooters.

Individual schools implement processes such as Positive Behavior Intervention Supports and Restorative Justice practices to approach student behavior positively with a focus on self-regulation. Schools affiliated with juvenile justice work within the safety frameworks of Probation as defined by individual sites. Safety trainings occur annually for staff and students and mandated trainings are sponsored for all staff regarding child and dependent adult abuse, mandated reporting, and harassment and discrimination. The school board approves safety plans according to the California Education Code, and law enforcement and fire officials are consulted for advisement on the plans. TACMO and VUSD continually assess the safety of staff and students and modify processes as needed. Through the use of surveys administered to staff, students, and parents; input is solicited from stakeholders to ensure perceptions of safety needs. Facilities conduct annual safety inspections and the Vice Principal ensures all devices and safety procedures are up to date. Board policies are updated as per California Education Code changes.

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

#### **Mandatory Reporters Policy and Training**

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

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

#### **Definitions**

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

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

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

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

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

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

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

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

#### Reporting Procedures:

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

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

This report will include:

- The name of the person making the report.
- The name of the child.
- The present location of the child.
- The nature and extent of any injury.
- Any other information requested by the child protective agency or law enforcement office, including the information that led the Mandated Reporter to gain knowledge of or suspect child abuse.
- When the verbal report is made, the employee shall note in writing the name of the official contacted, the date and time contacted, and any instructions or advice received.

Appropriate agency to report to:

- Child Protective Services at (559) 623-0300
- Police Department 559) 684-4290 (non-emergency line)
- County Sheriff's Department (559)-733-6812 (non-emergency line)

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

#### Step #2: Written Report

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

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

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

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

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

#### Legal Responsibility and Liability:

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

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

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

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

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

#### Victim Interviews:

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

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



- The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
- The selected person shall not participate in the interview.
- The selected person shall not discuss the facts or circumstances of the case with the child.
- The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

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

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

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

#### When School Employees are Accused of Child Abuse:

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

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

#### Training:

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

#### Charter School Staff Acknowledgement:

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

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

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

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

Establish and maintain a current "Buddy Teacher" list.

- Ensure all teachers know who their assigned buddy will be.
- When possible, assign teachers in adjacent or nearby rooms as buddies.

Ensure that each classroom contains a "go kit/orange bucket" that includes the teacher's class roster and the buddy teacher's class roster.

During an emergency, buddy teachers should check with each other to determine each other's status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.

- Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of many, teachers should do the greatest good for the greatest number.

During an evacuation, it is best for buddy teachers to work together. When practical, one teacher should lead both classrooms out, while the other buddy brings up the rear, checking briefly to make sure both classrooms are empty and doors are closed.

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

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

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

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

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

Room 3 Barraza with Room 2 Cazares (Paez, Smith)

Room 17 Nuno-Cruz with Rooms 18, 19- Alcantar, Mejia

Room 16 Geiger with Room 15 Valdivia (Acuna-Murillo, Hernandez)

Room 7 Fuentes, Carmona & Esquivel with Room 8 Saechao, Yoshida, Torres (Rodriguez, Bustos, Combs, Villanueva)

Room 9 Flynn with Room 10 Kappes (Clark, Calaway, Acosta)

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

Room 13 Gallegos with Room 14 Lebda (Alvarado, Larco, Rivera, Viveros)

Room 20 Henderson with Rooms 21 Brenner, 22 Ridenour

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

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

## **Adaptations for Students with Disabilities**

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

- Visual Aids: Use clear, large-print diagrams and signage to guide students with visual impairments.
- Hearing Impairments: Utilize visual alarms and flashing lights to alert students who are deaf or hard of hearing.
- Pre-Drills: Conduct practice drills that address the specific needs of students with disabilities to ensure they understand the procedures.

### **2. Communication Strategies**

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

### **3. Classroom Modifications**

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

### **4. Behavioral Supports**

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

## 5. Training and Awareness

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

## 6. Health and Medical Needs

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

## 7. Transportation Considerations

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

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

As mandated by California Education Code, schools can serve as community resources for emergency response, enabling the provision of essential services and shelter when public needs are high.

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

#### **SUSPENSION AND EXPULSION POLICY**

The following is TACMO Board Policy 12-002.

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

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as TACMO's policy and procedures for student suspension, expulsion and involuntary removal and it may be amended from time to time without the need to seek a material revision of the charters so long as the amendments comport with legal requirements. TACMO and its charter school staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

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

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

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

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

A student identified as an individual with disabilities or for whom TACMO has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. TACMO will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom TACMO has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

## Procedures

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

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

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

### B. Enumerated Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the lawful use of a student's own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing. For the purposes of this Policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
17. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, terroristic threat shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
19. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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

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

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

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

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

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

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

iii. An act of cyber sexual bullying.

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

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

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

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

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

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

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

2. Brandished a knife at another person.

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

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

**Discretionary Expellable Offenses:** Students may be recommended for expulsion when it is determined the student:

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

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

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

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

e) Committed or attempted to commit robbery or extortion.

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

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

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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

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

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

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

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

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

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

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

iii. An act of cyber sexual bullying.

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

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

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

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

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

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

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

b) Brandished a knife at another person.

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

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

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

The Charter School will use the following definitions:

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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



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

#### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

##### 1. Conference

- a) Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
- b) The conference may be omitted if the Principal or designee determines that an emergency situation exists. An emergency situation; involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- c) At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
- d) No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

##### 2. Notice to Parents/Guardians

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

##### 3. Suspension Time Limits/Recommendation for Expulsion

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

- 1) the student's presence will be disruptive to the education process; or
- 2) the student poses a threat or danger to others.

Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

##### 4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned. In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student’s overall grade in the class.

#### D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law. A student may be expelled either by the neutral and impartial TACMO Board of Directors following a hearing before it or by the TACMO Board of Directors upon the recommendation of an neutral and impartial Administrative Panel to be assigned by the TACMO Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the TACMO Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

#### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the TACMO Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student.

The notice shall include:

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. TACMO must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, TACMO must present evidence that the witness' presence is both desired by the witness and will be helpful to TACMO. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### G. Record of Hearing

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

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the TACMO Board of Directors, Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

#### Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the TACMO Board of Directors who will make a final determination regarding the expulsion. The TACMO Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The Decision of the TACMO Board of Directors is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program. The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

#### I. Written Notice to Expel

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

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

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with TACMO.

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

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

#### J. Disciplinary Records

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

#### K. No Right to Appeal

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

#### L. Expelled Students/Alternative Education

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

#### M. Rehabilitation Plans

Students who are expelled from TACMO shall be given a rehabilitation plan upon expulsion as developed by the TACMO Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to TACMO for readmission.

#### N. Readmission or Admission of Previously Expelled Student

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

#### O. Notice to Teachers

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

#### P. Involuntary Removal for Truancy

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

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

##### 1. Notification of District

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

## 2. Services During Suspension

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

## 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, TACMO, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan. If TACMO, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

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

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

## 4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or TACMO, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and TACMO agree otherwise. In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

## 5. Special Circumstances

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

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

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

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

#### 6. Interim Alternative Educational Setting

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

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

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

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

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

If TACMO knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put. If TACMO had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. TACMO shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by TACMO pending the results of the evaluation.

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

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

Pursuant to Education Code 48267, the Tulare County Probation Department notifies the Principal of Sycamore Valley Academy regarding students who have engaged in certain criminal conduct. The Principal or designee is responsible for promptly notifying the student's teachers. This information may also be shared with all Administrators of the school, including the Superintendent of the District.

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

Sycamore Valley Academy  
Board Policy #: 13-001

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

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

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

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

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

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

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

#### Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment.

#### Harassment

includes, but is not limited to:

Verbal conduct such as epithets, derogatory jokes, comments or slurs.

Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.

Retaliation for reporting or threatening to report harassment.

Deferential or preferential treatment based on any of the protected characteristics listed above.

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

Placing a reasonable student or students in fear of harm to that student's or those students' person or property.

Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.

Causing a reasonable student to experience a substantial interference with the student's academic performance.

Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by TACMO.

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

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

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

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

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

- o Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.

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

- o Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

An act of "Cyber sexual bullying" including, but not limited to:

The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

"Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

#### Bullying and Cyberbullying Prevention Procedures

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

#### Cyberbullying Prevention Procedures

TACMO advises students:

To never share passwords, personal data, or private photos online.

To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it. To consider how it would feel receiving such comments before making comments about others online.

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

#### Education

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

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

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

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

#### Professional Development

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

#### THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION

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

Physical cuts or injuries

Lost or broken personal items

Fear of going to school/practice/games

Loss of interest in school, activities, or friends

Trouble sleeping or eating

Anxious/sick/nervous behavior or distracted appearance

Self-destructiveness or displays of odd behavior

Decreased self-esteem

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



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

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

#### Complaint Procedures

##### Scope of the Complaint Procedures

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

Are written and signed;

Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

Submitted to the TACMO UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

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

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

##### Submitting a Report or Complaint

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

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

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

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

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

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

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

##### Investigation and Response

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

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

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

#### Consequences

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

#### Right of Appeal

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

### **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

#### UNIFORM DRESS CODE POLICY

At The Academies, we support a school uniform policy in order to level the playing field for all of our students. Our school uniform policy helps to provide an academic environment where children feel equal, and are not distracted or offended by what others wear. It is the parent or guardian's responsibility to be sure that the student is wearing the official school uniform. Shirts, dresses, sweaters, sweatshirts, coats, jackets, pants, tights/leggings, shorts, skorts, and skirts must fit appropriately (no sagging) and be free of designs, logos, or embellishments.

The following solid colors are permitted:

- Green (SVA)
- White
- Brown
- Khaki
- Black
- Gray
- Denim
- No other colors permitted

Shirts must have a collar, whereas dresses may be collarless. Students are not required to wear a collared shirt under a sweatshirt; however, if the sweatshirt is removed, a dress code–approved collared shirt must be worn underneath.

The following necklines are permitted: button-down, polo, Peter Pan, turtleneck. No t-shirts allowed, and no other colors of shirt are allowed. No strapless, spaghetti strap, low-cut, or cut off tops are allowed. Bare midriffs are not allowed.

Jeans may not have holes larger than the size of a fist anywhere on them.

Dresses, shorts, and skorts must be no shorter than the length of your fingertips when arms are at your sides. Ties, shoes and headwear may be different colors.

Shoes must be simple and generally free of designs or embellishments. Tennis shoes, boots, dress flats (i.e. Mary Janes), and sandals (with backs) are permitted. Flip-flops, Crocs, jellies, wheelies, or any type of shoes without a backing is not allowed. Shoes and boots may not have heels higher than 1".

Hats must be in approved dress code colors and are allowed at the discretion of the site.

Jewelry must not pose a danger and must be removed for PE class.

Every Friday:

Every Friday, students may wear any school spirit shirt to show their pride in The Academies (SVA or BOA). While wearing a spirit shirt is encouraged, it is not required. Students who choose not to wear one may wear a collared or collarless shirt in an approved dress code color.

PE Day Dress :

Students should wear or bring a pair of tennis shoes each day. Please note that students are not permitted to change into athletic clothes at school.

Dress Up Days:

On designated dress-up days, students may choose their own clothing; however, all rules regarding skirt and short length, as well as heel height, still apply. Clothing must not display offensive, suggestive, obscene, or vulgar logos, images, or messages. Props are not permitted.

Game Days:

Students are allowed to wear their game day uniforms on the day of their scheduled game.

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

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

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

##### **Component:**

Integrate Gifted Education Strategies

##### **Element:**

According to the annual organizational climate survey results 85% of parents, 82% of students, and 85% of staff agree the school provides quality instruction for gifted learners.

##### **Opportunity for Improvement:**

Provide Socratic Seminar Opportunities for all students, TK-8th grade.

Objectives	Action Steps	Resources	Lead Person	Evaluation
All students participate in gifted education strategies in TK-8th grade.	Teachers will facilitate Socratic Seminars twice per month.	Resources from: -Ian Byrd -LisaVanGamert -Sandra Kaplan -CAG -ExL Curriculum -TCI Curriculum	Instructional Coach and Classroom Teachers	Evidence of improved student discourse and critical thinking in the classroom as collected in monthly reflection forms.
	Students will participate in Socratic Seminars twice per month in all TK-8th classrooms	Resources from: -Ian Byrd -LisaVanGamert -Sandra Kaplan -CAG -ExL Curriculum -TCI Curriculum	Instructional Coach and Classroom Teachers	Evidence of improved student discourse and critical thinking in the classroom as observed through exit tickets and class observations.

**Component:**

Common Literacy Instruction

**Element:**

According to annual organizational climate survey results 84% of parents, 93% of students, and 91% of staff agree or strongly agree that a broad course of study is offered and available to all students.

**Opportunity for Improvement:**

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students will be able to respond to on demand writing prompts in a variety of genres.	Teachers will administer on-demand pre and post assessments in writing.	CCSS frameworks.	Instructional Coach and Teachers	Calendar invites, scheduled on demand assessments, scheduled team meetings to evaluate, calibrate and plan from rubrics to improve teacher efficacy in differentiating writing instruction. Student growth from pre to post on demand.
	Teachers will analyze rubric data to inform writing instruction.	CCSS frameworks. TCOE Connect TCOE/SCOE CCLA Network	Instructional Coach and Teachers	
	Instructional coach will engage teams in feedback conversations and planning after on demand writing.	Student Centered Coaching model and resources - Diane Sweeney	Instructional Coach	

**Component:**

Common Behavior System

**Element:**

According to annual organizational climate survey results 69% of students feel safe at school.

**Opportunity for Improvement:**

Implement school wide consistent behavior expectations.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Implement a tiered behavior support system.	Providing Tier 1 behavior resources to students and staff that align with CARE4, as well as utilizing restorative practices and preventative social skills groups.	PBIS resources CARE4 Teach To's (weekly) Behavior Technician Aides Student Reflection Sheets	Site Admin Classified and Certificated staff	Reduce behavioral incidents by 20% YTD.
	Teachers log and respond to behavior according to the behavior response process.	PowerSchool Google Forms	Site Admin Classified and Certificated staff	
	Follow behavior response process and support repeat offenders through COST process.	COST meetings	Site Admin COST team	

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)****Sycamore Valley Academy Student Conduct Code****SOCIAL CONTRACT AND HONOR CODE**

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

- I will do what is right because it is right.

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

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

- Cooperation: I will be a team player.
- Accountability: I will do what is expected of me, even when no one is watching.
- Respect: I will value myself, others, and the school environment.
- Empathy: I will be mindful of and show care for others.

The Honor Code and CARE 4 encompass all student behavior at school. Students sign the code and CARE 4 commitment annually and receive instruction in their meaning. Students are encouraged to consider the consequences of their actions and school rules before they act, in order to determine whether an action is the “right choice.”

## **SCHOOL RULES**

At The Academies, the focus is on learning; every student has the right to learn. Students who interfere with this right will be subject to the school’s social contract procedures. The Superintendent, Principal, or Vice Principal has the authority to talk to all students involved in any incident and to determine the course of action to be taken.

The following school rules apply at school, going to and from school, on any school-provided transportation, and at any event where TACMO is represented (regardless of location). These rules apply to all TACMO students:

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

## **Conduct Code Procedures**

### **Tier 1**

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

### **Tier 2**

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

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

### **Tier 3**

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

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

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

This policy applies to instances that occur in any area of the school campus, at school-sponsored events and activities regardless of location, through school-owned technology, and through other electronic means.

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

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

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

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

In efforts to prepare for active shooter situations, TACMO will implement the following:

**Training and Drills:** Conduct regular, trauma-informed training sessions for all staff members, including teachers, administrators, and support staff, on recognizing signs of potential violence and responding effectively to an active shooter situation. Drills will be age-appropriate, developed in consultation with school-based mental health professionals, and will not include simulated gunfire, mock injuries, or other high-intensity tactics that may cause trauma.

##### **Communication Protocols:**

Establish clear communication protocols for alerting staff, students, and law enforcement in the event of an active shooter. Use a multi-layered communication approach such as public address systems, text alerts, and email notifications. All drills will include a clear announcement that a drill is occurring.

**Parent and Guardian Notifications:** Provide advance notice to parents and guardians before conducting active shooter drills, allow for student opt-outs, and send a follow-up notification after the drill has occurred.

**Mental Health Support:** Provide access to mental health resources for students and staff, including counseling services and programs that promote emotional well-being and conflict resolution.

**Active Shooter Response Plan:** Develop a response plan that includes options such as “Run, Hide, Fight,” lockdown procedures, and evacuation routes. Ensure all staff and students are familiar with these procedures.

**Staff Roles and Responsibilities:** Define specific roles and responsibilities for staff members during an active shooter situation, including designated safety officers, communication officers, and first aid responders.

**Emergency Supplies:** Ensure that classrooms and offices are equipped with emergency supplies such as first aid kits, communication devices, and barricade tools.

**Evacuation Plans:** Designate multiple evacuation routes and reunification sites, both on-campus and off-campus, and ensure all staff and students are aware of these routes and locations.

**Immediate Notification:** Utilize established communication platforms, such as ParentSquare, PowerSchool, or ActVnet, to immediately notify all staff, students, parents/guardians, and law enforcement of an active shooter threat.

**Lockdown Procedures:** Implement lockdown procedures if evacuation is not possible. This includes locking doors, turning off lights, and instructing students to stay quiet and out of sight.

**Post-Incident Reunification:** Use ActVnet to implement a reunification plan for reuniting students with their families after an incident.

**Debriefing and Evaluation:** Conduct a debriefing session with all involved parties, including law enforcement, to evaluate the response and identify areas for improvement. Document lessons learned and update the safety plan accordingly.

This active shooter preparedness plan complies with Education Code § 32282 and incorporates requirements of AB 1858 (Safe and Prepared Schools Act, effective January 1, 2025).

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

Cyberbullying is an electronic act as defined in Education Code § 48900(r). It includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

An electronic act is the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social networking website, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, as described in Education Code § 48900(r)(2)(A).

A reasonable pupil is defined in Education Code § 48900(r)(2)(C) as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

#### **Reporting:**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying, consistent with Education Code § 234.1.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Executive Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. Oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information (Education Code § 234.1(b)(1)).

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

Sycamore Valley Academy acknowledges and respects every individual's right to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible (Education Code § 234.1(c)).

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

#### **Investigation:**



Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor, or affiliate of Sycamore Valley Academy, the Executive Director or designee will promptly initiate an investigation. At the conclusion of the investigation, the Executive Director or designee will notify the complainant of the outcome. However, in no case may the Executive Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued (Education Code § 234.1(b)(2)).

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

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

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures (Education Code § 234.1(b)(5)), such investigation will be undertaken concurrently.

#### Appeal

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

#### Consequences

Students who engage in discrimination, harassment, intimidation, or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of Sycamore Valley Academy and Education Code § 48900.

#### Harassment, Intimidation, Discrimination, and Bullying Complaint Form

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

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

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

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

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

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

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I hereby authorize Sycamore Valley Academy to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

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

To be completed by Sycamore Valley Academy:

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

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

## **Opioid Prevention and Life-Saving Response Procedures**

The school provides a comprehensive education about opioids, their dangers, and the signs of an overdose for all staff. Naloxone is accessible in strategic locations on campus. All TACMO staff are trained to administer Naloxone in case of an emergency.

Signs of an overdose:

- Loss of consciousness or unresponsiveness
- Slow, shallow, or stopped breathing
- Constricted (small) pupils
- Choking or gurgling sounds
- Limp body

Emergency response procedures for suspected opioid overdoses:

- Identify signs of an opioid overdose and check for responsiveness
- Administer Naloxone (Narcan) nasal spray
- Call 911 for emergency medical help, evaluate, and provide support
- Notify parent/guardian
- Students will receive follow-up support from the school's mental health clinician and staff, who will provide resources for ongoing education and support for students and their families.

## **Response Procedures for Dangerous, Violent, or Unlawful Activities**

1. Immediate Response Actions:

- Immediately notify the school administration of the incident.
- Activate the emergency communication system (PA system, alarms, or emergency alerts) to inform all staff and students of the situation.
- Call 911 to report the incident to law enforcement and emergency responders.

Lockdown Procedures:

- Announce a lockdown if there is a direct threat on campus.
- Lock all classroom doors and secure students and staff in safe areas away from windows and doors.
- Silence cell phones and maintain quiet until an "all-clear" signal is given.

Evacuation:

- If necessary, follow evacuation procedures to move students and staff to a designated safe area.
- Use designated evacuation routes unless blocked by the threat.

Shelter-in-Place:

- If hazardous materials are involved, follow shelter-in-place procedures, such as sealing doors and windows and turning off HVAC systems.

2.Coordination with Law Enforcement and Emergency Services:

- Ensure that a clear line of communication is established with local law enforcement and emergency services.
- Provide emergency responders with access to the school's layout, including exits, entrances, and any potential hazards (TCSO, TCF, ActVnet).
- Cooperate fully with law enforcement officials conducting investigations or responding to incidents.

3.Communication with Parents and the Community:

- Use a designated communication system (ParentSquare) to inform parents and guardians about the situation promptly.
- Provide updates as needed, including the nature of the incident, any injuries, and instructions for student pick-up or reunification.

4.Post-Incident Actions:

Reunification Plan:

- Implement a reunification plan for safely releasing students to their parents or guardians (ActVnet).

- Designate specific areas for parents to pick up their children.

#### Counseling and Support:

- Provide access to mental health professionals (Mental Health Clinician/School Psychologist) for students and staff affected by the incident.

#### Debriefing and Review:

- Conduct a debriefing with school staff, law enforcement, and emergency responders to evaluate the response and identify areas for improvement.

#### Documentation:

- Document all actions taken during and after the incident, including a timeline of events, communications, and outcomes.

#### 5.Training and Drills:

- Conduct regular training for staff on response procedures for dangerous, violent, or unlawful activities.

Hold monthly drills (e.g., lockdown, evacuation, shelter-in-place) to ensure preparedness and compliance with procedures.

#### 6. Prevention and Intervention Strategies:

- Implement threat assessment protocols to identify and address potential threats before they escalate.

- Encourage a safe reporting culture where students and staff feel comfortable reporting suspicious activities or concerns.

- Offer violence prevention programs and promote a positive school climate.

#### 7.Legal Compliance:

- Ensure compliance with California laws and regulations, including the California Education Code, Title 5 of the California Code of Regulations, and all local district policies.

#### 8.Special Considerations:

- Plan for individuals with disabilities or special needs to ensure they are accounted for and safely evacuated or sheltered.

- Consider language barriers and provide multilingual communication options.

### Instructional Continuity Plan

#### Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on May 28, 2025 and adopted by Sycamore Valley Academy on June 1, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Additionally, the plan prioritizes support for students' social-emotional, mental health, and academic needs, recognizing the critical role these factors play in student success during times of crisis or transition.

#### Engagement with Pupils and Families

##### Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Sycamore Valley Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

The school will implement a clear communication protocol to ensure timely outreach through multiple channels, including phone calls, text messages, emails, and updates via the school website and communication platforms such as ParentSquare. Teachers and staff will make direct contact with families to assess student well-being, confirm access to instructional materials, and determine any immediate needs related to technology, academic support, or social-emotional resources. Documentation of all engagement efforts will be maintained to ensure accountability and follow-up, with priority given to students who are identified as at-risk or have limited access to communication tools. This protocol is designed to promote consistent, meaningful engagement that supports both student success and family partnership throughout any period of disruption.

### **Methods of Two-Way Communication**

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- School Communication Platform: Parent Square

### **Plans for Unforeseen Events**

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In the event of unforeseen disruptions such as power outages or damage to school infrastructure, Sycamore Valley Academy will implement contingency plans to maintain instructional continuity and two-way communication. When digital platforms are inaccessible due to outages, staff will utilize alternative methods such as phone calls, text messaging, and paper-based materials to ensure ongoing engagement with students and families. Communication protocols will prioritize timely updates through automated phone trees and district-wide messaging systems. Teachers will also be equipped with emergency contact lists and offline instructional packets to support learning. These measures aim to minimize learning loss and maintain consistent, responsive communication with all stakeholders during emergency situations.

### **Support for Special Needs**

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Sycamore Valley Academy is committed to addressing the holistic needs of all students by implementing proactive plans to identify and support their social-emotional, mental health, and academic well-being during instructional disruptions. The school will utilize regular check-ins, teacher observations, and student self-assessments to monitor student well-being and identify those in need of additional support. A multidisciplinary team—including the mental health clinician, support staff, and teachers—will collaborate to provide targeted interventions, such as virtual counseling sessions, small group supports, and academic interventions. Additionally, families will receive resources and guidance to help create supportive home environments and access community-based mental health services when necessary. These coordinated efforts ensure that each student's emotional and academic needs are met, fostering resilience and continued growth during periods of instructional change.

### **Access to Instruction**

### Timeline for Access to Instruction

Timeline for access to instruction.

As required, Sycamore Valley Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

During this timeframe, the school will assess the scope of the disruption, determine the most appropriate instructional delivery method, and communicate plans clearly to students, families, and staff. If in-person instruction is not immediately feasible, remote learning will be implemented using digital platforms already familiar to students, supplemented with printed materials as needed to ensure equitable access. Teachers will receive guidance and support to adjust lesson plans for the modified format, and students will be given orientation and support to ensure a smooth transition. This timeline ensures that instructional momentum is maintained while prioritizing student safety and preparedness.

### Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements.

As required, Sycamore Valley Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

During this timeframe, the school will assess the scope of the disruption, determine the most appropriate instructional delivery method, and communicate plans clearly to students, families, and staff. If in-person instruction is not immediately feasible, remote learning will be implemented using digital platforms already familiar to students, supplemented with printed materials as needed to ensure equitable access. Teachers will receive guidance and support to adjust lesson plans for the modified format, and students will be given orientation and support to ensure a smooth transition. This timeline ensures that instructional momentum is maintained while prioritizing student safety and preparedness.

### Remote Instruction

Plans for remote instruction.

As required, Sycamore Valley Academy remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

This includes the use of written learning agreements, daily live interaction or synchronous instruction as required by grade level, and consistent documentation of student engagement and achievement. By adhering to these statutory guidelines, Sycamore Valley Academy will provide high-quality, accountable remote instruction that upholds academic integrity and supports student success during periods of instructional disruption.

### Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

As required, remote instruction offered by Sycamore Valley Academy will align with expectations of access and equity, including the equitable distribution of both digital and non-digital instructional materials. The school will use multiple methods to ensure all students receive the necessary resources to engage in learning, regardless of their access to technology. Digital materials, including assignments, instructional videos, and academic tools, will be made available through the school's online learning platforms. For students with limited or no internet access, non-digital materials such as printed packets, textbooks, and manipulatives will be distributed via scheduled pick-up times or delivered directly to students' homes when needed. Distribution efforts will be communicated clearly to families in their preferred language, and staff will track receipt of materials to ensure no student is left without essential learning tools. These practices reflect the school's commitment to providing all students with the resources needed to succeed in a remote learning environment.

## **Access to Schoolwork**

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

As required, remote instruction offered by Sycamore Valley Academy will align with expectations of access and equity, including the provision of clear platforms and processes for accessing and submitting schoolwork. Students will primarily access instructional content, assignments, and resources through designated online learning platforms such as Google Classroom or other tools adopted by the school. These platforms will be structured to allow easy navigation and communication between students and teachers. For students with limited digital access, alternative submission methods—including email, drop-off of completed paper assignments, or photo submissions via mobile devices—will be made available to ensure all students can participate fully. Teachers will provide clear instructions and deadlines for each assignment, along with feedback and support through virtual office hours, messaging tools, or phone calls. These processes are designed to ensure all students have a consistent and equitable means to engage with and complete their academic work.

## **Temporary Reassignment**

Procedures and agreements for temporary reassignment with neighboring LEAs.

Sycamore Valley Academy provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Sycamore Valley Academy is committed to ensuring that students continue to have access to quality education in the event that an emergency or natural disaster disrupts in-person learning. In such cases, the school will provide support to pupils and families to facilitate enrollment in or temporary reassignment to another site, school district, county office of education, or charter school as needed. This support includes assistance with gathering necessary enrollment documents, coordinating with receiving schools, and ensuring the transfer of student records in a timely and efficient manner. The school will also provide families with information about available educational options and guide them through the transition process. Outreach will be conducted in the family's home language, and additional resources such as counseling and transportation assistance will be offered when possible to help minimize disruption to the student's educational progress.

## **Instructional Continuity**

### **Communication Protocols**

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Sycamore Valley Academy has established clear communication protocols to ensure timely and consistent updates for families, students, staff, and faculty during an emergency or instructional disruption. Information will be disseminated through multiple channels, including email, text messages, phone calls, the school website, and ParentSquare, to ensure accessibility for all stakeholders. Initial communication will be made within 24 hours of a disruption whenever possible, with ongoing updates provided at least every 48–72 hours or as new information becomes available. Messages will be shared in English and other languages as needed to reflect the school community's linguistic diversity. Faculty and staff will receive internal updates via email and staff meetings to ensure alignment and coordination. Communication will include instructional plans, timelines for returning to in-person or remote learning, available support services, and answers to frequently asked questions. This protocol ensures that all stakeholders remain informed, connected, and supported throughout the duration of any instructional continuity event.

## **Technological Readiness**

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Sycamore Valley Academy is committed to ensuring technology readiness for both educators and students to support a seamless transition from in-person to remote learning through independent study, should the need arise. To facilitate this pivot, the school will provide early access to independent study program written agreements and ensure that students and families are familiar with the expectations and procedures. Online instructional platforms, such as Google Classroom or other approved learning management systems, will be utilized to deliver assignments, academic resources, and teacher feedback. Each student will be assigned a school-issued device, and families in need will be provided with hotspots or other solutions to ensure reliable internet access. Educators will

receive ongoing training to effectively implement digital tools and independent study best practices, ensuring continuity of instruction and support. These efforts are designed to ensure that all students remain engaged and on track academically, regardless of the learning environment.

#### **Instruction and Assessment**

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Sycamore Valley Academy will prioritize essential learning by focusing instruction on standards-aligned learning objectives that ensure students continue to make meaningful academic progress during any disruption. Teachers will identify key grade-level content and skills, streamline curriculum to emphasize high-impact standards, and deliver instruction through clear, focused lessons. Student progress will be monitored regularly through formative assessments, assignment completion, and participation metrics. To support students who may fall behind or need additional help, the school will offer a range of interventions, including small-group or one-on-one tutoring, regular teacher check-ins, virtual office hours, and targeted academic support sessions. These supports will be designed to provide timely and responsive assistance, helping to close learning gaps and maintain continuity of learning for all students, regardless of the instructional setting.

#### **Access (Equity, Accessibility, and Inclusion)**

##### **Equity, Accessibility, and Inclusion**

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Sycamore Valley Academy is committed to ensuring that all students—including students with disabilities, those experiencing homelessness, foster youth, and English learners (ELs)—continue to have equal access to instructional resources during any period of instructional disruption. The school will work proactively to identify and address barriers to access by providing necessary technology, internet connectivity, and printed materials as needed. Students with disabilities will receive services in alignment with their Individualized Education Programs (IEPs), including accommodations, modifications, and access to specialized staff and support services. Foster youth and students experiencing homelessness will be prioritized for outreach and provided with tailored support, such as transportation assistance, academic counseling, and resource referrals. English learners will receive designated and integrated language development support, as well as access to translated materials and bilingual staff communication. These coordinated efforts ensure that all students remain engaged and supported, regardless of their individual circumstances.

##### **Individualized Education Plans (IEP)**

How will IEPs continue to be provided and maintained.

Sycamore Valley Academy will ensure that all students with Individualized Education Programs (IEPs) continue to receive the services and supports outlined in their plans during any period of instructional disruption. Special education staff will work closely with families to review each student's IEP and determine how services can be delivered in a remote or alternative setting, ensuring compliance with state and federal requirements. Services may be provided through virtual instruction, teletherapy, online learning tools, or, when necessary and feasible, in-person sessions. Regular communication with families will be maintained to monitor student progress, adjust services as needed, and conduct IEP meetings through virtual platforms or phone calls. All documentation, service minutes, and progress reports will be tracked to maintain the integrity of each student's educational plan. These efforts reflect the school's commitment to upholding students' rights and providing equitable access to education for learners with disabilities.

##### **English Learners (EL)**

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Sycamore Valley Academy will continue to support English Learner (EL) students in alignment with the California English Learner Roadmap Policy to ensure equitable access to high-quality instruction during any instructional disruption. The school will provide both designated and integrated English language development (ELD) through remote or in-person instructional models, using culturally responsive and linguistically appropriate strategies that promote language acquisition and academic success. Teachers will receive ongoing professional development in best practices for supporting ELs in virtual and hybrid settings, and instructional materials will be adapted to meet varying proficiency levels. Communication with EL families will be conducted in their home language whenever possible, and bilingual staff or translation services will be available to support engagement. Progress in language

development will be monitored regularly through formative assessments and teacher observations, with additional supports such as small group instruction, tutoring, and check-ins provided as needed to ensure EL students remain on track academically and linguistically.

### **Professional Learning**

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Sycamore Valley Academy will provide ongoing professional learning opportunities and access to high-quality resources to ensure educators are fully prepared to pivot to remote instruction and assessment when necessary. Training will focus on effective use of digital instructional platforms, strategies for student engagement in virtual settings, implementation of formative and summative assessments online, and techniques for differentiating instruction to meet diverse student needs. Professional development will also include support for maintaining equity and accessibility, including accommodations for students with disabilities and English learners. These learning opportunities will be delivered through live workshops, on-demand modules, professional learning communities, and one-on-one coaching as needed. By investing in staff capacity and readiness, the school ensures that instruction remains rigorous, responsive, and aligned with academic standards during any shift in learning modality.

### **Well-Being and Support Services**

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Sycamore Valley Academy is committed to supporting the physical and mental health of all students and families during any instructional disruption by ensuring continued access to qualified health professionals. The school will maintain partnerships with the mental health clinician, school psychologists, and community-based health providers to offer virtual or in-person services, including wellness check-ins, crisis intervention, and ongoing mental health support. These services will be accessible through scheduled appointments, drop-in virtual office hours, and referrals made by teachers or family members. To ensure equitable access for non-English-speaking families, the school will provide multilingual staff and interpreter services so that students and families can communicate comfortably and effectively. Information about available health resources and how to access them will be widely shared in multiple languages through school communication platforms. These efforts are designed to foster a supportive and inclusive environment that prioritizes the well-being of every student.

Plans to provide access back-up, water and medicines in the event of an emergency.

Sycamore Valley Academy has established plans to ensure continued access to essential supplies such as back-up power, water, and student medications in the event of an emergency. The school will maintain a stock of emergency water and non-perishable supplies on campus to support students and staff during temporary shelter-in-place scenarios. Additionally, emergency back-up power solutions—such as generators or battery-powered lighting—will be available to maintain essential operations and communication systems. Student medications stored on-site will be secured in an accessible, temperature-controlled location, and designated staff will be trained in proper administration and emergency procedures. These measures are part of the school's broader emergency preparedness plan to ensure student health and safety remains a top priority during any disruption.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Sycamore Valley Academy is dedicated to ensuring the continuity of essential support services—including special education, counseling, after-school programs, and access to kitchens and food services—during any instructional disruption. Special education services will be adapted for remote or hybrid environments in accordance with students' IEPs, with virtual delivery of specialized instruction, related services, and accommodations. Counseling services will continue through virtual check-ins, individual sessions, and small group support to address students' social-emotional and mental health needs. After-school programs will be modified to offer online enrichment, academic tutoring, and supervised activities to maintain engagement beyond the school day. For students who rely on school meals, the academy will coordinate meal distribution through designated pick-up locations or delivery when needed, ensuring access to nutritious food. These adapted services are designed to maintain student well-being, academic progress, and equity across all learning environments.

### **Site-Based Collaboration**



How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

The development and implementation of the Instructional Continuity Plan (ICP) at Sycamore Valley Academy is a collaborative effort that actively involves administrators, faculty, information technology staff (operations director), students, and parents to ensure it meets the diverse needs of the school community. Administrators will lead the coordination and oversight of the plan, ensuring alignment with state guidelines and school policies. Faculty members contribute their expertise in curriculum and instruction to develop practical strategies for remote and hybrid learning. Information technology staff provide critical input on digital infrastructure, device management, and user support systems. Students and parents will be engaged through surveys, forums, and feedback sessions to help shape the plan based on real-world experiences and needs. This inclusive approach ensures that the ICP is comprehensive, equitable, and responsive, promoting a shared commitment to academic continuity and student well-being during times of disruption.

#### **Return to Site-Based Learning**

Conditions that must be met prior to returning from disruption including reopening sites.

Prior to returning from an instructional disruption and reopening school sites, Sycamore Valley Academy will ensure that specific health, safety, and operational conditions are met in alignment with local, state, and federal guidelines. These conditions include clearance from public health authorities that it is safe to resume in-person instruction, verification that school facilities are clean, secure, and fully operational, and confirmation that sufficient staff are available to safely support on-site learning. The school will also assess the readiness of transportation, food services, and other essential operations, and communicate reopening plans and protocols clearly to families and staff. Measures such as health screenings, availability of personal protective equipment, and protocols for physical distancing and sanitation will be reviewed and implemented as necessary. A phased or hybrid return may be considered to support a smooth transition, with priority given to students requiring additional support. This careful and informed approach ensures the safety and well-being of the entire school community as normal operations resume.

#### **Integration with Comprehensive School Safety Plan (CSSP)**

Integration of this Instructional Continuity Plan (ICP) into Sycamore Valley Academy's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Sycamore Valley Academy's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

#### **Review and Updates of this Instructional Continuity Plan (ICP)**

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Annually, during the review of our School Safety Plan.

## **Safety Plan Review, Evaluation and Amendment Procedures**

The Comprehensive School Safety Plan shall be reviewed annually by the school site. Administrative staff shall review data, goals, and policy updates to ensure the plan is valid and aligned with the current school climate. The Board of Directors will approve the Comprehensive School Safety Plan annually. All school sites will align their plans with TACMO policy, and plans shall be reviewed by local law enforcement and fire authorities.

**Safety Plan Appendices**

## Emergency Contact Numbers

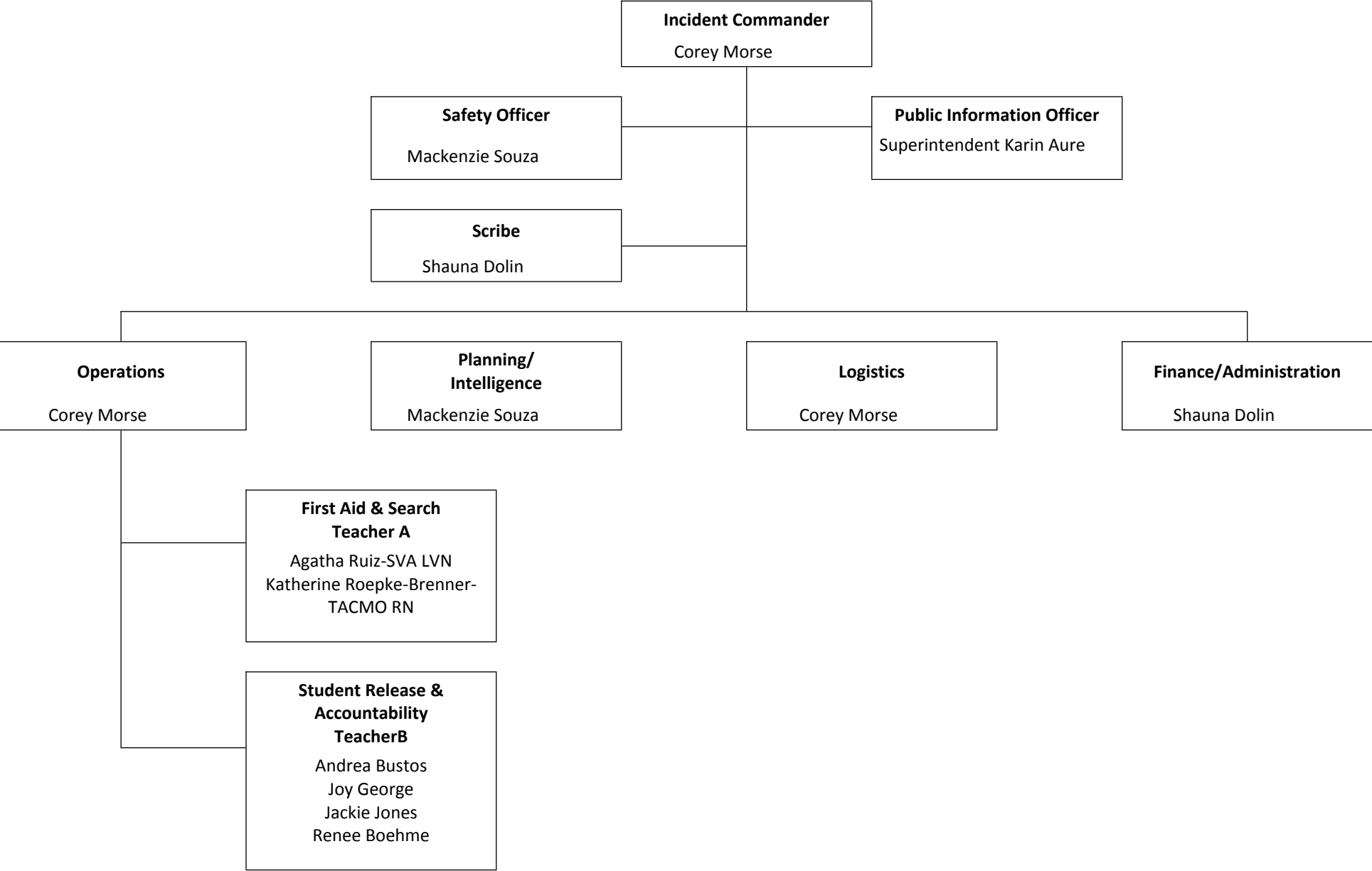
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Tulare County Sheriff Department	559-733-6218	
Law Enforcement/Fire/Paramedic	Tulare County Fire	559-733-6544	
School District	TACMO Office	559-429-4351	
School District	Superintendent	559-972-7130	Karin Aure Cell
School District	Operations Director	559-623- 8396	Claudia VanGronigan Cell
School District	SVA Principal	559-730-6646	Corey Morse Cell
School District	SVA Vice Principal	559-679-3659	Mackenzie Souza

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Review by site administrators and staff	August-September 2025	Review of digital copy
Update by site administration	September 2025	Update within portal
Review by superintendent	September 9, 2025	Review of digital copy
Approval by Board of Directors	September 16, 2025	Review of final draft

Sycamore Valley Academy Incident Command System



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for types of emergencies are listed below.

### Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

**Level 1 Emergency:** A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury to the play yard. Guidelines to manage Level 1(Crisis) are described in the Crisis Response Checklist.

**Level 2 Emergency:** A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., "unknown white powder".

**Level 3 Emergency:** A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are: (a) Duck and Cover, (b) Shelter-in-Place, (c) Lockdown, (d) Evacuate Building, (e) Off-Site Evacuation, or (f) All Clear.

#### (A) DUCK AND COVER

This action is taken to protect students and staff from flying or falling debris.

Description of Action:

The administrator on-site will make the following announcement on the PA system. If the PA system is not available, the administrator on-site will use other means of communication (e.g., sending messengers). The administrator should remain calm, convey reassuring comments that the situation is under control, and give clear directions.

"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR UNTIL GIVEN FURTHER INSTRUCTIONS."

If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

#### (B) SHELTER-IN-PLACE

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in the outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that Shelter-in-Place involves shutting down HVAC systems and allows free movement of students within the building. However, classes in bungalows and buildings with exterior passageways must remain in the classroom.

Description of Action:

The administrator on-site will make the following announcement on the PA system. If the PA system is not available, other means of communication will be used. The administrator should remain calm, convey reassuring comments, and give clear directions.



"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF WHO ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."

If inside, teachers will keep students in the classroom until further instructions are given.

If outside, students will proceed to their classrooms if it is safe. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).

Teachers are responsible for securing classrooms, while the Security/Utilities Team will assist with: shutting down HVAC systems, turning off local fans, closing and locking doors and windows, sealing gaps with wet towels or duct tape, covering vents with foil or plastic, and turning off ignition sources such as pilot lights.

#### (C) LOCKDOWN

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement, and it is necessary to prevent the perpetrator(s) from entering occupied areas.

Description of Action:

The administrator on-site will make the following announcement on the PA system. If unavailable, other communication methods will be used. The administrator should remain calm, convey reassuring comments, and give clear directions.

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."

If inside, teachers will instruct students to lie on the floor, lock the doors, and close any blinds or shades if safe to do so.

If outside, students will proceed to their classrooms if safe. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., library, cafeteria).

Teachers and students will remain in place until further instructions are given by the Principal or law enforcement.

The front entrance is to be locked, and only law enforcement or emergency personnel are to be allowed on campus.

#### (D) EVACUATE BUILDING

This action is taken when it is unsafe to remain in the building.

Description of Action:

The administrator on-site will make the following announcement on the PA system. If unavailable, other means of communication will be used. The administrator should remain calm and give clear directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED."

The administrator will initiate a fire alarm.

Teachers will instruct students to evacuate using designated routes and assemble in their assigned Assembly Area.

Teachers will take student rosters and account for all students once assembled.

Once assembled, teachers and students will remain in place until further instructions are given.

#### (E) OFF-SITE EVACUATION

This action is taken when it is unsafe to remain on campus and evacuation to an off-site location is required.

Description of Action:

The administrator on-site will make the following announcement on the PA system. If unavailable, other methods of communication will be used. The administrator should remain calm and give clear directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED."

The administrator will determine the safest evacuation method, which may include school buses or walking.

Teachers will take rosters and account for students at the designated safe location.

Once assembled, teachers and students will remain until further instructions are given.

When clearance is received from appropriate agencies, the administrator may authorize a return to campus.

#### (F) ALL CLEAR

This action is taken to notify staff and students that normal operations may resume.

Description of Action:

The administrator on-site will make the following announcement on the PA system. If unavailable, other means of communication will be used.

"YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."

This action signifies the emergency is over.

If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and concerns.

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the above procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures and may modify them as necessary to ensure the health and safety of all personnel.

**Step Four: Communicate the Appropriate Response Action**

Communicate the appropriate response action and implement the Incident Command System.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

Purpose: To protect the safety of students and staff in the event of an aircraft crash on or near school property. If a crash results in a fuel or chemical spill, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

#### **Procedure:**

1. The School Administrator will initiate appropriate immediate response actions, which may include Duck and Cover, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. If the School Administrator issues the Evacuate Building action, staff and students will evacuate using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of any missing students. The School Administrator will call 911 and the Tulare County Sheriff's Department (559-725-4194) and provide the exact location (e.g., building or area) and nature of the emergency.
4. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Biological or Chemical Release. If the crash results in a utility interruption, refer to Loss or Failure of Utilities.
5. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
6. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
7. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
8. The Psychological First Aid Team will convene on site and begin counseling and recovery as appropriate.
9. If it is unsafe to remain on campus, the School Administrator will initiate an Off-Site Evacuation, if warranted by changing conditions.

### **Animal Disturbance**

Purpose: To ensure the safety of students and staff when the presence of a dog, coyote, mountain lion, or any other wild animal threatens the school community.

#### **Procedure:**

1. The School Administrator will initiate appropriate immediate response actions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Doors or gates should be closed or locked to help isolate the animal.
3. If additional assistance is needed, the School Administrator will call Local Police, the Tulare County Sheriff's Department, or Tulare County Animal Services (559-636-4050) and provide the location of the animal and the nature of the emergency.
4. If a staff member or student is injured, the parent/guardian and the TACMO Risk Manager will be notified.
5. The School Administrator will initiate an Off-Site Evacuation if conditions at the school warrant it.

### **Armed Assault on Campus**

#### **Armed Assault on Campus – Active Shooter / Armed Assailant Situations**

Purpose: To provide staff and students with clear procedures to follow during an active shooter or armed assailant situation. Active shooter situations are defined as those where an individual or individuals are "actively engaged in killing or attempting to kill people in a confined and populated area." Active shooters or armed assailants frequently use firearms, but attacks may also be carried out with other weapons (e.g., knives, swords). These situations are unpredictable and evolve quickly. Because of this, all staff must be prepared to act decisively to protect students and themselves until law enforcement arrives.

#### **Procedure:**

-Actions – All School Staff

-All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that indicates an active shooter or armed assailant situation is occurring or is about to occur.

Act immediately if you or your students:

1. Hear a sound that may be gunfire.
  2. See someone carrying or using a weapon on or near campus.
  3. Sense any other indication of an active shooter or armed assailant threat.
- Quickly evaluate which option (Run, Hide, or Fight) will best protect you and your students.
  - Be decisive, communicate your plan to students, and act quickly.
  - Call 911 and the School Office as soon as it is safe to do so.

Options: Run, Hide, or Fight

Run (First Option):

- If you can get yourself and your students safely away from danger, do so immediately.
- Do not evacuate unless you know with certainty the location of the assailant and can visualize a safe route off campus.
- Leave belongings behind. Police may mistake items in your hands as weapons.
- Warn others you encounter and take them with you if possible.
- Place terrain and buildings between you and the assailant. Continue until you are out of danger.
- Call 911 as soon as it is safe. Report your location and obtain instructions.

Hide (Second Option):

- If running is not safe, get students to the most secure location available and Lockdown.
- Lock doors, close and cover windows, turn off lights, and barricade doors with heavy furniture.
- Silence all devices, remain quiet, and spread out of sight from doorways.
- Prepare to take action if the assailant attempts entry.
- Use text or email to communicate your location, the number of students or staff, and any injuries.
- Remain in place until evacuated by identifiable law enforcement officers.

Fight (Last Resort):

- Never seek confrontation. If no safer option exists, take immediate action to disrupt or incapacitate the assailant.
- Commit fully to your actions. Use improvised weapons (fire extinguishers, staplers, books, etc.).
- Consider aggressive force to surprise and overwhelm the assailant.
- If barricaded in a room, prepare to defend if the assailant breaches.
- Only tend to the wounded once it is safe to do so.

Special Topics:

- Injuries: Prioritize student safety when deciding whether to aid injured persons. Report the location of injured individuals to responders.
- Law Enforcement: When encountered, raise hands with open palms. Do not run toward officers. Follow all instructions calmly.
- Weapons: If an assailant drops a weapon, do not pick it up. Cover it with an item (e.g., trash can) until law enforcement secures it.

Principal/Site Administrator Actions:

- Follow all-staff guidance above.
- Call 911 and initiate a Lockdown announcement as soon as safely possible.
- Provide as much actionable information as possible (e.g., "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now.").
- If available, use surveillance systems to provide real-time updates on the assailant's location.
- Notify the CMO after contacting 911 (429-4351).
- Assist police with entry, maps, keys, and requested information.

District Staff Actions:

- Incident Command Center: Activate the district's Incident Command Center and deploy a backup ICS team to relieve site staff.
- Off-Site Reunification: Prepare a large off-site location (e.g., theater complex) for reunification. Place buses on standby. Conduct reunification in an orderly, accountable process once the assailant is neutralized.
- Crisis Intervention: Assemble a mental health strike team to stabilize students, staff, and parents. Provide psychoeducational materials for families. Mental health staff will assist with recovery planning and school reopening.

## **Biological or Chemical Release**

Purpose: To ensure the safety of students and staff in the event of a release of a biological, chemical, or radioactive substance in a solid, liquid, or gaseous state. Such incidents may include laboratory accidents, overturned trucks transporting hazardous materials, or explosions at nearby industrial sites.

Indicators of a biological or chemical release include multiple victims suffering from watery eyes, twitching, choking, loss of coordination, or difficulty breathing. Other indicators may include distressed animals or the presence of dead birds.

This procedure addresses three possible scenarios:

- Scenario 1: Substance released inside a room or building.
- Scenario 2: Substance released outdoors and localized.
- Scenario 3: Substance released in the surrounding community.

Procedure:

### **Scenario 1 – Substance Released Inside a Room or Building**

1. The School Administrator will initiate the Evacuate Building action. Staff will use designated routes or alternative safe routes to the assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call 911 and provide the exact location (e.g., building, room, area) and nature of the emergency.
3. The School Administrator will notify the Superintendent of the situation.
4. The Security/Utilities Team will isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the release area, close windows and doors, and shut down the building's air handling system.
6. Persons in direct contact with hazardous substances should wash affected areas with soap and water. Contaminated clothing must be removed and contained. Do not use bleach or disinfectants on exposed skin. Individuals contaminated topically by a liquid should be isolated from unaffected individuals (not required for airborne releases). The First Aid/Medical Team will assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all individuals in the affected room or area, specifying those who had direct contact with the substance. This list will be provided to the School Administrator and emergency responders.
8. The Psychological First Aid Team will convene on site and provide counseling and recovery support.
9. Affected areas will not be reopened until Tulare County Hazardous Materials or another appropriate agency provides clearance and the School Administrator authorizes reentry.

### **Scenario 2 – Substance Released Outdoors and Localized**

1. The School Administrator will direct staff to remove students from affected areas to an upwind location. If necessary, the Evacuate Building action will be initiated.
2. The Security/Utilities Team will establish a safe perimeter and prevent reentry into contaminated areas.
3. The School Administrator will call 911 and provide the exact location and nature of the emergency.
4. The School Administrator will notify the Superintendent of the situation.
5. The Security/Utilities Team will close windows and doors, turn off fans, and shut down air handling systems in affected buildings.
6. Persons in direct contact with hazardous substances should wash with soap and water and remove contaminated clothing. Do not use bleach on skin. The First Aid/Medical Team will evaluate exposed individuals.
7. The Assembly Area Team will prepare a list of potentially exposed individuals and provide it to the School Administrator and emergency responders.
8. The Psychological First Aid Team will convene on site and provide counseling and recovery support.
9. Affected areas will not be reopened until Tulare County Hazardous Materials or another appropriate agency provides clearance and the School Administrator authorizes reentry.

### **Scenario 3 – Substance Released in Surrounding Community**

1. If a potentially toxic substance is released into the atmosphere, the School Administrator will initiate Shelter-in-Place.
2. The Security/Utilities Team will:
  - Turn off local fans and HVAC systems.
  - Close and lock windows and doors.

- Seal gaps under doors and windows with wet towels or duct tape.

- Seal vents with foil or plastic wrap, if available.

- Turn off ignition sources (e.g., pilot lights).

3. Students and staff outdoors will be directed to the nearest safe building (e.g., library, cafeteria). Teachers will communicate their locations to the School Administrator using the PA system or other safe means.

4. The School Administrator will call 911 and provide the exact location and nature of the emergency.

5. The School Administrator will notify the Superintendent.

6. The School Administrator will monitor official updates via radio or television.

7. The school will remain in Shelter-in-Place until Tulare County Hazardous Materials or another appropriate agency provides clearance, or staff are otherwise directed by the School Administrator.

### **Bomb Threat/ Threat of violence**

Purpose: To ensure the safety of students, staff, and visitors in the event of a bomb threat or discovery of a suspected explosive device. While most bomb threats are hoaxes or pranks, each must be treated as a credible threat until proven otherwise. This procedure provides guidelines for assessing threats, responding appropriately, and coordinating with emergency responders.

Procedure:

#### **Assessing the Threat**

- Bomb threats may be received by phone, email, online, in writing, or verbally.

- All threats must be documented using the Telephone Bomb Threat Report form. These forms, along with Call Taker Instructions, should be kept near all primary school phones and all staff trained in their use.

- Threats may be classified as:

Low-Level: Vague, minimal details, likely prank.

Medium-Level: Some details given (e.g., size, location), but inconsistent or unclear.

High-Level: Specific, credible details about the type, power, location, or time of detonation. Caller may make demands.

The Incident Commander will consider the caller's information, school security measures, and overall credibility when determining the threat level.

#### **Response Procedure – Administration**

1. Call 911 and provide:

- School address and Incident Command Post location.

- Threat details (e.g., bomb location, detonation time).

- Best access point for emergency responders.

- Ongoing updates, if possible.

2. Conduct a Threat Assessment with law enforcement. Based on credibility:

- Evacuate Buildings: Announce any adjustments to evacuation routes and assembly areas.

- Shelter-in-Place: Keep all students indoors; clear playgrounds.

3. Establish an Incident Command Post at least 400 feet from campus buildings and away from cars, trash bins, or mailboxes.

4. Use runners instead of radios/cell phones within 300 feet of a suspected device.

5. Establish Unified Command with emergency responders.

6. Determine next steps:

- Conduct building/site search.

- Evacuate to an off-site reunification location, if necessary.

- Cancel school and notify parents of student pick-up procedures.

7. Announce All Clear only when authorized by law enforcement.

#### **Response Procedure – Teachers/Staff**

- Follow directions from the Incident Commander: Evacuate Building or Shelter-in-Place.

- If Evacuating:

- Have students take personal belongings to speed search later.

- Ensure all cell phones are turned off.

- Perform quick visual scans of classrooms, evacuation paths, and assembly areas for unusual objects.
- Keep students at least 300 feet from buildings, vehicles, or outbuildings. Relocate if necessary and report changes immediately.
- Use the Teacher Buddy system to free staff to act as runners.

#### If Sheltering-in-Place:

- Secure students in classrooms.
- Conduct visual scans for suspicious objects.
- Do not touch or move anything unusual.
- If suspicious items are found, evacuate and notify the Incident Commander immediately.

#### Bomb Search Procedures

- Searches are best conducted by staff familiar with specific areas, paired with emergency responders.

#### Assignments may include:

- Teachers – Classrooms.
- Library Aides – Library and storage.
- Cafeteria Staff – Kitchen and cafeteria.
- Custodial/Maintenance – Equipment areas, restrooms, stairwells, perimeters, and grounds.
- Bus Drivers – Buses and related facilities.
- Administrative Staff – Offices, hallways, and empty classrooms.

#### Room Search Steps:

1. Search floor to 3 feet (window sill height).
2. Search 3 feet to head height.
3. Search head height to ceiling.
4. Search ceiling, supports, light fixtures, and A/C units.

- Mark searched rooms with a paper marked “X” and signed by the searcher.
- Report progress to the Incident Commander.

#### If a suspicious item is found:

- Do not touch or move it.
- Report the exact location and description to the Incident Commander.
- Evacuate as directed by law enforcement.

#### Call Taker Instructions

- Use the Telephone Bomb Threat Report form while speaking with the caller.
- Stay calm, cooperate, and attempt to:
- Ask questions 1–9 in order.
- Record caller details (voice, background sounds, clues).
- Prolong the call to gather more information.

#### If students answer phones:

1. Remain calm and say: “I am a student. Please hold while I get an adult.”
2. Signal a staff member immediately.
3. Do not hang up or ask the caller to call back.

### Bus Disaster

**Purpose:** To ensure the safety of students and staff in the event of a school bus emergency during a field trip. While Blue Oak Academy does not provide daily bus transportation to and from school, procedures are in place to coordinate with bus vendors and Visalia Unified School District (VUSD) during emergencies.

#### Procedure:

1. The bus company or driver will immediately contact their supervisor.
2. Blue Oak Academy will provide a list of students on the bus to emergency personnel and district officials.
3. School administrators will work with the administrator or designee from VUSD and bus vendors to respond to the site and implement safety procedures as directed by first responders.

4. All students and staff on the bus must be identified as involved in the crash.
5. Students released by first responders will be remanded to school district officials, who will contact families and release students directly to their parent/guardian.
6. If conditions at the crash site make immediate reunification unsafe or impractical, school administrators will implement the Off-Site Reunification Plan. Students will be transported or escorted to a designated safe site where they will be released to families in accordance with established reunification procedures.
7. The emotional needs of students and staff must be prioritized. Counseling and support personnel will be made available to address trauma and provide ongoing emotional support.

### **Disorderly Conduct**

Purpose: To ensure that incidents of disorderly conduct on campus are addressed promptly and consistently, in alignment with TACMO's established code of conduct and disciplinary procedures.

#### **Procedure:**

1. Staff will immediately report incidents of disorderly conduct to the School Administrator.
2. The School Administrator or designee will assess the situation and determine whether the behavior can be managed through classroom-level interventions or requires office referral.
3. Disciplinary procedures will follow TACMO's code of conduct, as outlined in the Family Handbook and school policies.
4. If necessary, law enforcement will be contacted to assist with disorderly conduct that poses a safety threat to students, staff, or property.
5. The emotional and behavioral needs of students will be considered, and support services (e.g., counseling or restorative practices) will be provided when appropriate.

### **Earthquake**

Purpose: To ensure the safety of students and staff during and after an earthquake. Earthquakes occur without warning and may cause minor to severe shaking, building damage, and injuries. Even mild tremors can create hazardous situations, so the following procedures must be implemented for all earthquakes, regardless of magnitude.

#### **Procedure:**

##### **1. During the Earthquake**

- Remain calm and stay where you are.
- Teachers direct students to Duck and Cover.
- Move away from windows, overhead hazards, and unsecured objects to avoid injury.
- Remind students that most earthquake-related injuries are caused by falling or flying debris.

##### **2. After the Shaking Stops**

The School Administrator will initiate Evacuate Building.

- Staff and students will evacuate using prescribed routes or other safe routes to the Assembly Area.
- Teachers will bring their student rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.

##### **3. Safety and Security Actions**

- The School Administrator will direct the Security/Utilities Team to post guards a safe distance from building entrances to prevent reentry.
- The Security/Utilities Team will notify personnel of fallen electrical wires and instruct them to avoid contact.
- The Security/Utilities Team will also notify utility companies (gas, power, water, sewer) of any damages.

##### **4. Medical and Rescue Response**

- The First Aid/Medical Team will assess injuries and provide appropriate first aid.
- If the area appears safe, the Search and Rescue Team will inspect school buildings to locate and assist any injured or trapped individuals.

##### **5. Damage Assessment and Communication**



- The School Administrator will contact the Logistics Coordinator to determine additional required actions, which will be communicated to the Communications Coordinator.
  - The School Administrator will coordinate with the Operations Director to ensure buildings are safe for occupancy.
  - The Fire Suppression and Hazardous Materials Team or appropriate VUSD team will inspect buildings and log findings by building, reporting regularly to the Incident Commander.
6. Reopening of Affected Areas
- No affected areas will be reopened until clearance is provided by the TACMO Operations Director and authorization is given by the School Administrator.

#### Off-Site Evacuation / Non-School Hours Response

- If an earthquake occurs during non-school hours, the School Administrator and Facilities Director will assess damages and determine corrective actions.
- The Fire Suppression and Hazardous Materials Team or appropriate VUSD team may be directed to assist in the assessment.
- The School Administrator will confer with the Operations Director, who will communicate with VUSD on identified damages and determine whether the school should be closed.

### Explosion or Risk of Explosion

Purpose: To ensure the safety of students and staff in the event of an explosion, a risk of explosion, or a nuclear blast involving radioactive materials. Explosions may occur without warning and result in damage, fire, or injury. Because even a suspected risk poses significant danger, these procedures must be followed in all scenarios.

This section addresses four possible scenarios:

- Scenario 1: Explosion on school property.
- Scenario 2: Risk of explosion on school property.
- Scenario 3: Explosion or risk of explosion in a surrounding area.
- Scenario 4: Nuclear blast or explosion involving radioactive materials.

#### Scenario 1 – Explosion on School Property

1. All persons should immediately initiate Duck and Cover.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place, Evacuate Building, or Off-Site Evacuation. Evacuation may be warranted for some buildings, while others may be used for shelter.
4. If evacuation is ordered, staff and students will use prescribed routes or other safe routes to the Assembly Area.
5. Teachers will bring their student rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.
6. The School Administrator will call 911 and local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), and provide the exact location and nature of the emergency.
7. The First Aid/Medical Team will check for injuries and provide first aid as appropriate.
8. Staff may attempt to suppress fires with extinguishers, ensuring the proper extinguisher type is used:
  - Class A, B, or C for ordinary combustibles.
  - Class B or C for flammable liquids.
  - Class C for electrical equipment.
9. The Security/Utilities Team Leader will notify utility companies of any damage to water, sewer, power, or gas lines.
10. The School Administrator will notify the Superintendent of the situation.
11. The Security/Utilities Team Leader will post guards a safe distance from building entrances to prevent unauthorized entry.
12. Once safe, the School Administrator will authorize the Search and Rescue Team to begin search and rescue operations.
13. The School Administrator will coordinate with the Operations Director to confirm building safety with VUSD and direct inspections by the Fire Suppression and Hazardous Materials Team (or appropriate VUSD team). A log of findings will be maintained and reported to the Incident Commander.
14. Affected areas will not be reopened until clearance is provided by the appropriate agency and authorization is given by the School Administrator.
15. If necessary, the School Administrator will initiate an Off-Site Evacuation.

#### Scenario 2 – Risk of Explosion on School Property

1. The School Administrator will initiate the appropriate immediate response action, which may include Duck and Cover, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. If evacuation is ordered, staff and students will evacuate using prescribed or alternative safe routes to the Assembly Area.
3. Teachers will bring rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.
4. The School Administrator will call 911 and local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), and provide the location and nature of the emergency.
5. Staff may attempt to suppress fires with extinguishers, ensuring the correct type is used.

#### Scenario 3 – Explosion or Risk of Explosion in Surrounding Area

1. The School Administrator will initiate Shelter-in-Place.
2. The School Administrator will call 911 and notify local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), providing the location and nature of the emergency.
3. The School Administrator will take further action as required.
4. The school will remain in Shelter-in-Place until clearance is given by the appropriate agency and the School Administrator issues instructions.

#### Scenario 4 – Nuclear Blast or Explosion Involving Radioactive Materials

1. The School Administrator will initiate Shelter-in-Place.
2. Personnel should establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the blast/explosion source, and avoid sheltering near exterior windows.
3. The School Administrator will call 911 and notify local law enforcement, including the Tulare County Sheriff's Department (559-725-4194), providing details on affected areas and personnel.
4. After the initial blast, staff should:
  - Remove students from rooms with broken windows.
  - Extinguish fires.
  - Provide first aid.
5. Relocate students from upper floors if possible.
  - The Security/Utilities Team will:
    - Turn off the school's main gas supply.
    - Turn off local fans and HVAC systems.
    - Close and lock doors and windows.
    - Seal gaps under doors and windows with wet towels or duct tape.
    - Seal vents with foil or plastic wrap, if available.
    - Turn off ignition sources (e.g., pilot lights).
6. The School Administrator will monitor radio or television for updates and take further actions as appropriate.
7. At the School Administrator's discretion, and only if safe, designated personnel may distribute emergency supplies, including food and water.
8. The school will remain in Shelter-in-Place until clearance is provided by the appropriate agency and the School Administrator authorizes further action.

#### Fire in Surrounding Area

Purpose: To ensure the safety of students and staff when a fire is discovered near school property. Response actions must take into consideration the fire's location, size, proximity to the school, smoke conditions, and potential impact on school operations.

##### Procedure:

1. The School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place, Lockdown, Evacuate Building, or Off-Site Evacuation.
2. The School Administrator will call 911 and notify local police and/or the Tulare County Sheriff's Department (559-725-4194), providing the location and nature of the emergency.
3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and ensure routes remain open for emergency vehicles.
4. The Agency Liaison will contact the local fire department and coordinate to determine whether the school is threatened by fire, smoke, or other hazardous conditions.

5. If evacuation is ordered, staff and students will evacuate affected buildings using prescribed or alternative safe routes to the Assembly Area.
6. Teachers will bring their student rosters, take attendance at the Assembly Area, and report missing students to the Assembly Area Team.
7. The School Administrator will monitor a battery-powered radio tuned to a local station for emergency updates.
8. The School Administrator will notify the Chief of Student Services of the emergency. A member of this group will update the Office of Communication with accurate information about the situation.
9. If needed, the School Administrator will notify VUSD Transportation to request buses for staff and student evacuation.
10. If hazardous smoke conditions exist, the School Administrator will implement additional air quality precautions, such as restricting outdoor activity, closing windows and doors, and initiating Shelter-in-Place to minimize exposure. Masks will be provided if necessary and available.
11. The School Administrator will initiate an Off-Site Evacuation if conditions warrant.

### **Fire on School Grounds**

Purpose: To ensure a quick and coordinated response to fires discovered on school property, in order to prevent injuries and minimize property damage.

#### **Procedure:**

1. Upon discovery of a fire, teachers or staff will:
  - Direct all occupants out of the building.
  - Activate the fire alarm.
  - Report the fire to the School Administrator.
2. The School Administrator will immediately initiate Evacuate Building. Staff and students will evacuate using prescribed routes or other safe routes to the field.
3. Teachers will bring their student rosters, take attendance at the field, and report any missing students to the Administrative Team.
4. The School Administrator will call 911 and notify local police and/or the Tulare County Fire Department (559-802-9800). The exact location of the fire will be provided using ActVnet building labels (e.g., building letter, room number, and directional reference).
5. The Fire Suppression and Hazardous Materials Team or the appropriate VUSD team will suppress fires and begin rescue procedures until the local fire department arrives.
6. The Security/Utilities Team will:
  - Secure the area to prevent unauthorized entry.
  - Keep access roads clear for emergency vehicles.
  - Notify the appropriate utility company of any damages.
7. The Agency Liaison will meet the fire department, direct officials to the fire, and provide a briefing on the situation.
8. If smoke conditions pose a hazard before evacuation is complete, the School Administrator may initiate Shelter-in-Place for unaffected buildings, directing staff to close doors and windows, turn off HVAC systems, and restrict outdoor movement until safe evacuation is possible.
9. The School Administrator will notify the Chief of Student Services of the fire. A member of this group will update the Office of Communications with accurate information.
10. Affected areas will not be reopened until the Tulare County Fire Department or another appropriate agency provides clearance and the School Administrator authorizes reentry.
11. For fires during non-school hours, the School Administrator and Superintendent will determine whether the school can safely open the following day.
12. All fires, regardless of size, that are extinguished by school personnel must still be reported to the fire department to confirm the fire is fully out.

### **Flooding**

Purpose: To ensure the safety of students and staff when stormwater or other water sources inundate or threaten to inundate school grounds or buildings. Flooding may result from prolonged rainfall, sudden damage to water distribution systems, or failure of a nearby man-made dam.

#### **Procedure:**

1. The School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. The School Administrator will call 911 and notify local police and/or the Tulare County Sheriff's Department (559-725-4194), providing details on the nature and extent of the flooding.
3. The School Administrator will monitor a battery-powered radio tuned to a local station for emergency updates.
4. If Evacuate Building or Off-Site Evacuation is ordered, staff and students will evacuate affected buildings using prescribed routes or alternative safe routes to the Assembly Area.
5. Teachers will bring their student rosters, take attendance at the Assembly Area, and report any missing students to the Assembly Area Team.
6. The School Administrator will notify the Chief of Student Services of the emergency. A member of this group will update the Office of Communications with accurate information.
7. The School Administrator will initiate an Off-Site Evacuation if conditions warrant.

### **Loss or Failure of Utilities**

#### **Loss or Failure of Utilities**

Purpose: To address situations involving a loss of water, power, natural gas, or other utilities on school grounds. This procedure also applies in the event of a gas leak, exposed electrical line, or a sewer line break.

#### **Procedure:**

1. If water or an electrical line is broken, staff should attempt to turn off the water or power to the affected area (if safe to do so) and notify the School Administrator immediately.
2. Upon notice of utility loss, the School Administrator will initiate the appropriate immediate response action, which may include Shelter-in-Place or Evacuate Building.
3. The School Administrator will notify the Operations Director, who will contact the appropriate VUSD department or utility provider and provide the location and nature of the emergency.
4. Local maintenance personnel, in coordination with school administration, will contact the affected utility company to determine whether assistance is required and the expected length of service interruption.
5. The School Administrator will continue to update the Operations Director regarding the utility service status.
6. Emergency supplies may be used to compensate for the temporary loss of utilities.
7. If the loss of utilities may generate a risk of explosion (e.g., gas leak), refer to the Explosion / Risk of Explosion procedure.

#### **General Guidance:**

- A temporary loss of water, power, or gas does not always constitute an emergency. Classes should continue with temporary utilities and supplies unless otherwise directed by the Office of the Superintendent/designee.
- Report all utility losses immediately to the Superintendent/designee, who will notify the Operations Director and coordinate necessary resources.
- Only shut off utility service if there is an immediate threat to persons or property.

#### **Plan for a Loss of Water:**

- Evacuate affected areas if a water leak presents an immediate hazard.
- Contact the Superintendent/designee for guidance and response support.
- The utility company should be contacted for assistance and follow-up inspection.
- Toilets: If plumbing is interrupted, temporary toilets may be created using a trash receptacle, plastic bags, and privacy barriers where possible.

Plan for a Loss of Electricity:

- Evacuate affected areas if a power hazard (e.g., exposed line, sparking equipment) is present.
- Contact the Superintendent/designee for guidance and response support.
- The utility company should be contacted for outage information and assistance.
- Ventilation: Staff may prop open classroom and office doors to improve airflow.
- Emergency Lighting: Flashlights or other emergency lighting will be distributed if necessary.

Plan for a Loss of Natural Gas:

- Evacuate affected areas immediately if a gas leak is suspected.
- Contact the Superintendent/designee for guidance and response support.
- The gas utility company should be contacted for assistance and follow-up inspection.

Plan for a Loss of Communication:

-In the event of a loss of school landline services, the administration will use cell phones to notify the Office of the Superintendent/designee of the communication failure.

Recovery:

- Affected areas and services must not be reopened or restored until the appropriate utility provider has inspected the site and given clearance.
- Final authorization for reentry and resumption of normal operations will be issued by the School Administrator in consultation with the Operations Director.

**Motor Vehicle Crash**

Purpose: To ensure the safety of students and staff in the event of a motor vehicle crash on or immediately adjacent to school property.

- If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release.
- If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure:

1. The School Administrator will initiate the appropriate immediate response action, which may include Duck and Cover, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation.
2. If the School Administrator issues Evacuate Building, staff and students will evacuate using prescribed routes or other safe routes to the Assembly Area.
3. Teachers will bring their student rosters, take attendance at the Assembly Area, and report any missing students to the Assembly Area Team.
4. The School Administrator will call 911 and notify local police and/or the Tulare County Sheriff's Department (559-725-4194), providing the exact location (e.g., building, area) and nature of the emergency.
5. The School Administrator will notify the Office of the Superintendent of the situation. A member of this group will update the Office of Communications.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a utility interruption, follow the Loss or Failure of Utilities procedure.
7. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
8. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator authorizes reentry.
10. The School Administrator will initiate an Off-Site Evacuation if warranted by changing conditions.

## **Pandemic**

Purpose: In the event of a pandemic, Sycamore Valley Academy (SVA) and TACMO will work closely with, and seek guidance from, local health officials as well as the Centers for Disease Control and Prevention (CDC).

### **Procedure:**

#### **Step One – Virus Mutates to Person-to-Person Transmission**

- Communicate information with parents using ParentSquare, email, and/or SVA social media platforms.
- Intensify cleaning and disinfecting of common areas, focusing on frequently touched surfaces and objects.

#### **Step Two – Case Appears in the San Joaquin Valley**

- Communicate information with parents using ParentSquare, email, and/or SVA social media platforms.
- Isolate affected individuals from others.
- Evaluate canceling events, activities, and field trips.
- Evaluate canceling after-school programs.

#### **Step Three – Closure Directed by Health Authorities**

- Communicate closure information with all parents using ParentSquare, email, and/or SVA social media platforms.
- Implement school closure as directed.
- Evaluate offering daily lunch pick-up for students.
- Transition all students to distance learning.
- Evaluate distribution of technology devices and hotspots for students.

#### **Step Four – Schools Re-Open**

- Communicate reopening information with all parents using ParentSquare, email, and/or SVA social media platforms.
- Evaluate reopening on a minimum-day schedule.
- Administration will assess and, if needed, restructure the instructional calendar to recover lost instructional time.

#### **Recovery/Monitoring**

- Continue coordination with local health officials and the CDC to monitor public health conditions.
- Maintain enhanced cleaning and sanitizing practices as needed.
- Provide mental health and wellness resources to support students, staff, and families.
- Evaluate lessons learned and update pandemic response procedures for future readiness.

## **Psychological Trauma**

Purpose: Crisis management requires actions during and after any emergency that may have a psychological impact on students and staff. Examples include an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions.

Emergencies such as these may produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As soon as the physical safety of those involved has been ensured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure:

1. The School Administrator will establish a Psychological First Aid Team with primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The team will provide direct intervention services to affected students and staff.
4. If additional assistance is needed, the School Administrator will notify the Assistant Superintendent of Student Services and Support.
5. The Psychological First Aid Team will advise and assist the School Administrator in restoring regular school functions as quickly and efficiently as possible.
6. In performing their duties, team members will limit exposure to scenes of trauma, injury, and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-up services as required.

Recovery:

- Provide continued mental health and counseling support for students, staff, and families as needed.
  - Monitor for delayed psychological responses that may appear weeks or months later.
  - Refer individuals to community mental health partners or outside resources when appropriate.
- Document services provided and update crisis response procedures based on lessons learned.

## **Suspected Contamination of Food or Water**

Purpose: This procedure should be followed if site personnel report suspected contamination of food or water. It applies in cases where there is evidence of tampering with food packaging, observation of suspicious individuals near food or water supplies, or notification of possible contamination by district staff or local agencies. Indicators may include unusual odor, color, or taste, or multiple individuals experiencing unexplained nausea, vomiting, or other illnesses.

Procedure:

1. The School Administrator will isolate the suspected contaminated food or water to prevent consumption and will restrict access to the area.
2. The School Administrator will call 911 and notify Tulare County Environmental Health (559-624-7400).
3. The School Administrator will create a list of all potentially affected students and staff and provide it to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff, their symptoms, the suspected food/water source, the quantity and type of product consumed, and any other pertinent information.
6. Facilities staff will notify the Assistant Superintendent of Student Services and Support, who will request an onsite review to determine necessary follow-up actions, including whether other district facilities may be affected.
7. The School Administrator and the Operations Director will confer with the Tulare County Department of Health Services before resuming normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

Recovery:

- Continue health monitoring of affected students and staff until cleared by medical professionals.
- Coordinate with public health officials for follow-up testing and required documentation.
- Review food service and water supply protocols to prevent recurrence.

- Provide communication and reassurance to families regarding safety measures taken before resuming normal operations.
- Update the safety plan with lessons learned from the incident.

### **Tactical Responses to Criminal Incidents**

Purpose: This procedure should be followed if site personnel receive a threat that may target an individual, a particular group, or the entire school community. Such threats may be received by written note, email communication, or phone call.

#### **Procedure:**

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team will conduct the threat assessment. SVA administration shall enlist the support of the local police agency.
3. The School Threat Assessment Team will evaluate warning signs, risk factors, stabilizing factors, and potential precipitating events to arrive at a categorical description of risk for a particular point in time. According to the Tulare County Sheriff's Department, there are five categories of risk:
  - Category 1: High violence potential; qualifies for arrest or hospitalization.
  - Category 2: High violence potential; does not qualify for arrest or hospitalization.
  - Category 3: Insufficient evidence for violence potential; sufficient evidence for repetitive/intentional infliction of emotional distress upon others.
  - Category 4: Insufficient evidence for violence potential; sufficient evidence for unintentional infliction of emotional distress upon others.
  - Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
4. In categorizing the risk, the School Threat Assessment Team will attempt to answer two key questions:
  - 1. Is the individual moving on a path toward violent action?
  - 2. Is there evidence to suggest movement from thought to action?
5. The School Threat Assessment Team will review oral, written, or electronic threatening communications as part of the assessment.
6. Based on the assessment, the School Threat Assessment Team will recommend appropriate action to the School Administrator.
7. Once the physical safety of those involved has been ensured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be provided as necessary and appropriate.

#### **Recovery:**

- Provide continued counseling and psychological support for students and staff as needed.
- Maintain communication with law enforcement throughout the investigation and follow-up.
- Document all steps taken during the threat assessment process and update procedures if necessary.
- Debrief with staff to reinforce reporting protocols and lessons learned.



## **Unlawful Demonstration or Walkout**

Definition: An unlawful demonstration or walkout is an unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

### **Procedure:**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify local police and/or the Tulare County Sheriff's Department (559-725-4194) and the Superintendent.
4. The Request Gate Team will proceed immediately to the main gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign their name, address, telephone number, and the time of entry or departure. Note: The main gate should not be locked, as this may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and monitor student safety while offsite.
6. Students not participating in the demonstration or walkout should remain in their classrooms until further notice from the School Administrator. Teachers will close and lock classroom doors. To protect students and staff from flying glass if windows are broken, teachers should close drapes in rooms so equipped.
7. A designated Documentation staff member will keep an accurate record of events, conversations, and actions taken.
8. All media inquiries will be referred to Dr. Aure at the CMO Office (559-429-4351).
9. The School Administrator will use good judgment, in consultation with police or other legal authorities, to take appropriate action to control and resolve the situation.
10. The School Administrator will notify parents of the incident, as appropriate.

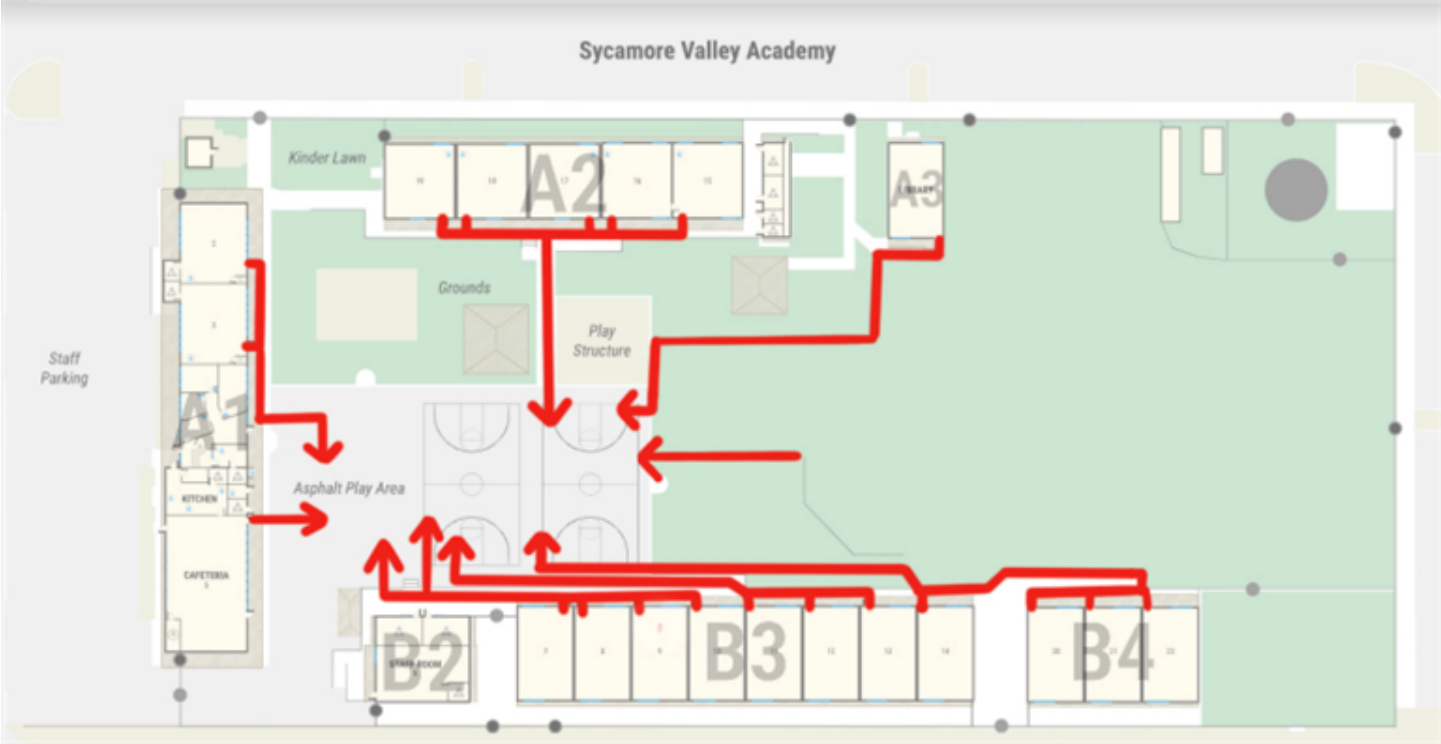
### **Distinction Note:**

- Peaceful but Unauthorized Demonstrations: If the demonstration or walkout is non-violent and students are not endangering themselves or others, staff should avoid confrontation. The focus should remain on student safety, supervision, and communication with families.
- Unlawful or Threatening Behavior: If the demonstration involves violence, property damage, threats, or poses a safety risk, staff must follow emergency procedures, involve law enforcement immediately, and implement protective measures such as SHELTER-IN-PLACE or LOCKDOWN.

### **Recovery:**

- Communicate with families regarding the incident and reinforce expectations for student conduct.
- Provide counseling or support for students and staff affected by the demonstration.
- Debrief with staff and update safety procedures as needed based on lessons learned.
- Document the full incident for district and SVArD review.

Emergency Evacuation Map



# **THE ACADEMIES**

CHARTER MANAGEMENT ORGANIZATION



**Board Policy 12-001**  
**Fiscal Policies and Procedures**  
**of**  
**The Academies**  
**Charter Management Organization**

This policy was formally adopted at a meeting of The Academies Charter Management Organization Board of Directors on August 16, 2017.  
Amended on July 22, 2020.

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Alex Tietjen, Board Secretary

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## **INTRODUCTION**

The purpose of The Academies Charter Management Organization's fiscal policies is to outline internal control policies that provide The Academies with the foundation to properly safeguard its assets, implement and monitor internal policies, ensure compliance with state and federal laws and regulations, and produce timely and accurate financial reports. Additionally, as a publicly supported entity, The Academies has a responsibility to ensure the public's confidence in the integrity of the school's activities.

It is the intent of these fiscal policies to implement both the letter and spirit of all applicable State and Federal regulations regarding the expenditure of, and accounting for, public funds. These fiscal policies may need to be modified as The Academies develops and regulations change. The Board of Directors reviews the policy annually and approves the fiscal policies of the organization as needed.

### **Definitions of terms used in this document**

The Academies Charter Management Organization is the legal entity that operates Blue Oak Academy and Sycamore Valley Academy (charter schools). For the purposes of this document, it may be referred to as "The Academies" or "TACMO."

The Governing Board ("Board of Directors" or "Board") is the managing entity of all of The Academies' activities and affairs, as outlined in The Academies' bylaws.

Superintendent is defined as the chief executive officer and instructional leader for both schools.

School Site Administrator is defined as the site Principal or, in his or her absence, the Administrative Designee or Superintendent.

Payroll Manager is the employee assigned by the Superintendent to process payroll.

School Site Office Staff is defined as an administrative position or team, assigned specific responsibilities related to fiscal policies by the Superintendent, Principal, or Operations Director. This may be an Office Assistant or Administrative Assistant.

Back Office Provider is defined as the contracted financial support services company.

CMO Home Office is the central services group of The Academies, supporting operations, compliance, human resources, payroll, benefits, employee clearances, facilities, information technology, accounts payable, development, communications, and finance.

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## **Overview**

The Governing Board of the School has reviewed and adopted the following policies to ensure the most effective use of the funds of the Schools to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

The Governing Board formulates financial policies, delegates administration of the policies to the Superintendent and reviews operations and activities on a regular basis.

The Superintendent has responsibility for all operations and activities related to financial management of the School.

Financial duties and responsibilities must be segregated so that no one employee has sole control over cash receipts, disbursements, payroll, and reconciliation of bank accounts.

The Schools intend to comply with all restrictions and regulations for the funds it receives.

All documentation related to financial matters will be completed by computer or in ink.

The Governing Board will commission an annual financial audit by an independent third-party auditor who will report directly to them. The Governing Board will approve the final audit report, and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Governing Board and the charter-granting agency.

The Governing Board may appoint someone to perform the Superintendent's responsibilities in the case of his/her absence.

## **Annual Financial Audit Process**

The Governing Board will appoint an audit committee by January 1 to select an auditor by March 1 prior to year-end (June 30th) in every year where the selection of an auditor is needed. In those years where a multi-year contract with an audit firm is already in place, such a committee need not be appointed.

Any person with expenditure authorization or recording responsibilities within the school may not serve on the committee.

The committee will solicit bids and contract options for the services of an independent certified public accountant to perform an annual fiscal audit and present these to the full Board for formal selection/hire. The contracted independent certified public accountant cannot perform the annual fiscal audit for more than five consecutive years without rotating the audit partner every five years.



The audit shall include, but not be limited to:

- An audit of the accuracy of the financial statements
- An audit of the attendance accounting and revenue accuracy practices
- An audit of the internal control practices

### **Good Faith Bidding Process**

All purchasing, including contracts, at or over \$20,000, or lesser amount if required by funding entity, must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services for Board approval. The school will solicit price quotes from at least two qualified prospective vendors, and shall endeavor to include three or more qualified vendors whenever possible. The price quotes must be in writing, and must include the name and phone number of the agency providing the quote with specific details of the service(s) or item(s) quoted for purchase. Price quotes and selection justification must be retained for a period of three (3) years.

## **PURCHASING**

### **Purchasing Policy**

Site level purchases under \$7,500 must be approved by a Principal and all expenses at or over \$7,500 must be approved by the Superintendent. See section below on proper documentation.

The Principals and/or Superintendent may authorize expenditures. Consistent with the Good Faith Bid Process, the Superintendent must sign related contracts within the approved budget. The Superintendent must review and approve all expenditures. This will be done via the following process:

1. On a weekly basis, Principals review purchase requests in our online purchase request system and approve or deny said requests within the system, based on whether these fit within the budget and/or assist with Mission/Vision attainment. Principals should consider the amount budgeted for this line item (or type of purchase), as well as the overall financial bottom-line when deciding whether to approve purchase requests. (See also "Approval Guidance" below.)
2. On a weekly basis, School Site Office Staff place the approved orders with vendors.
3. When materials arrive, School Site Office Staff indicates this in the same online purchasing system, which creates a record that these were received in their entirety and in good working order.
4. School Site Office Staff then distributes materials as intended.
5. When invoices arrive, School Site Office Staff uses our Accounts Payable stamp to code each expense. On a weekly basis, School Site Office Staff meets with the Principal to approve invoices in batches.
6. Principals review coded invoices and check the following before approving invoices for payment:

- a. that materials were received in good working order
  - b. that account codes are correct (If incorrect, Principals replace with correct codes.)
  - c. that the purchase is justified by the budget and there is adequate cash to make such a payment
  - d. See also “Approval Guidance” section below.
7. If approvable, Principals approve these by adding their initials to the coding stamp. If not approvable (see 6. a or c.) Principals communicate their reasoning to the School Site Office Staff for his/her follow up.
  8. On a weekly basis, School Site Office Staff forwards the approved invoice batch on to the Administrative Assistant for synthesis and presentation to the Superintendent.
  9. On a weekly basis, the Administrative Assistant handles steps 2-5 for all purchases made on behalf of the CMO Home Office. After School Site Office Staff have submitted their weekly invoice batches to the Administrative Assistant, he/she adds the invoices that were billed to the CMO Home Office to the school site invoices and presents this to the Superintendent for review and approval.
  10. The Superintendent reviews and approves these, or communicates the needed follow up to the Administrative Assistant. CMO Home Office invoices and school site invoices over \$7,500 will receive the Superintendent’s initials in the invoice coding stamp when approved.
  11. The Superintendent will direct the Administrative Assistant to submit the batch to the Back Office Provider for payment.
  12. Within the regular monthly Board meetings, in the Consent Agenda, a monthly check register will be provided to the Board, which lists all checks written since the last check register was provided. The check register includes check #, payee, date, and amount. The Board approves the entire Consent Agenda including the check register report, ~~however for all unbudgeted and/or n~~
  - 12-13. Non-recurring expenditures at or over \$20,000, ~~such purchases~~ require separate Board approval. Recurring expenditures include predictable, regular costs that occur repeatedly and are essential for ongoing operations.

In the event that the Board has approved an annual contract in the budget for a vendor and the School will pay the vendor(s) throughout the year, the Superintendent will approve the expense(s). *Example: Board approved health and welfare program expenses.*

For further guidance about the purchasing process, see Bank Check Authorization section below.

## **Purchase Orders**

- Purchase order forms, authorizing the purchase of items at or above \$250, must be approved by the Principal for school site expenditures.
- All Purchase order forms authorizing a purchase at or over \$7,500 must be approved by the Superintendent and either the site principal or another signer on the account (Board member).

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- Purchase orders in any amount for CMO purposes will be approved by the Superintendent.

### **Purchasing Proper Documentation**

All financial records are maintained by the CMO Office in chronological order, organized by fiscal year.

The following documentation must be on file for all approved purchases:

- Proof that the purchase was approved in advance of being made:
  - an approved/signed Purchase Order form (while not required for purchases under \$250, it is recommended that Purchase Orders be completed for all purchases), or
  - a Principal or Superintendent approval indicated in our online purchase requesting system
- Proof that the purchase was made (original sales receipt from store, online order summary or invoice from the vendor)
- Proof that the item was received (packing slips(s), if mailed, or online purchasing system records indicating item was received and distributed)
- W-9 for new vendors and contract if applicable

### **Approval Guidance**

When approving purchases Principal and/or Superintendent must:

- Determine if the expenditure is budgeted.
- Determine if funds are currently available for expenditures (i.e. cash flow).
- Determine if the expenditure is allowable under the appropriate revenue source.
- Determine if the expenditure is appropriate and consistent with the School's vision and mission, approved charter, school policies and procedures, and any related laws or applicable regulations.
- Determine if the price is competitive and prudent. See above section on good faith bid process.
- Determine if proper documentation exists to support the purchase (see section above on proper documentation).

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase. See above section on proper documentation.

### **Credit Card Policy**

The Superintendent may authorize an individual to have and/or use a school credit card to make an authorized purchase on behalf of a school or the CMO Home Office, consistent with this credit card policy.

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The credit card must be kept either with the person whose name is on the card or under locked supervision in the Principal or Superintendent's office.

- Credit cards will bear the names of both The Academies and the cardholder's name.
- All credit accounts will be Board approved.
- Debit cards are not allowed.
- A credit card is a last resort form of payment when the check system is inappropriate.
- Credit card holder abides by and signs the credit card acknowledgment form (Appendix A)

### **Petty Cash**

Petty cash shall be issued on an as-needed basis. In the event that petty cash is necessary to issue, this petty cash policy must be followed. All petty cash requests must be submitted by a Principal in writing to the Superintendent. A Petty Cash Agreement (Appendix B) must be signed by the recipient of the cash and the Principal requesting the petty cash.

Terms of acceptance of petty cash include:

- Recipient will be held responsible as "custodian" for any funds not used or improperly accounted for.
- If any purchases are made, a receipt or invoice must be obtained.
- If any items are shipped, recipient must remit copies of the packing slips.
- If any of the above documentation is missing, recipient will be held responsible for either obtaining replacement copies, or remitting funds in the amount of the purchase price for the missing item.
- All funds not spent upon completion of the event must be immediately remitted to the Operations Director for deposit within 48 business hours.
- No more than \$500 will be issued in petty cash without additional support as required by the Superintendent.
- All petty cash shall be kept under lock and key at all times when such cash is not under direct supervision/ immediate use by the same staff member to whom the cash was issued.

### **Leases**

All lease agreements will be evidenced by a lease or sublease agreement approved by the Governing Board and signed by the Superintendent. The agreement will identify all the terms and conditions of the lease.

### **Contracts**

The Principal must approve all spending up to \$7,500 for the school site. The Superintendent must approve all spending at or over \$7,500, as directed by the Board of Directors. The Board must approve all non-recurring-~~or unbudgeted~~ spending at or over \$20,000. Recurring expenditures include predictable, regular costs that occur repeatedly and are essential for ongoing operations.

Contracts for goods and services \$20,000 or more on an annual basis must be approved by a majority vote of the TACMO Board of Directors.

Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school. In general, contracts exceeding \$50,000 shall be let after a bidding process of sufficient duration to ensure competition. However, a Principal or the Superintendent may make a finding to the Board for sole sourcing a contract exceeding \$50,000; in this case, the Board of Directors may approve the contract in arrears at the time of contract execution. (The basis for such a finding may include: time/urgency issues; the absence of competitors; high service/quality from a particular contractor).

Bid tabulations shall be presented to the Board of Directors along with a recommendation for action. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection.

Consideration will be made of in-house capabilities to accomplish services before contracting for them.

The CMO Office will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts at or over \$20,000. See above section on Good Faith Bidding process.

Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).

Contract service providers must show proof of being licensed and bonded, if applicable. Adequate liability insurance and worker's compensation coverage must be provided by the contract service providers or the Schools during the life of the contract. This must be approved by the Operations Director. The Superintendent or Operations Director may also require that contract service providers list the schools and TACMO as an additional insured.

The CMO Office must keep an up-to-date and valid vendor file for all vendors. This may include, but is not limited to, a résumé, W-9, proof of insurance(s), clearance of a negative TB test and finger printing with the Department of Justice, or any other item required by compliance regulation.

If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), CMO Office will obtain a W-9 from the contract service provider and any health or safety clearances deemed necessary prior to submitting any requests for payments to the Back Office provider.

Contract service providers will be paid in accordance with approved contracts as work is performed.

The Superintendent and/or Principal will be responsible for ensuring the terms of the contracts are fulfilled.

Potential conflicts of interest will be disclosed upfront, and the Superintendent, Principal and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

## **ACCOUNTS PAYABLE**

### **Accounts Payable Proper Documentation**

#### **Invoices**

The following supporting documentation must be submitted in order for invoices to be approved for payment:

- Approved purchase order form, when applicable, or Principal approval visible in “One Stop Shop,” the organization’s internal digital purchasing approval system
- Proof that the purchase was made (original receipt from store/online order summary or invoice from the vendor)
- Proof that the item is received (packing slip(s) if mailed, or signed off)
- W-9 for new vendors and contract, if applicable

#### **Reimbursements**

All approved reimbursements must have original receipts attached to the TACMO reimbursement form, with an itemized list of expenses and the individual’s current contact information. The employee and the Principal and/or Superintendent must sign expense reimbursement reports. Reimbursements are approved by Principals or Superintendent for all site/CMO staff; the Superintendent’s expense reimbursement report must be approved by a member of the Board. All reimbursements are submitted to the Back Office provider and processed with invoice batches weekly for payment.

Direction is provided to employees for the proper submission of reimbursement requests in the “Employee Expense Reimbursement How To” publication, attached here as Appendix C.

The same spending thresholds apply for reimbursements: purchases under \$7,500 must be approved by a Principal, all expenses at or above \$7,500 ~~or over~~ must be approved by the Superintendent and all expenses at or above ~~over~~ \$20,000 must also be approved by the Board.

### **Bank Check Authorization**

The School Site Office Staff or CMO Office will review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When

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receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list, note any discrepancies, and notify the vendor if follow up is needed until any discrepancy is remedied.

All original invoices with complete supporting documentation (see above) will immediately be forwarded to the Principal and/or Superintendent for approval. The Superintendent must approve all school site expenditures at or above \$7,500. In the event that the Superintendent is unavailable, the Treasurer, Chairperson or Vice-Chairperson of the Governing Board may approve expenditures upon the recommendation of staff.

The School Site Office Staff will stamp each invoice and assign accounting codes (noting the specific budget line item that is to be charged for the specified expenditures), and allocate the expense to any of the three entities within The Academies (Sycamore Valley Academy, Blue Oak Academy, or The Academies CMO). The School Site Office Staff will check that these purchases were approved by Principals either through the Purchase Order process or through "One Stop Shop" prior to batching and forwarding these to the CMO Home Office. If any invoice is received that cannot be verified through AP Proper Documentation (see above), that invoice is emailed to the CMO Home Office for review with a note from School Site Office Staff indicating this is an "unverified invoice." The CMO Home Office will work with and communicate with School Site Office Staff to determine what is needed.

The Administrative Assistant (staff of the CMO Home Office) will review the invoice batches from the School Site Office for coding and allocation, correcting any errors found, and merging the CMO Home Office paper invoices with the rest to form one weekly batch for TACMO for Superintendent's review. The Superintendent will check all invoices for proper coding and entity allocation (SVA, BOA, or CMO) and must approve all expenditures at or over \$7,500, as directed by the Board of Directors. Any non-recurring invoice at or above over \$20,000 must additionally have Board approval prior to processing. Recurring expenditures include predictable, regular costs that occur repeatedly and are essential for ongoing operations.

The Back Office provider will receive the invoice batch, with each properly coded and entity allocation indicated (SVA, BOA, or CMO). The Back Office provider will process these, and generate an "Invoice Approval Report" that summarizes the entire batch. The Superintendent approves these Invoice Approval Reports, which directs the Back Office provider to release the checks for payment, except all of those expenses that exceed \$7,500. For these, any two of the following – Superintendent, Chairperson of the Board, Vice-Chairperson of the Board or Treasurer – will provide approval to the Back Office provider before a check is released, and the same two approvers will co-sign any check in excess of \$7,500.

The CMO Office shall be aware of invoice due dates to avoid late payments. Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. The Back Office provider will then process the invoices with sufficient supporting documentation/ approval.

The Superintendent may authorize the Back Office provider to pay recurring expenses (e.g. utilities) without further signature on the invoice when dollar amounts fall within the Board-approved budget by completing a recurring expense form. A list of the vendors and the dollar range for each vendor must be provided to the Back Office provider in writing and updated on an as-needed, but no less than annual, basis.

In the event that the Superintendent is unavailable to provide direction or authorization as outlined above, the Treasurer, Chairperson of the Governing Board or Vice-Chair of the Governing Board may fulfill the duties of Superintendent upon the recommendation of staff.

The Back Office provider will record the check transaction(s) into the appropriate check register and in the general ledger.

The Back Office provider will distribute the checks and vouchers as follows:

- Original – mailed or delivered to payee
- Duplicate or voucher – filed by Back Office provider.
- Voided checks will have VOID written in ink or stamped void. The original check will be attached to the duplicate and forwarded to the Back Office provider that will attach any other related documentation as appropriate.

#### **Hand Bank Checks**

It is current practice not to maintain paper bank checks on school site campuses or at the CMO Home Office. However, the Board authorizes the Superintendent to maintain hand bank checks under the following circumstances, should the Superintendent determine it is to the advantage of the organization.

The Superintendent will be responsible for all hand bank checks and will keep them secured under lock and key. When there is a need to generate a hand bank check, the Superintendent will send appropriate approved documentation to the Back Office provider. This documentation includes a copy of the completed hand bank check, check stub, and related documentation (see proper documentation section above).

Any two of the following – Superintendent, Chairperson of the Board, Vice-Chairperson of the Board or Treasurer – may co-sign checks in excess of \$7,500 for all non-recurring items.

Any two Board-approved school bank account signers may sign bank checks within established limitations. See section below on Financial Institutions.

Checks may not be written to “cash” or “bearer”. The accounting Back Office will record the check transaction(s) into the appropriate check register and in the general ledger.

#### **Bank Reconciliation**



The Back Office provider has view-only online bank account access and view or download e-statements from the School's online banking system(s) at any time.

Any discrepancies regarding the paid checks or any checks over six (6) months will be researched and if applicable deleted from the accounting system. The Back Office provider accountant will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.

The Back Office provider accountant will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the Back Office provider client manager or point assigned to the organization, and to the Superintendent.

The Back Office provider accountant will prepare a monthly summary report to be approved by the accounting Back Office point assigned to the school.

#### **ACCOUNTS RECEIVABLE: DEPOSITS**

##### **Account Receivable Proper Documentation**

Documentation will be maintained for accounts receivable and forwarded to the accounting Back Office. See above section on proper documentation.

- All checks and cash received by the school must be recorded with budget code identified.
- All bank deposit slips must be forwarded to the accounting Back Office within one week of bank deposit.
- Copies of checks and all supporting documentation must be kept on file at school office in a locked cabinet and forwarded to the accounting Back Office weekly.
- Supporting paperwork for grants must be kept on file at school office in a locked cabinet and forwarded to Superintendent and accounting Back Office within one week of receiving.
- All credit card funds must be reconciled monthly to ensure all online funds are processed accurately and coded properly to the budget.
- Accounts receivable will be recorded by the accounting Back Office in the general ledger and collected on a timely basis.

##### **Deposit Back Up**

The following supporting documentation must be submitted with all deposits to the accounting Back Office:

- Deposit log with each payment itemized and coded accurately
- Deposit recap approved by Principal/Superintendent
- Original bank deposit slip
- Copies of all checks and payment/donation documentation

### **Lock Box Policy**

- Lock boxes are kept locked and secured at school site front office desk locations 100% of the time.
- Funds in lock box are recorded & verified weekly by two staff members.
- Cash & checks are recorded accurately to budget code.
- Supporting paperwork for any funds is submitted to the accounting Back Office.
- Lock box forms are available 100% of the time for parents to complete.

### **Cash Receipts (Cash and Checks)**

For each fundraising or other event in which cash or checks will be collected, a Volunteer Coordinator will be designated to support the School Site Office Staff in collecting and tracking all cash and checks for the purpose of the fundraising activity.

- The Volunteer Coordinator will sign a confidentiality agreement with the school.
- The Volunteer Coordinator will record each transaction in a deposit log on campus, under the supervision of the School Site Office Staff, weekly until a majority of funds for the designated activity have been collected.
- All cash received must have a corresponding receipt copy; original receipt must be given to person making a payment or donation. Receipt will list the amount, date, and reason for the payment or donation.
- Receipts for checks will be distributed to all donors who donate \$250 or more to the School.
- Receipts for cash will be distributed for each cash transaction at the time of sale. Record will be kept on file in school site office.
- For weekend events, the cash, checks, deposit log, and deposit summary must be given to the School Site Office Staff by the end of the next school day, who will immediately put the funds in a secure, locked location.
- Both the Volunteer Coordinator and the School Site Office Staff will count the deposit and verify the amount of the funds in writing.
- Cash/checks dropped off at the school office will be placed directly into a lock box by the person dropping off the cash/checks.
- All cash received must have a corresponding receipt copy; original receipt must be given to person making a payment or donation. Receipt will list the amount, date, and reason for the payment or donation.
- All funds are deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
- The School Site Office Staff and one other staff member will jointly open the lock box to verify the cash/check amounts, and sign off on the amounts received.
- The lock box will be emptied at least once per week, corresponding to days when deposits are made and twice weekly during periods of heavy collections.
- Mail received at the school must be opened by School Site Office Staff or CMO Office Staff

- School Site Office Staff must place all cash and checks in the lock box with all supporting documentation.
- All invoices must be date stamped with the date the school receives it.
- Once a week, School Site Office Staff will document cash or checks received in the lock box. All back up documentation, should be sent to the Administrative Assistant with the weekly mailing of accounts payable.
- All checks will be immediately endorsed with the school deposit stamp, containing the following information: "For Deposit Only; The Academies CMO Charter School; Bank Name; Bank Account Number, Date Received by the School."
- A deposit recap will be completed by the Administrative Assistant or CMO Office Staff and approved by the Principal and/or Superintendent for deposit. The deposit recap will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit recap.
- Deposits totaling greater than \$2,000 will be deposited within 24 hours by the designated employee. Deposits totaling less than \$2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
- The duplicate deposit slip and deposit receipt from the bank will be attached to the deposit documentation and forwarded to the accounting Back Office to be filed at the CMO Home Office and recorded weekly.

#### **Returned Check Policy**

A returned-check processing fee may be charged for checks returned as non-sufficient funds (NSF).

In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.

If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the Superintendent and/or Governing Board.

#### **Personnel**

Once the Principal or Superintendent has extended an approved offer to an employee, the HR & Admin Manager will be responsible for all new employees completing or providing the following documentation:

- Form W4
- I-9 with copies of sufficient identification
- Employee agreement signed by school and employee
- Valid TB test results showing a negative reading
- Approved live scan finger printing
- Proof of necessary credentials, licenses or other required document(s)

The HR & Admin Manager will be responsible for placing documentation in employee's personnel file and for securing, organizing and maintaining all individual employee personnel records. As all employees are employees of the CMO, CMO Home Office maintains personnel records with the assistance of the Site Office Staff for procurement and communication with employees. An employee's hiring is not effective until the above documentation is collected and verified.

A payroll budget will be developed during the budget process via collaboration between the Back Office provider and the Superintendent. The Superintendent will consult with Principals, the Operations Director, and HR & Admin Specialist during the budget drafting process. The payroll budget will be officially approved by the CMO Board with the annual budget approval process. The Back Office provider will notify the Superintendent and Board of any variances to the payroll budget throughout the year.

## **PAYROLL**

### **Timesheets**

All hourly employees will be responsible for submitting a digital timesheet including requests for time off. The employee and the appropriate Supervisor will approve the submitted timesheet. Time sheets will be completed electronically utilizing an approved time management system.

The HR & Admin Manager will download the submitted and Supervisor approved time sheet & attendance reports from the approved time management system according to the deadlines established by the Payroll Manager.

If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or submitting their timesheet (such as an employee calling in sick), the employee is responsible for notifying their Supervisor or for making other arrangements for the time sheet to be submitted.

### **Overtime**

Advanced approval in writing by the authorized Supervisor is required for employee's compensatory time and overtime.

Any hours worked in excess of an employee's regular work schedule must be pre-approved by the Supervisor, unless it is prompted by an emergency. Unapproved overtime will be paid although repeated instances of unapproved overtime may be grounds for disciplinary action up to and including termination of employment. Overtime will not be granted on a routine basis and is reserved for extraordinary or unforeseen circumstances. If a Supervisor identifies a recurring need for overtime in any given position, the Supervisor should immediately consult with the Human Resources department and the Superintendent for further guidance.

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. The workday begins at 12:01 a.m. and ends at midnight twenty-four (24) hours later. Workweeks begin each Sunday at 12:01 a.m. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Payment for overtime is computed based on actual time worked. Only those hours that are actually worked are added together to determine an employee's overtime pay. For more information regarding overtime rates, employees should contact the Human Resources department.

### **Payroll Processing**

Hourly employees must submit a digital timesheets to verify appropriate hours worked, record absences and verify compensation rates if working in more than one capacity during the pay period. Supervisors will utilize the approved time management system to monitor number of hours worked versus hours budgeted. The Supervisor will approve time sheets for all staff assigned to his/her site. All hours worked must be recorded on the employee's time sheet, including any overtime hours. The HR & Admin Manager or the Payroll Manager will submit a summary report of timesheets to the accounting Back Office.

The CMO paystubs will provide the employee with any payroll-related information such as sick leave, stipend pay, deduction information, and/or any other unpaid time. Employees may also inquire with the HR & Admin Manager for any question pertaining to compensation and benefits.

Substitute Teachers must log hours and submit their digital time sheets. The CMO Office Staff will maintain a log of Teacher absences and the respective Substitutes who work for them through the approved time management system. The CMO Office Staff will verify that the Substitutes log their hours worked in the approved time management system. This log will be verified routinely by the HR & Admin Manager.

The Principal or Superintendent will notify the HR & Admin Manager of all authorizations for approved stipends.

The accounting Back Office will prepare the payroll worksheet based on the summary report from the HR & Admin Manager.

The payroll checks (if applicable) will be delivered to Employees. The HR & Admin Manager will document receipt of the paychecks and review the payroll check register within three working days of receipt, reporting any and all discrepancies to accounting Back Office.

### **Payroll Taxes and Filings**

The payroll processor at the accounting Back Office will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.

The payroll processor at the accounting Back Office will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the Superintendent, and submit the forms to the respective agencies.

### **Record Keeping**

The HR & Admin Manager will maintain digital records of all full time employees' use of sick leave, vacation pay, and any other unpaid time through the approved time management system.

The Supervisor is responsible for monitoring employees' time off, both usage and accrual. The Supervisor will immediately notify the Principal if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.

Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

## **EXPENSES**

### **Reimbursements and Expense Reports**

Employees will be reimbursed for expenditures within fifteen (15) days of presentation of appropriate documentation. See above for proper documentation for reimbursements.

Employees will complete expense reports monthly, as necessary, to be submitted to the accounting Back Office following approval by Principal and/or Superintendent.

Receipts or other appropriate documentation will be required for all expenses over five (5) dollars to be reimbursed.

The employee and the Principal and/or Superintendent must sign expense and reimbursement reports.

The Superintendent's expense reports must be approved by a member of the Board and always be submitted to the accounting Back Office for processing and payment.

All Purchases under \$7,500 must be approved by a Principal, all expenses \$7,500 or over must be approved by the Superintendent and all expenses over \$20,000 must also be approved by the Board.

### **Travel**

Employees will be reimbursed for mileage at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds ten (10) miles.

Parking fees and tolls paid are reimbursable if supported by proper documentation and approval. See Proper Documentation for Reimbursements.

For proper reimbursement of all approved travel, a completed reimbursement form must be submitted within one month after the travel date, supported by invoices, if applicable.

The Principal and/or Superintendent must pre-approve all out of town travel.

Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than fifty (50) miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available should be utilized. Employees will be reimbursed for any breakfast, lunch, or dinner that is not included as part of the related event. Purchases of alcohol may not be reimbursed. After the trip, the employee must enter all of the appropriate information on an expense report or reimbursement request and submit it to the Principal and/or the Superintendent for approval and processing.

### **Governing Board Expenses**

The individual incurring authorized expenses while carrying out the duties of the School will complete and sign an expense report or reimbursement request.

The Superintendent will approve and sign the expense report or reimbursement request, and submit it to the accounting Back Office for payment.

### **Telephone Usage**

Employees will not make personal long distance calls on School telephones without prior approval from a Supervisor.

Employees will reimburse the School for all personal telephone calls.

Business use of personal telephones or cell phones may be reimbursed.

## **FINANCE**

### **Basis of Accounting**

The School will maintain its accounting records and related financial reports on the accrual basis of accounting and will adhere to Generally Accepted Accounting Principals in the preparation of its financial statements and reports.

### **Financial Reporting**

In consultation with the Superintendent, the accounting Back Office will prepare the annual financial budget for approval by the Governing Board.

The accounting Back Office will submit a monthly balance sheet and monthly revenue and expense summaries to the Superintendent including a review of the discretionary accounts and any line items that are substantially over or under budget (\$5,000 or +/- 10% of established budget, whichever is greater). The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.

The accounting Back Office will provide the Principals and/or Superintendent and/or Governing Board with additional financial reports, as needed.

### **Loans**

The Superintendent and the Governing Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.

Once approved, a promissory note will be prepared and signed by the Superintendent before funds are borrowed.

Employee loans are not allowed.

### **Financial Institutions**

All funds will be maintained at a high quality financial institution that is insured by the Federal Deposit Insurance Corporation (FDIC).

All funds will be maintained or invested in high quality, short maturity, and liquid funds. Physical evidence will be maintained on-site for all financial institution transactions.

The Governing Board will authorize the Superintendent to open and close school bank accounts.



The Governing Board will approve, in advance, the list of authorized signers on the school bank accounts.

Any approved school bank account signer may sign bank checks within limitations established herein.

#### **Retention of Records**

Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Governing Board or Superintendent, certain documentation may be maintained for a longer period of time.

The accounting Back Office will retain records at their site for a minimum of three (3) years or through the expiration of the contract with the School, whichever is earlier; after which, the remaining years will be the responsibility of the School.

Financial records will be shredded at the end of their retention period.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

#### **Budgeting Process**

The School (Superintendent, Principals, and Board members as required), in partnership with the accounting Back Office, prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projections are reviewed and approved by the Board of Directors, at the June monthly meeting and modified, as necessary, for approval prior to the first day of the following fiscal year (July 1).

Monthly financial statements will be presented to the Board of Directors as prescribed by the Board bylaws.

### **RESERVES, INSURANCE, LIABILITIES, ASSETS, TAXES**

#### **Funds Balance Reserve**

A fund balance reserve of the total unrestricted General Funds revenues will be maintained, the amount of which will be determined by the Governing Board, and which is sufficient to meet any contractual reserve amounts or debt coverage covenants.

The accounting Back Office will provide the Superintendent with balance sheets on a monthly basis. It is the responsibility of the Superintendent and the Governance Board to understand the school's cash situation. It is the responsibility of the Superintendent to prioritize payments as

needed. The Principal and/or Superintendent have responsibility for all operations and activities related to financial management.

### **Insurance**

The CMO Office will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.

The Superintendent and Board of Directors will review all insurance policies on an annual basis, prior to renewal.

Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage (also called school board miscellaneous liability). Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

### **Parking Lot Liability**

Parking lot-related incidents are not covered under any insurance policy. The School assumes no liability for damage to cars:

- Parked in the parking lot during school hours
- Parked in the parking lot after school hours
- The only exception to this policy will be when a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity, such as physical education equipment breaking a window (e.g. a ball).

Otherwise, liability is as follows:

- If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.
- If a parent or other visitor causes damage, that individual is responsible.
- If an employee causes damage, the employee is responsible.
- If an unknown person causes damage and there is no witness, the affected individual would determine if they have applicable coverage through his/her individual insurance policies.

### **Asset Inventory**

An asset is defined as any item, purchased or donated, with a value of \$5,000 or more and with a useful life of more than one year.

The accounting Back Office and CMO Office will maintain receipts for all purchased assets.

CMO Office will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial number(s), and other information appropriate for documenting assets.

CMO Office will take a physical inventory of all assets within 90 days of the end of each fiscal year, indicating the condition and location of the asset.

The Principal and/or Superintendent will immediately be notified of all cases of theft, loss, damage or destruction of assets.

CMO Office will maintain written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

#### **Capitalization and Depreciation**

The School will capitalize and depreciate all assets costing \$5,000 or more. All other purchases are charged to expense in the year incurred.

Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives.

Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

#### **Disposal of Surplus Property & Equipment and Donations**

Surplus property & equipment shall mean property that is no longer in use, is damaged beyond repair, or that the School feels will have no future value to the School's program, and that is declared to be surplus property by the Board. If the School wishes to dispose of equipment or other surplus property, the Board shall declare the property surplus and shall direct the staff on the actual means of disposal of the property, such as sale, donation, or destruction and disposal.

If the School wishes to sell equipment or other surplus property, the Board shall direct the staff by giving specific guidance regarding the manner in which such property is to be sold.

If the School wishes to donate equipment or other surplus property, the Board shall declare the property surplus and authorize the donation. Requirements for potential donee organizations shall include: (1) the donee organization is fully independent of the School, with none of the School's Board members or key personnel involved in the donee organization; and (2) the donee organization shall be a non-profit or governmental entity related to education. In addition, the School shall secure a receipt from the donee organization for the donated property, and shall

remove the asset from the School's books and record the donation as required by state and federal audit guidelines.

#### **Property Acquired with Federal Grant Funds**

If the property in question cost \$5,000 or more at the time of acquisition and was acquired with federal grant funds, the School shall notify the federal contract administrator prior to donating or disposing of such property as provided above.

#### **Use of School Assets/Funds**

No employee may use any property, equipment, material or supplies of the School for personal use without the prior approval of the Principal and/or Superintendent. Use of school funds for personal use is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the Board.

#### **Taxes**

The accounting Back Office will maintain a schedule of required filing due dates for:

- IRS Form W-2 - Wage and Tax Statement.
- IRS Form W-3 - Transmittal of Income and Tax Statements.
- IRS Form 940 - Employer's Federal Unemployment (FUTA) Tax Return.
- IRS Form 941 - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
- IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
- IRS Form 990
- CA Form 990
- Quarterly and annual state(s) unemployment tax returns.

**Appendix A: Employee Acknowledgement of Credit Card Use**

I hereby confirm that I have been given a copy of the The Academies' credit card policy and fiscal policies and procedures.

I understand that I must keep the credit card issued to me secure and in my possession at all times. I will not make copies of the credit card and will notify the CMO Office immediately if my card is lost, stolen or otherwise compromised.

I understand that I am responsible for the monthly reconciliation of the card. I will receive a copy of the statement from the CMO designated employee and submit all purchase receipts and backup to the CMO designated employee. The backup should be in the order that it is on the statement.

As an employee of The Academies CMO, I agree to follow all purchasing documentation and procedures set forth by the Board-approved fiscal policies and procedures. I will notify the CMO Office should I have any questions, issues or concerns with my school-issued credit card.

\_\_\_\_\_  
Employee Name

\_\_\_\_\_  
Employee Title

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

### **Appendix B: Petty Cash Agreement**

I agree that:

As the recipient of petty cash, I will be held responsible as “custodian” for any funds not used or improperly accounted for.

If any purchases are made, a receipt or invoice must be obtained.

If any items are shipped, I must remit copies of the packing slips.

If any of the above documentation is missing I will be held responsible for either obtaining replacement copies, or remitting funds in the amount of the purchase price for the missing item.

All funds not spent upon completion of the event must be immediately remitted to the CMO designated employee for deposit within 48 business hours.

No more than \$500 will be issued in petty cash without additional support as required by the Superintendent.

I will keep all petty cash under lock and key at all times when such cash is not under my direct supervision/ immediate use.

\_\_\_\_\_  
Employee Name

\_\_\_\_\_  
Employee Title

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Name

\_\_\_\_\_  
School Site Name

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

## Appendix C: Employee Expense Reimbursement How-To



# Employee Expense Reimbursement— How To (Protocol)

### General Guidelines

- a) Check that it's reimbursable. *Never make a purchase that you intend to be reimbursed for without getting prior approval (verbal or written) from the approving Admin Staff for that purchase. We don't want you to buy something under the expectation that you'll be reimbursed and then find out you won't—and get stuck with an expense. Alcoholic beverages and gifts (including tips/gratuities) are never billable to the Schools.*
- b) Keep your receipts. Original receipts (an itemized list of expenditures) are required for all reimbursements.
- c) Be timely. Complete the process described below, submit your reimbursement, within 3 weeks of purchase dates. *This greatly aids our accounting for month end, fiscal quarter end, and fiscal year end (June 30). Once the receipt is 3 months old, it will not be reimbursable.*
- d) Doing it wrong can have consequences. Improperly submitting a reimbursement may result in delayed processing or nonpayment. The Academies CMO (TACMO) may deny reimbursement for any expense submitted late or without prior approval.
- e) Expect a 2 week turnaround for payment. *If it takes longer than that, inquire.*

### Processing Directions for Submitting a Reimbursement

1. Begin with the "Expense Reimbursement Forms" Google Sheet. This can be found in the TACMO Resource Bank in Drive within the 01. Procedures & Protocols folder.
2. **Make a copy** of the Google Sheet and **move to your My Drive** (please do not leave copies in the 01. Procedures & Protocols folder). Rename your spreadsheet (YY/MM/DD\_Name).
3. Open the spreadsheet and check the tab at the bottom to be sure you're on the Expense Reimbursement page. If you're not there already, click on the Expense Reimbursement tab.
4. The No Receipt form should not be used without getting prior approval from Principal or Superintendent. The No Receipt form still requires significant back up documentation in lieu of the missing receipt, so have that available before requesting approval.
5. Type in today's date.
6. Type in your name. Type in your address only if you want the check mailed to your home. If you are okay with the check being sent to the school, you can leave the address blank.
7. Complete the amounts, vendor, and description for each of your receipts. Mileage must be listed on a separate line; include a description.
8. If requesting a mileage reimbursement, go to Google Maps and print out the driving directions used to indicate the total number of miles driven to/from the destination/school site and back.
9. Email a link to your completed form to the HR & Admin Manager and CC: the approving Admin Staff.
10. Print the page and sign it at the bottom. Wet signature required.
11. Check the "Employee" box at the top of the form.
12. Head over to the photocopy machine and make copies of your original receipts.
13. Place all original receipts in an envelope.
14. Paperclip the copied receipts pages, the mileage printout, and the envelope with originals to the signed spreadsheet page. Turn it all in to approving Supervisor.
15. Once Supervisor signs for approval, place full packet in Shauna's box.

