



**Redwood Academy of Ukiah**  
School Site Council  
*Georgetown Classroom*  
1059 N. State Street, Ukiah, CA 95482  
(707) 467-0500  
December 6, 2023 \*2:00 p.m.

Welcome! The agenda is provided for this annual/organizational meeting of the School Site Council of *Redwood Academy*. Business of the Council is limited to these items and is conducted to adhere to legal mandates in conformance with Council By-laws. If you wish to speak or present written comments, please notify the chairperson. A copy of any items that are identified as “back-up” is available upon request.

**I. Welcome**

- a. Welcome to the School Site Council 2023-2024/Call to Order/Roll Call of Elected Representatives
- b. Adoption of Agenda

**II. Annual/Organizational Meeting—Action Items**

- a. Approval of Minutes of the October 4, 2023 meeting – Council members are requested to approve the minutes of the last meeting.
- b. Review any proposed revisions and approve the WASC Action Plan

**III. Discussion and Reports**

- a. Review and propose changes to the Comprehensive School Safety Plan
- b. Review and propose changes to the LCAP

**IV. Public Comment for Items Not on the Agenda**—The Council reserves 10 minutes for members of the public to address the Board on items not on the agenda and within its jurisdiction.

**V. Next Regular Meeting**—Wednesday, December 6, 2023 @ 2:00 p.m. @ *Georgetown Classroom*  
Agenda will include: Review of School Safety Plan, and recommended modifications to the WASC Action Plan.

**VI. Adjournment**

**Redwood Academy School Site Council**

**10/4/2023**

**ACTION ITEMS:**

Motion to elect Theresa as Chair by Theresa, Seconded by Cim, passed

Motion to elect Ms. Marlow as secretary by Mrs. Ward, seconded by Theresa, passed

Motion to adopt the proposed calendar: Motion Brought by Mia Simmerson, Seconded by Mr. Phillips, passed

**Title I, Parental Involvement Policy**

Typos and vague language have been noted and will be changed for clarity.

The method of compact distribution and signatures will be standardized across classes.

Motion to adopt **Title I, Parental Involvement Policy with revisions** by Sharon Ward, seconded by Mia, passed

Item 3A has been tabled for the next meeting

Public Comment for items not on the agenda:

The flammable pumpkin situation from Monday 10/4. Bomb squad called and disposed of the flammable pumpkin. The text message was not as clear as it could have been. There could have been some parents missing a voicemail that was released district wide. Possible fence created for the staff parking lot. Heavily supported.

There will be a recycled water pipe laid in coming weeks and it will possibly affect school traffic. There will be an effort to communicate with Mia Simmerson about the pipe and possible delays.

## Action Plan 2022—2023

<p><b>Goal #1:</b> <i>Continue to graduate college prepared students as determined by the College/Career Dashboard Indicator—added/rev 2017 to reflect LCAP</i></p> <p><b>Rationale:</b> <i>Self-study findings indicate that in order to successfully maintain acceptable progress/ratings in the state accountability system it will be important to expand the focus on college readiness rates as it pertains to state testing to include a focus on successful A-G completion and successful college course/dual enrollment completion as well.</i></p> <p><b>SLOs Addressed:</b> <i>Language Heritage and the Future Mathematics/Science The Arts</i></p> <p><b>Growth Target:</b> <i>Increase college readiness rates as measured by the CCI.</i></p> <p><b>Measurable Outcomes:</b> <i>Students will be deemed college and career ready as measured by the state accountability system, the College/Career Dashboard Indicator.</i></p>			
Specific Steps to Achieve Goal in Area of Improvement (Activities)	Timeline/ Resources	Responsible Person(s)	Assess Evidence of Progress/ Monitor and Report Progress
<p><b>A.</b> Continue to analyze state interim and summative testing results annually to assess/revise instructional needs</p>	<p>August 2012 and on-going annually/ Time for analyzing score reports</p>	<p>All English, history, math and science teachers</p>	<p>Evidence: State testing results in conjunction with continuum assessment results</p> <p>Monitor: C. Cimmiyotti to assess test results and oversee course enrollment on a yearly basis.</p>
<p><b>B.</b> Continue to implement consistent instructional strategies/language pertaining to key standards</p>	<p>August 2012 and ongoing/ Time allocated for teacher collaboration and professional development</p>	<p>All English, history, math and science teachers</p>	<p>Evidence: Student work/ assessments; observe use in classrooms</p> <p>Monitor: Teachers to report on progress at monthly vertical team meetings</p>
<p><b>C.</b> Continue to provide teachers/staff with Advanced Placement, state standards, and academic counseling trainings in order to facilitate deeper levels of student learning and higher levels of test performance.</p>	<p>Fall 2012 and ongoing</p>	<p>C. Cimmiyotti and all teachers</p>	<p>Evidence: Training materials/ LCAP</p> <p>Monitor: Teachers will share contents of their trainings with the principal and other relevant staff members.</p>

<p><b>D.</b> Continue to purchase CCSS and AP aligned curriculum and materials to support high performance on assessments and in classes.</p>	<p>Fall 2015 and ongoing</p>	<p>C. Cimmiyotti and all teachers</p>	<p>Evidence: Materials purchased/ LCAP Monitor: C. Cimmiyotti and J. Switzer to monitor purchases.</p>
<p><b>E.</b> Continue to expand course offerings/avenues for students to meet “prepared” according to the CCI indicator (College Program/dual enrollment course or AP Psych requirement).</p>	<p>Fall 2015/2017 and ongoing</p>	<p>C. Cimmiyotti, M. Decker, C. McClure, M. Anderson</p>	<p>Evidence: Course enrollments/ LCAP Monitor: The principal will monitor all course enrollment.</p>
<p><b>F.</b> Continue to subsidize AP Exam Costs for students who earn a B+ or higher in an AP class and all homeless, foster, and low-income students in an AP class in order to better utilize AP testing as an avenue by which to meet the CCI.</p>	<p>Fall 2017 and ongoing</p>	<p>C. Cimmiyotti</p>	<p>Evidence: Budget/ LCAP Monitor: C. Cimmiyotti and J. Switzer to monitor AP Exam costs</p>
<p><b>G.</b> Provide additional support programs (such as tutoring and additional academic counseling to struggling students).</p>	<p>Fall 2018 and ongoing</p>	<p>C. Cimmiyotti and C. McClure</p>	<p>Evidence: Budget/ LCAP Monitor: C. Cimmiyotti to monitor the addition of support programs</p>

**Goal #2: Successfully transition science instruction and assessment to align with the recently adopted science standards.—  
added 2018**

**Rationale:** Self-study findings indicate that Redwood Academy will have to invest resources into science trainings, materials, and possibly facilities in order to successfully transition to the new science standards and, thereby, allow students to be successful on the upcoming state science assessments.

**SLOs Addressed:** Mathematics/Science

**Growth Targets:** Demonstrate growth on the upcoming state science assessments.

**Measurable Outcomes:** Students will demonstrate year to year growth on the upcoming state science assessments.

Specific Steps to Achieve Goal in Area of Improvement (Activities)	Timeline/ Resources	Responsible Person(s)	Assess Evidence of Progress/ Monitor and Report Progress
<b>A.</b> Purchase NGSS aligned curriculum to support transition to the new standards and testing.	Fall 2018 and ongoing	C. Cimmiyotti and all science teachers	Evidence: Materials purchased/LCAP Monitor: C. Cimmiyotti to monitor all purchases.
<b>B.</b> Increase lab equipment and materials needed for hands-on lab experiments.	Fall 2018 and ongoing	C. Cimmiyotti and all science teachers	Evidence: Lab equipment/ LCAP Monitor: C. Cimmiyotti to monitor lab equipment acquisitions
<b>C.</b> Provide science teachers with NGSS specific professional development opportunities.	Fall 2018 and ongoing	C. Cimmiyotti	Evidence: Training materials/ LCAP Monitor: Teachers will share contents of their trainings with the principal and other relevant staff members.
<b>D.</b> Retrofit a classroom for a dedicated science lab facility.	Fall 2022	C. Cimmiyotti and S. Sawyer	Evidence: lab facility Monitor: C. Cimmiyotti and J. Switzer to monitor retrofitting process.

**Goal #3: Create a positive school climate that promotes the values of integrity, compassion, and effort as important measures of personal success and college readiness—added/rev 2018, 2020**

**Rationale:** Recent student survey and anecdotal data still shows students feel an increasing lack of confidence regarding their own personal success and college readiness. As a result, this goal serves as a revised continuation of the school’s previous action plan goal regarding this same data. In exploring why students’ positive feelings regarding their own learning and college readiness has decreased rather than increased despite the school’s best efforts, RA staff noted that students’ definitions of success may be too limited, focused largely on grades or other external measures from year to year. Additionally, staff noted that many students seem to increasingly suffer from feelings of stress and isolation—feelings that may be exacerbated by the school’s academically competitive culture as well as the sharp increase of social media use for teens in general. In discussing solutions to this ongoing issue, the staff proposed that the school focus more on the importance of character and thereby broaden the definition by which students’ view themselves as successful and ready for college.

**SLOs Addressed:** *Independent Living*

**Growth Target:** *Increase students’ feelings of personal success and college readiness as measured by student surveys and interviews.*

**Measurable Outcomes:** *Students will express increased confidence in these areas assessed by student interviews and surveys.*

Specific Steps to Achieve Goal in Area of Improvement (Activities)	Timeline/ Resources	Responsible Person(s)	Assess Evidence of Progress/ Monitor and Report Progress
<b>A</b> Continue to hire a Student Services Coordinator to provide additional college and career counseling services	Fall 2014 and ongoing	C. Cimmiyotti and C. McClure	Evidence: Position is filled by C. McClure; job description/LCAP Monitor: C. Cimmiyotti to review C. McClure’s duties and effectiveness annually
<b>B</b> Continue to implement Artward Bound, Outward Bound, and Career Bound Programs to increase enrichment education aimed at improving student feelings of personal success and college/career readiness	May 2016 and ongoing	C. Cimmiyotti, C. McClure, and all teachers	Evidence: Program operation schedules; Outward Bound contract/LCAP Monitor: C. Cimmiyotti to review student feedback from programs annually.
<b>C.</b> Continue fall college tours for all grades and expand college tours for juniors to include an extra tour in the junior year for qualifying students	Fall/Winter 2017 and ongoing	C. Cimmiyotti; C. McClure	Evidence: Permission Slips/LCAP Monitor: C. McClure to arrange and monitor tours

<p><b>D.</b> Continue to implement the Buddy Program to emphasize the values of compassion and inclusion</p>	<p>Winter 2013 and ongoing</p>	<p>C. Cimmiyotti, L. Keast, S. Esau, W. Chavez, and W. Consterdine</p>	<p>Evidence: Life and Leadership lesson plans/ Master Calendar Monitor: Advisors of grades 7,8,11, and 12 to report to C. Cimmiyotti about Buddy program activities</p>
<p><b>E.</b> Formally recognize acts of compassion, inclusion, effort, and integrity as achievements by giving out character-based awards</p>	<p>Fall 2018 and ongoing</p>	<p>C. Cimmiyotti, L. Keast, and all teachers</p>	<p>Evidence: Awards lists Monitor: C. Cimmiyotti to keep track of Demonstration Night and Promotion ceremony awards; L. Keast to keep track of student council awards.</p>
<p><b>F.</b> Research character education programs and findings and/or attend professional development on character-based education.</p>	<p>Fall 2018 and ongoing</p>	<p>C. Cimmiyotti and all teachers</p>	<p>Evidence: Training materials Monitor: C. Cimmiyotti to monitor and distribute the I.L. Matrix assignments</p>

# COMPREHENSIVE SCHOOL SAFETY PLAN 2023-2024

## Charter Academy of the Redwoods

### Redwood Collegiate Academy

Principal: Caleb Cimmiyotti

School Address: 1059 North State Street, Ukiah, CA 95482

Phone: (707) 467-0500

Email: [ccimmiyotti@redwoodacademy.org](mailto:ccimmiyotti@redwoodacademy.org)



### Sequoia Career Academy

Principal: Melinda Decker

School Address: 1031 North State Street, Ukiah, CA 95482

Phone: (707) 463-7080

Email: [mdecker@scacademy.org](mailto:mdecker@scacademy.org)



**This Plan is Available for public inspection during regular business hours.**

Public Input Meeting Held:	12-07-22
Adoption by Governing Board:	03-07-23
Scheduled for Review On:	01-18-24
Date of last SARC:	01-31-22





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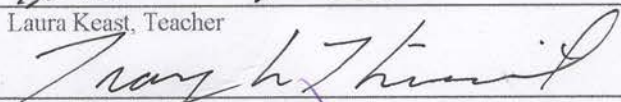
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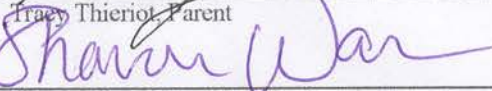
**REDWOOD COMMITTEE MEMBERS**


The undersigned members of the Redwood Collegiate Academy School-site Council have met in the development of the following Comprehensive School Safety Plan.

Signatures:  3-1-23  
\_\_\_\_\_  
Caleb Cimmiotti, Principal (or Designee) Date

 3/1/2023  
\_\_\_\_\_  
Laura Keast, Teacher Date

 2/28/23  
\_\_\_\_\_  
Tracy Thieriot, Parent Date

 3/1/23  
\_\_\_\_\_  
Sharon Ward, Classified Employee Date

 3/1/23  
\_\_\_\_\_  
Sylvia Wartell, Student Date

\_\_\_\_\_  
Brett Chapman, Ukiah Police Department Date

\_\_\_\_\_  
Justin Buckingham, Ukiah Valley Fire Authority Date

**SAFE SCHOOL VISION STATEMENT:**

To optimize the safety of all persons on campus during all situations.

## REDWOOD DATA ANALYSIS

### Assessment of current status of school environment and crime

Check the data sources used

Available Data Sources	2020/21	2021/22
California Health Kids Survey (CHKS)		
CHKS Staff Survey		
CHKS or other Parent Survey	X	X
Other Student Survey	X	X
Truancy/SARB		
Student Referrals/Discipline	X	X
Suspensions/ Expulsions	X	X
STOP IT reports		
DataQuest	X	X
Threat/Risk Assessment		
Other Community and Crime Data		
Referrals	X	X
Suspensions	0%	4%
Expulsions	0%	0%

## SEQUOIA COMMITTEE MEMBERS

The undersigned members of the Redwood Collegiate Academy School-site Council have met in the development of the following Comprehensive School Safety Plan.

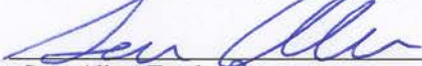
Signatures:



Melinda Decker, Principal (or Designee)

2/28/2023

Date



Sean Allen, Teacher

2/28/2023

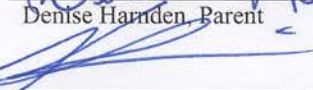
Date



Denise Hamden, Parent

2/28/23

Date



Kerri Thies, Classified Employee

2/28/23

Date



Cesar Ramirez, Student

2-3-2-23

Date

\_\_\_\_\_  
Brett Chapman, Ukiah Police Department

Date

\_\_\_\_\_  
Justin Buckingham, Ukiah Valley Fire Authority

Date

### SAFE SCHOOL VISION STATEMENT:

To optimize the safety of all persons on campus during all situations.

## SEQUOIA DATA ANALYSIS

### Assessment of current status of school environment and crime

Check the data sources used

Available Data Sources	2020/21	2021/22
California Health Kids Survey (CHKS)		
CHKS Staff Survey		
CHKS or other Parent Survey	X	X
Other Student Survey	X	X
Truancy/SARB		
Student Referrals/Discipline	X	X
Suspensions/ Expulsions	X	X
STOP IT reports		
DataQuest	X	X
Threat/Risk Assessment		
Other Community and Crime Data		
Referrals	X	X
Suspensions	0%	25%
Expulsions	0%	0.6%

## **A. CHILD ABUSE REPORTING PROCEDURES**

(EC 32282(a)[2](A); EC 44691; PC PC11165.5; PC11165.7; PC11166)

All school staff are trained in Child Abuse Reporting Procedures annually, using the online training module provided by our insurer. All school staff actively monitor the safety and welfare of all students, and all school and district employees are mandated reporters. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse to Child Protective Services and the school principal.

BP 506.1.2

Role of Staff as Mandated Child Abuse Reporters: All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, following the same policies and procedures used by the UUSD.

### **References:**

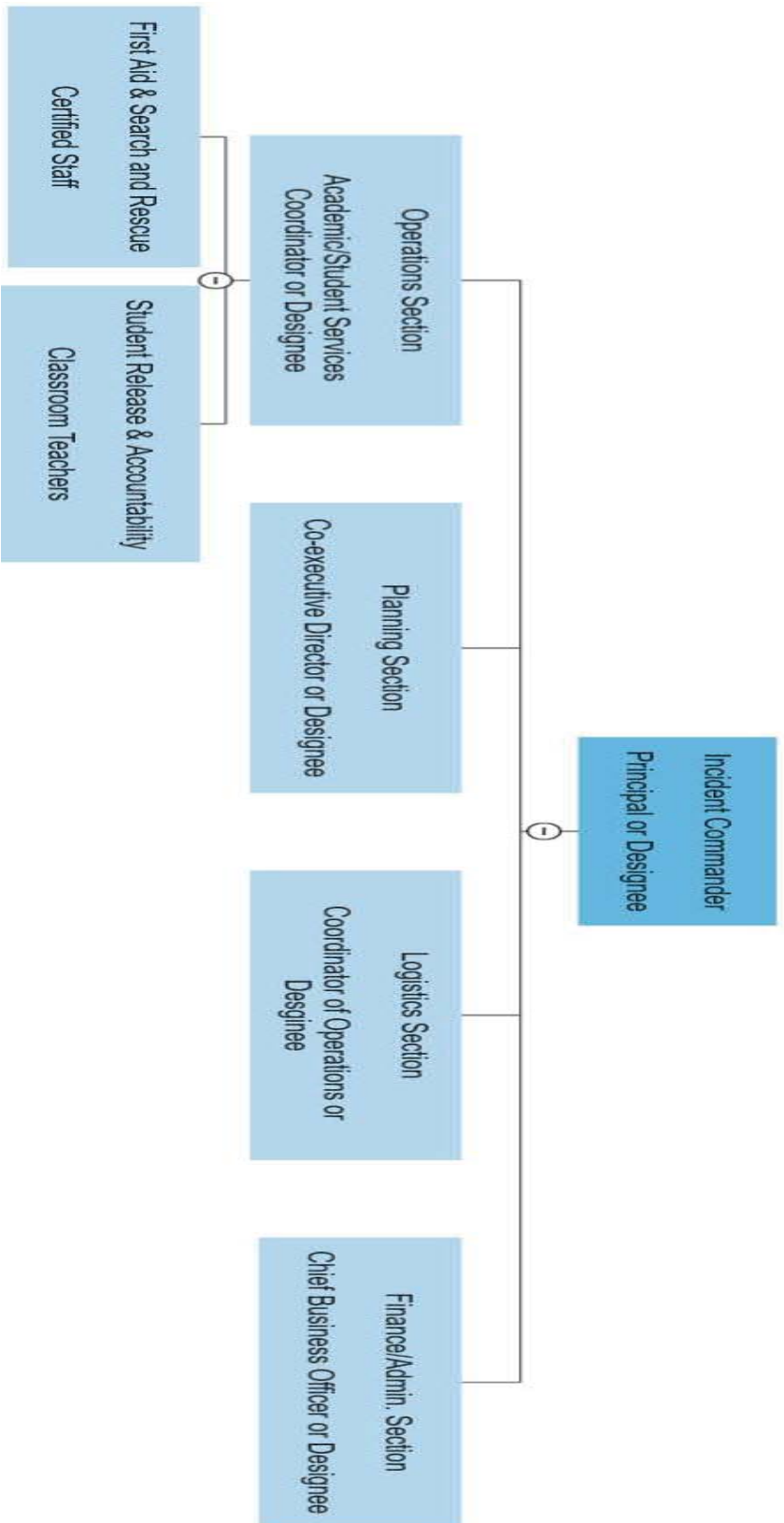
- **CDE resources:** <http://www.cde.ca.gov/ls/ss/ap>
- **Online training:** <https://mandatedreporterca.com/training/school-personnel>
- **Co-executive Director leads training for new hires and all staff annually**
- **Child Abuse Reporting Form and Instructions Form (In Office)**

## **B. DISASTER RESPONSE PROCEDURES**

(EC 32282(a)[2](B); GC 8607; GC 3100)

The Charter Academy of the Redwoods maintains an Emergency Operations Plan (EOP) at each school site. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures. Student and Staff Drills are conducted as listed below. Maps and procedures are below.

Under Government Code 3100, all school personnel are Disaster Services Workers and are required to assist during a disaster until they are released by the Incident Commander/Principal.





<b>Type of Drill</b>	<b>Frequency</b>
Fire	<b>Primary Grades: At least once each month</b> <b>Secondary: not less than twice every school year</b>
Earthquake (Drop, Cover, Hold On)	<b>Not less than twice every school year</b>
Evacuation	<b>Not less than twice every school year</b>
Intruder/Lockdown	<b>Variable</b>
Student release procedure	<b>Variable</b>

**These protective measures are taken before, during and following an earthquake**

Mitigation	<ul style="list-style-type: none"> <li>• Assess existing or potential hazards on and off campus</li> <li>• Identify nonstructural hazards on campus and develop a plan of action to address the hazards</li> </ul>
Preparedness	<ul style="list-style-type: none"> <li>• Establish and Train in NIMS/SEMS and ICS</li> <li>• Conduct Drills for Students and Staff in Drop/Cover/Hold</li> <li>• Conduct Evacuation Drills for Students and Staff</li> <li>• Conduct Drills for Students, Staff and Family in the Student Release Procedures</li> <li>• Coordinate, plan and train with Law Enforcement and Fire</li> <li>• Acquire emergency equipment and supplies</li> <li>• Coordinate with MCOE Crisis Response Team</li> </ul>
Response	<ul style="list-style-type: none"> <li>• Evacuate buildings and the school campus if necessary</li> <li>• Release students as needed</li> <li>• Initiate search and rescue efforts as needed</li> <li>• Handle triage, medical aid, and mental health emergencies as needed</li> </ul>
Recovery and Reconstruction	<ul style="list-style-type: none"> <li>• Assess building and campus safety and damage</li> <li>• Identify contacts for support as needed</li> <li>• Mobilize the Crisis Response team as needed</li> <li>• Make plans to relocate classes and other academic business at an alternate site as needed</li> <li>• Track costs to delineate expenditures</li> <li>• Debrief</li> <li>• Update plan as needed</li> </ul>

### **Lockdown Codes**

**Code Yellow** – All individuals remain inside and carry-on as usual. No one is to leave to use the bathroom, go to the office, use the phone, or leave the controlled area for any non-essential reason. Staff may choose not to inform students that a lockdown is in effect unless the information will improve safety.

**Code Red** – All individuals remain inside and move away from windows and doors using desks, tables, and any available furniture as a barricade, if needed. The door and windows are to be locked. Students need to be told that there is a serious threat and they are to be calm and silent as they await further instructions.

**If students are missing or if someone is in need of medical attention, text to assigned cell phone numbers.**

**Redwood Collegiate Academy: (831) 419-4732, (707) 391-6814**

**Sequoia Career Academy: (707) 489-6496, (707) 621-0968**

## General Staff Responsibilities During an Emergency

### Campus/Classroom/Office Staff:

- 1) Be sure you understand the type of emergency and how you are expected to respond. See **Evacuation Procedures** if fire alarm sounds and **Lock Down Procedures** for Code Yellow and Code Red procedures.
- 2) Account for all students including those regularly assigned to you and those who may in your vicinity from another staff member. Text assigned numbers if a student is missing or hurt.
- 3) Stay with students during an evacuation or a lockdown code.
- 4) Keep a current class roster with you.
- 5) Keep notes about the crisis event as quickly as safe to do so.

### Site Administrator:

- 1) Verify information related to the nature of the emergency:  
What type of emergency?  
Who is involved? Affected?  
How immediate is the threat?  
Who and where are all involved parties?
- 2) If necessary, call 9-1-1, public safety, and/or security:  
CHP (on the fairgrounds) (707) 467-4040  
MC Sheriff Dept (out of city limits) (707) 463-4086  
U Police Dept (in city limits; off fair) (707) 463-6242  
Ukiah Fire Department 9-1-1 or (707) 463-6262  
Ukiah Valley Medical Center (707) 462-3111  
Poison Control 1-800-222-1222  
Deep Valley Security (707) 462-5200
- 3) Contain the threat. Seal off high-risk area. Protect the people, then the evidence.
- 4) Implement crisis response procedures: **Evacuation** or **Lockdown Code Yellow** or **Lockdown Code Red**.
- 5) Notify staff; depending on emergency, students may be notified by teachers.
- 6) Notify community agencies, if designated to do so:  
Redwood Empire Fairgrounds (707) 462-3884 (Jennifer, CEO)  
Ukiah Unified School District (707) 463-5211 (superintendent's office)  
Ukiah Daily Journal (707) 468-3500 (news department)  
Mendocino County Office of Education (707) 467-5001 (superintendent's office)
- 7) Implement post-crisis procedures appropriate for emergency.
- 8) Keep detailed notes of crisis event as quickly as safe to do so.

### General Staff Responsibilities After an Emergency

- 1) Do not talk to media; refer any questions to the principal.
- 2) Do not release any students during an emergency until a designated office person authorizes you to sign students out to their parents' custody. Sign out sheets are located on emergency clipboards.
- 3) If the regular phone system is down, use a cell phone to communicate if available. See the *CAR Directory of Important Information* for available contact information for staff, services, and agencies.

## Evacuation Procedures and Lock Down Procedures

In an emergency, all students, staff, and visitors may be directed to **EVACUATE** or to **LOCKDOWN**.

**Evacuate:** In the event of an evacuation, the “fire alarm” will be sounded. Follow the fire drill route to evacuate students and staff to a safe distance outside of the building. Use judgment in following an alternate route if the normal route is too dangerous. Designated primary gathering spots are:

1059 N. State Street	the upper parking lot
1031 N. State Street	north side parking lot
Flower Building	southeast driveway
Home Arts Building	northeast driveway
Junior Building	the amphitheater

If the usual site is unsafe, classroom staff may move students to the fairgrounds gravel parking lot or other safe gathering area. Avoid areas that may be trafficked by safety response personnel or vehicles.

Classroom staff takes a current class roster; office staff takes emergency contact cards; the lunch staff takes roll sheets.

Responsible classroom staff takes roll after being evacuated.

The principal will provide directions upon conclusion of the evacuation.

**Lock Down:** In the event of a threat that requires that students, staff, and visitors remain indoors, staff will be notified and expected to:

- 1) keep all individuals inside until further notice
- 2) lock the door so that no one can enter from outside without a key
- 3) close and cover windows
- 4) if students are working outside, urgently summon them to the classroom; office staff will verify that no students can be seen

There are two kinds of lock down. Appropriate administrative staff will call and simply announce **Code Yellow** or **Code Red** to trigger the classroom staff’s response. Quickly notify the caller of any students who are in the class but not in the classroom and give their likely whereabouts (another classroom, office, bathroom...).

**Code Yellow** —all individuals remain inside and carry-on as usual. No one is to leave to use the bathroom, go to the office, use the phone, or leave the controlled area for any non-essential reason. Staff may chose not to inform students that a lockdown is in effect unless the information will improve safety.

**Code Red**—all individuals remain inside and move away from windows and doors using desks, tables, and any available furniture as a barricade if needed. The door and windows are to be locked. Students need to be told that there is a serious threat and they are to be calm and silent as they await further instructions.

### **What to Do in the Event of An: Assault/Fight**

- 1) Ensure the safety of students and staff first.
- 2) Defuse situation, if possible. Contain the area where assault took place; then move students away from area.
- 3) Call 9-1-1, if necessary. Then call the office with information about who is involved, where they are currently located, what happened and what needs to happen. Let the office know if CPR/first aid-certified persons are needed. Office staff will summon them.
- 4) The principal notifies law enforcement if: a weapon was used; if there is a threat of further conflict; if the victim has physical injury causing substantial pain or impairment of physical condition; or if the assault involved sexual contact (intentional touching of anus, breast, buttocks or genitalia of another person in a sexual manner without consent; this includes touching of those areas covered by clothing).
- 5) Administrative staff meets with involved students, victims, and witnesses and notifies parents of students involved in assault. Meetings are documented.
- 6) Assess counseling needs of victim(s) or witness(es). Determine post-crisis procedures and resources for the situation.
- 7) Determine if Discipline Hearing is to be convened.

### **What to Do in the Event of An: Bomb Threat**

Upon receiving a message that a bomb has been planted in school, follow these steps:

- 1) Ask the caller/informant **where the bomb is located, when will bomb go off, what materials are in bomb, who is calling, why the caller is doing this.**
- 2) Listen closely to the caller's voice and speech patterns and to noises in background.
- 3) After hanging up phone, immediately dial \*69 to trace call.
- 4) Notify the principal or other designated staff member. The principal or designee will notify the appropriate emergency, law enforcement, and/or security agencies.
- 5) The principal or designee will provide direction to staff for all persons inside school building(s). This may be a lock down or it may involve relocating to another area.

Likely relocation options: **If a short distance is appropriate**, the site designated for emergency evacuation will be used. **If a greater distance is needed**, the fairgrounds parking lot on State Street will be used. **If the fairgrounds need to be evacuated**, Vinewood Park may be designated.

## **What to Do in the Event of An: Earthquake**

In the event of an earthquake while you are **indoors**:

- 1) Direct all students to take cover in the crash position for at least 60 seconds, longer if the shaking persists.
  - a) **Duck and cover** under a sturdy surface such as a desk.
  - b) **Move away from windows** and get below windowsill height.
  - c) **Wait** for instructions to evacuate.

In the event of an earthquake while you are **outdoors**:

- 1) move everyone away from buildings, utility poles, wires, streetlights, trees, and any other object that you may be in the path of.

When the shaking has stopped:

- 1) talk calmly to reassure students.
- 2) follow evacuation procedures WHEN directed to evacuate the building or area. The “fire alarm” will be used to indicate evacuation. Follow the procedures on page 2. Evacuation may take time as the evacuation path may need to be cleared.
- 3) report any missing or injured individuals to the principal or designated staff member.

## **What to Do in the Event of A: Fire**

In the event that fire, smoke from a fire, or a gas odor has been detected:

- 1) Pull the closest fire alarm. When safe, notify the office staff with information about where and what has been detected.
- 2) Follow normal fire drill route to evacuate students and staff to a safe distance outside of building. Follow alternate route if normal route is too dangerous.

### **Designated primary gathering spots:**

1059 N. State Street	the upper parking lot
1031 N. State Street	north side parking lot
Flower Building	southeast driveway
Home Arts Building	northeast driveway
Junior Building	the amphitheater

- 3) If the usual site is unsafe, classroom staff may move students to the fairgrounds gravel parking lot or other safe gathering area. Avoid areas that may be trafficked by safety response personnel or vehicles.
- 4) Classroom staff takes class roster; office staff takes emergency contact cards; lunch staff takes roll sheets. ALL other belongings are left in the room.
- 5) The principal or designated office staff notifies appropriate emergency, public safety, and/or security agencies.
- 6) Classroom staff takes roll after being evacuated. Report any missing students to the office staff.
- 7) No one may reenter building(s) until notified by the principal that the entire area has been declared safe by emergency response personnel.
- 8) When the emergency has been terminated, students and staff may resume normal operations or will receive additional instructions.

What to Do in the Event of A:

### **Hostage Taking**

- 1) If hostage taker is unaware of your presence, do not intervene.
- 2) Call 9-1-1 immediately. Give dispatcher details of situation; ask for assistance from a hostage negotiation team.
- 3) Seal off the area near the hostage scene by removing students and staff.
- 4) Notify principal.
- 5) Give control of scene to law enforcement and hostage negotiation team.
- 6) Keep detailed notes of events.

*If taken hostage:*

- 1) Follow instructions of hostage taker.
- 2) Do not panic. Calm students if they are present.
- 3) Treat the hostage taker as normally as possible.
- 4) Be respectful to hostage taker.
- 5) Ask permission to speak and do not argue or make suggestions.

### **What to Do in the Event of An: Intruder**

An intruder is an unauthorized person who enters school property without approval or checking in at the office.

If possible, notify the office if you see an intruder before you:

- 1) Ask another staff person to accompany you before approaching intruder.
- 2) Politely greet intruder and identify yourself.
- 3) Ask intruder the purpose of his/her visit. Inform intruder that all visitors must register at the main office. If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

*If the intruder refuses to leave:*

- 1) Warn intruder of consequences for staying on school property. Inform him/her that you will call police.
- 2) Notify office staff if intruder still refuses to leave. Give a full description of intruder.
- 3) Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- 4) The principal or other designated staff member may issue lock-down procedures.

## **What to Do in the Event of A: Serious Injury/Death at School**

If injury or death occurred in school **on** or **off** campus:

- 1) call 9-1-1
- 2) contact principal or other office staff to summon the closest available CPR/first aid certified persons of medical emergency to begin life-saving efforts
- 3) notify principal or other office staff who will contact parent/guardian—partner/spouse
- 4) office staff will disperse additional support staff to the site

If appropriate, designate a staff person to accompany injured/ill person to hospital.

Keep other students at a distance; if possible until other staff arrives, designate a lead student to keep students calm and in a limited area.

When time allows, direct witness(es) to office staff to give information.

Determine method of notifying students, staff and parents.

Refer media, witnesses, or others to the principal.

## **What to Do in the Event of A: Serious Injury/Death Not at School**

Reminder: staff chaperoning students off campus are expected to have a cell phone and first kit.

If incident occurred outside of school facility or hours:

- 1) notify staff before normal operating hours in person where possible AND with an e-mail that includes all important information to ensure correct information can be provided to students, parents, and community.
- 2) determine method of notifying students and parents. Include information about availability of counseling services for those who need assistance.
- 3) meet with school staff to determine level of intervention for staff and students.
- 4) designate rooms as private counseling areas.
- 5) escort affected student's siblings and close friends and other "highly stressed" students to counselors.
- 6) assess stress level of staff. Recommend counseling to overly stressed staff.

If the situation involved a fatality, designate staff person(s) to attend funeral.

Allow for changes in normal routines or test schedules to address injury or death.



## **What to Do in the Event of A: Weapons Possession**

Staff or student who is aware of a weapon brought to school will calmly and factually notify a principal or another staff member immediately. Provide:

- 1) name of suspected person who brought the weapon,
- 2) where the weapon is located,
- 3) if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone or himself/herself.
- 4) if known, information about whether the weapon is possessing with intent to harm or is simply in possession.

If the teacher suspects that a weapon is in classroom, he/she should confidentially notify the principal or another staff person. The staff person should not leave classroom while students are present.

## **Administrative Staff**

- 1) Call law enforcement if a weapon is suspected, as viewed by a reasonable person, to be in school. If possible to do so safely, remove the suspect to the office with another adult present or, in some way, isolate him/her. With another adult, accompany the suspect to the private place to wait for law enforcement to arrive.
- 2) If appropriate, ask another staff person to join you in questioning the suspected student or staff member. If there is any doubt, wait until law enforcement arrives to question and search the suspect.
- 3) Conduct the search with law enforcement. Tell suspect why you are conducting search.
- 4) Keep detailed notes of all events and why search was conducted.
- 5) Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- 6) If the suspect threatens you with weapon, do not try to disarm him/her. Back away with your arms up. Remain calm.

## Emergency Alert Stations

**Listen** to the following radio stations for information regarding a potential or impending emergency:

### FM Stations

KZYY	90.7	phone (707) 895-2324	
KMKX/KWINE	94.5/93.5	phone (707) 462-0945	fax (707) 462-4670
KUKI	103.3	phone (707) 466-5865	

### AM Stations

KUKI	1400	phone (707) 466-5865
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## Dismissal/Pick-up Procedures

Parent/guardians will expect to find their student being cared for by the staff unless they have approved another plan or emergency responders (law or medical) have removed the student for immediate attention.

- 1) Under **NO** circumstance allow a student to leave campus alone or in the sole company of other students unless the student's parent has given permission to do so for that occasion.
- 2) Report to the office the name, last known location, direction, and status (e.g., injured, hysterical...) of any student who does leave.

When a crisis has occurred that requires dismissal before the completion of the regular day, the principal or other designated staff member will determine how to best proceed. Options will likely include:

- 1) Having students contact their parent/guardian to pick them up. The responding adult will come to the office or other designated place to sign their student out. In the event that students need to be signed out by parents directly from classrooms, classroom staff members will wait for permission from the principal or other staff designee before allowing parents to sign their student out and take them home.
- 2) Gathering students in the designated area (evacuation site or fairgrounds parking lot) and releasing students to a responsible adult. The office and teaching staff will keep a record of each student who has left and who picked them up. Staff may establish a designated pick up area to aide in monitoring student departures.

Staff in the Flower Building, Home Arts Building, and Junior Building may expect to be directed to bring all students to the main campus to reduce the number of points of dismissal.

### CPR/First Aide trained providers

Wren Consterdine  
Maggie Singleton  
Terri Bollig  
Sharon Ward  
Stefani Esau  
Sean Allen  
Cody Phillips  
Wilson Chavez  
Laura Keast

### CPR only

Edward Cannon  
Emily Fultz

## **C. SUSPENSION & EXPULSION POLICIES**

(EC 32282(a)[2](C))

The organization's Code of Behavior, *all students and staff will respect themselves, others, and things, at all times and in all situations*, is the foundation for the behavioral policies and procedures including suspension and expulsion. The policies and procedures are outlined in the Charter Petition and the Board Policy.

The school takes its responsibility to balance students' rights to due process with the responsibility to maintain a safe learning environment for all students and staff extremely seriously. *The Academy's* intent is to ensure that students understand the codes that guide behavioral expectations so that they can consistently adhere to them and be in a quality learning environment. In keeping with Board Policy students may be suspended or expelled from the charter school for serious or persistent non-compliance with the school's codes, rules, policies or procedures, or any material violation of any of the conditions, standards or procedures set forth in the charter school petition or the *Student-Family Handbook*, and in compliance with the California charter school education code governing discipline within a charter school. Suspension and expulsion criteria will be reviewed once a year by the school staff to determine if modifications are necessary.

Students who have violated the school's codes, policies, procedures, or rules may be suspended from class by any member of the staff and from school by the site administrator or designee. All suspensions are logged in the school's student information system and available for review by staff, the student, and the parent/guardian.

The staff will adhere to due process in applying consequences to Behavior Code violations with a clear goal of ensuring that the student is prepared to discontinue the violation as quickly as possible and return to instruction. In no case will possession of alcohol, drugs, tobacco, or a weapon or harassment, threats or intimidation against staff personnel or pupils be permitted. Possession for any purpose of any amount or size is grounds for a discipline hearing. Students will be presented to the Discipline Committee for offenses that may result in expulsion including possession of a firearm, brandishing a knife, possessing and/or selling a controlled substance, committing or attempting to commit a sexual assault or battery and possession of an explosive. Other offenses to be referred to the Discipline Committee will be those that present a serious or persistent violation of the Behavior Code. The principal may also confer with MCOE, UUSD, or other districts to identify likely consequences in those jurisdictions for similar offenses.

The Discipline Committee is comprised of staff members trained by the principal, no less than two and usually three, of whom at least one is not currently a teacher of the student. The principal designates the chairperson and appoints other staff members to complete the panel. The chairperson facilitates the hearing and serves as a voting member of the panel. Nearly all staff members participate on one or more panels during the year with the principal responsible for ensuring due process. The principal does not serve on the panels.

Students who are candidates for expulsion have the right to a discipline hearing. Discipline hearings are scheduled by the principal based on information provided through an investigation and according to school policy. The principal will be involved with the special education staff in the expulsion process for all identified pupils with disabilities to ensure completion of a manifestation determination and any other required procedures. The purpose of convening a Discipline Hearing is to respond to charges that a student has committed an infraction of the Behavior Code that may be sufficiently serious to warrant expulsion from the *Academy*. This process is open to the panel, the staff, and the student and his/her representative(s) except for deliberations that are closed to all but the panel. Convening the panel means that the staff needs to formally hear information about the infraction and make a decision about what disciplinary action, if any, up to and including expulsion, may be warranted.

Students for whom a Discipline Hearing is to be convened are suspended pending the panel's decision which provides an opportunity for the parent to meet with the principal to personally discuss the situation and set a time for the hearing that enables the parent/guardian to attend.

Parents and the student are notified in writing about the charges and hearing process in advance and reasonable effort is made to conduct the hearing at a time that enables the parent to participate. The parents of a student who has received a Discipline Hearing notice from the site administrator will be encouraged to participate and present facts relevant to the issues set forth in the notice. A translator is provided for all hearings attended by Spanish-speaking parents and students. The Panel makes the final decision regarding expulsion and may decide as it deems appropriate, to suspend an expulsion. Parents have the right to waive a panel and abide by the determination of consequence by the school principal.

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA"] or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), or who is in a protected class, is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The *Academy* will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the *Academy* 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. The *Academy* shall notify UUSD of the suspension of any student identified under the IDEA or as a student with a disability under 504 (or for whom there may be a basis of knowledge of the same) and shall participate with the District on the required Manifestation Determination IEP required by law.

BP 502.2

Violating the Code of Behavior will result in counseling and/or disciplinary action including: community service, suspension, referral to another school or service, and expulsion.

1. The supervising staff person who initially identifies the violation will inform the student that s/he has committed a violation and will use appropriate conflict resolution methods, including a hearing if appropriate, to resolve the issue. If the issue is determined by the staff person to require additional attention or sanction, it will be promptly referred to the student's Advisor and, if appropriate, to the Principal who will inform the parent/guardian, if appropriate.
2. The Principal and/or Advisor will conduct an investigation to define the nature of the violation and its cause(s) and determine the sanction, if warranted. The Principal and/or Advisor will notify the parent/guardian of the result of the investigation.
3. All staff members are authorized to assign community service, counsel, provide information about a social, counseling, medical, assessment or other appropriate service, and suspend a student from class or for a class period. Only the Executive Director and Principals are authorized to schedule a Hearing Panel to consider a student's potential for expulsion.
4. In the event a student is believed to have committed a serious infraction of the Code of Behavior, the Principal or his/her designee will present a potential expulsion to staff convened to hear the case. The student and his/her parent/guardian will be encouraged to participate. The goal of the hearing will be to ensure a full understanding of the facts and determine a course of action most likely to benefit the student and support the mission of the school.

5. In the event that a student's return to school is considered likely to pose a threat to the welfare or safety of others, the Principal is authorized to suspend a student until a hearing can be convened. If the suspension exceeds five days, the student may request and will be given access to complete all assignments under the supervision of the parent/guardian. For a suspension of less than five days, the student may complete work missed upon his/her return. The staff will make every effort to conduct the hearing in a timely manner.
6. Any expulsion will be reported to the charter-granting agency and accounted for in the annual report.
7. In all dealings related to violations of the Code of Behavior, effort will be made to educate and counsel with a goal of ensuring that such a violation is not repeated.
8. In no case will possession of alcohol, drugs, tobacco, or a weapon or harassment, bullying, threats or intimidation against staff personnel or pupils be permitted. Possession for any purpose of any amount or size is grounds for immediate expulsion.

**D. PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS**

(EC 32282(a)[2](D); EC 49079)

In accordance with EC 49079 the principal informs the teacher of any student in his/her class who has engaged in, or is suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under EC 48900.

Staff are notified by email if a student engages in acts that may warrant suspension or expulsion while on campus. In the event that the behavior occurred prior to the student enrolling at the school, the staff is notified by email or in a staff meeting.



## **E. DISCRIMINATION & HARASSMENT POLICY**

(EC 32282(a)[2](E); EC 234.4)

Charter Academy of the Redwoods is committed to maintaining a safe school environment that is free from discrimination and harassment. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited.

BP 401

401.1 Nondiscrimination: Charter Academy of the Redwoods is an equal opportunity/affirmative action employer and makes employment decisions on the basis of merit. Policy prohibits unlawful discrimination based on race, color, creed, sex, religion, marital status, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, sexual orientation, disability covered by ADA, or any other consideration made unlawful by federal, state, or local law. Discrimination is unlawful.

1. Charter Academy is committed to complying with all applicable laws providing equal employment/affirmative action opportunities. This commitment applies to all persons involved in the operations of the corporation, prohibits unlawful discrimination by any employee, and encourages employment representative of the geographic area.
2. Any employee who has been subjected to any form of discrimination is expected to submit a written complaint to his or her supervisor or the Executive Director. The complaint is to be specific and include the names of the individuals involved and the names of any witnesses. The Corporation will immediately undertake an effective, thorough, and objective investigation and attempt to resolve the situation. If the Corporation determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action will also be taken to deter any future discrimination. The Corporation will not retaliate against an employee for filing a complaint and will not knowingly permit retaliation by other employees.
3. All required notices shall be conspicuously posted in the employee work rooms.

401.2 General Conduct / Harassment: All employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism with all parties directly and indirectly involved with Charter Academy of the Redwoods.

1. The Corporation is committed to a work environment free of unlawful harassment and prohibits harassment of any sort including but not limited to: sexual; verbal, visual, or physical conduct; threats or demands; or retaliation.
2. Any employee who has been subjected to any form of harassment is expected to immediately submit a written complaint to his or her supervisor or the corporation President. The complaint is to be specific and include the names of the individuals involved and the names of any witnesses. The Corporation will immediately undertake an effective, thorough and objective investigation and attempt to resolve the situation. If the Corporation determines that unlawful harassment has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action will also be taken to deter any future harassment. The Corporation will not retaliate against an employee for filing a complaint and will not knowingly permit retaliation by other employees.

BP 506

506 12. Bullying and Harassment Policies and Procedures: In keeping with BP 401.01 and 401.02 CAR is committed to providing a school that is free from sexual harassment, as well as any bullying and harassment based upon factors such as the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified by state or federal law, or based on his/her association with a person or group with one or more of these actual or perceived characteristics. Misconduct of this nature is very serious and will be subject to disciplinary measures. Concerns about bullying, discrimination, or harassment will be addressed through the uniform complaint procedure adopted by CAR.

## **F. SCHOOL-WIDE DRESS CODE**

(EC 32282(a)[2](F))

Students are required to adhere to the Dress Code both as an issue of safety and of school pride. The Dress Code is communicated to students and families in the Student and Family Handbook.

1. No skin shall be visible from a student's armpits to mid-thigh.
2. All shirts/dresses must have a sleeve and go over the shoulder.
3. No undergarments may show at any time.
4. Clothing that may be deemed unsafe to the wearer or others is not permitted. These include, but are not limited to studded bands, chains, or any other items that might be used as a weapon.
5. No sleep attire including but not limited pajamas, onesies, slippers or soft soled shoes.
6. No ball caps are permitted unless they are Charter Academy of the Redwoods merchandise.
7. No hats or hoods may be worn in class.
8. No clothing or accessories may be used to show gang affiliation. These include, but are not limited to:
  - Red/blue colored lanyards, bandannas, belts, head bands, or any colored paisley items.
  - No more than two red or blue items may be worn at a time.
  - No clothing or accessories may emphasize gang representation or affiliation including, but not limited to "N", "S", "M", Sureno, Norteno, 3, 4, 13, 14, 33, 44, 81, 707, XIII, XIV, X4, X3, WSK, PAK, ATC, VXL, MBZ, CVC, LNX, "Califas" or other known gang related symbols.
  - No sport team logos
  - Any associated white supremacy or Neo-nazi symbols or images including KKK, SS, NCV or any other known white supremacy groups.
9. No items may contain inappropriate references. These may include, but are not limited to drugs, alcohol, tobacco, profanity, weapons, sexual content, hate speech or violence.

## **G. SAFE INGRESS AND EGRESS**

(EC 32282(a)[2](G))

Charter Academy of the Redwoods annually defines procedures for safe ingress and egress of pupils as well as details regarding the nature and hours of campus supervision, locations of safe drop-off and pick-up of students and the safe ingress and egress to the campus. Safety procedures and expectations are described for those students who drive cars, ride the bus, ride their bikes, and walk to and from school in the Student and Family Handbook.

All students walking to and from school must use crosswalks supervised by school crossing guards or lighted intersections.

Students riding bicycles or scooters must walk them on fairgrounds property.

Students being dropped off or picked up by automobile must transfer to or from a car in designated parking lots around campus or in the loading zone at the main entry to the fairgrounds.

All visitors must sign in at the main office and wear a visitor's pass.

### **References:**

- **School Site Maps**

## **H. ENSURING A SAFE AND ORDERLY ENVIRONMENT**

(EC 32282(a)[2](H))

*EC 32282 (b) It is the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled “Safe Schools: A Planning Guide for Action” in conjunction with developing their plan for school safety.*

Safe Schools: A Planning Guide for Action is based on four principles: that safe schools are caring schools, are built through cooperative efforts of all stakeholders, communicate high standards, and stress prevention. The guide recommends a seven-step planning process to guide the planning committee in addressing the components of the safe-school model.

This Comprehensive School Safety Plan has incorporated the Safe Schools: A Planning Guide for Action Steps 1-3 (identifying a planning committee, creating a vision of a Safe School, and gathering and analyzing data.

**This Section H describes Steps 4 and 5: setting annual goal(s) for each of the two safe school components: The Social Environment (people and programs) and the Physical Environment (facilities). This section further identifies at least one goal with measurable objectives and activities for each of the two safe school components.**

Steps 6 and 7 (communicating and evaluating the plan) are incorporated into the full Comprehensive School Safety Plan and are found in the Monitoring and Communication Section. This school also publishes the status of the school safety plan in its annual School Accountability Report Card.

## **H. ENSURING A SAFE AND ORDERLY ENVIRONMENT**

### **Goals, Objectives and Activities**

–

#### **Component I – SOCIAL ENVIRONMENT (People and Programs)**

<b>Component I: The Social Environment (People and Programs)</b> Include at least one goal, with measurable objective(s) and activities.
<b>Goal #1</b> Students will feel safe while at school.
<b>Measurable Objective:</b> By the end of the 2024-2025 academic year, 95% of students will feel safe while at school.
<b>Activities</b> 1. Staff will complete the Second Step SEL for Adults.
2. Teachers will conduct the Second Step SEL program with their Advisement/Life and Leadership classes.
3. Staff will complete the Multi-Tiered Systems of Support (MTSS) training as part of the Mendocino County Office of Education Consortium.
4. Staff will implement SEL and MTSS practices in their classrooms.

## **H. ENSURING A SAFE AND ORDERLY ENVIRONMENT**

### **Component I - SOCIAL ENVIRONMENT (People and Programs)**

Who will take the lead: Administrative Team
Completion date: June 2025
Resources needed: <b>Second Step SEL Subscription</b> <b>MTSS Training through Alludo</b>
How we will monitor and evaluate: <b>The Administrative Team will monitor progress through the digital training platforms and student survey data.</b>

## **H. ENSURING A SAFE AND ORDERLY ENVIRONMENT**

### **Goals, Objectives and Activities**

#### **Component II – PHYSICAL ENVIRONMENT (Facilities)**

<b>Component II: The Physical Environment (Facilities)</b> Include at least one goal, with measurable objective(s) and activities.
<b>Goal #1</b>  <b>The school grounds will be a safe place to gather and learn.</b>
<b>Objective:</b>  <b>We will continue monitoring and repairing buildings as necessary.</b>
<b>Activities</b> <b>1. Make necessary repairs as needed.</b>



## **H. ENSURING A SAFE AND ORDERLY ENVIRONMENT**

### **Component II – PHYSICAL ENVIRONMENT (Facilities), Continued**

Who will take the lead: Coordinator of Operations
Completion date: Ongoing
Resources needed: <b>Variable</b>
How we will monitor and evaluate: <b>Principal will tour and evaluate the physical plant annually with the Coordinator of Operations.</b>

# **I. RULES AND PROCEDURES ON SCHOOL DISCIPLINE**

(EC 32282(a)[2](I))

In order to provide a positive and safe learning environment for students, Charter Academy of the Redwoods has created school wide expectations for behavior and discipline. We follow the California Department of Education guidelines for suspensions and expulsions.

In keeping with board policy 502.2 referenced in section C, the Student and Family Handbook states: To help students immediately improve their behavior, staff may send students outside or to an isolated area. During this time, usually five minutes, students are expected to commit themselves to the Behavior Code. Other misbehavior may have more stringent consequences. Students who miss class due to behavior may expect to notify their parents of the lost class time.

## **BEHAVIOR CODE**

All students and all staff will respect themselves, others, and things at all times and in all situations.

### **School-wide Rules**

- 1) Keep your hands, feet, body, and objects to yourself and keep your verbal and body language appropriate to a positive learning environment.
- 2) Be sure every area is neat, clean and orderly when you leave it.
- 3) Do not have gum, unapproved electronic devices, weapons, drugs, alcohol, paraphernalia, or contraband.
- 4) Follow the Dress Code; do not wear beanies or hoods inside classrooms or during formal school events.
- 5) Be on time to school daily.

### **Classroom Rules**

- 1) Do not bring in food or drink except water in a sealed container.
- 2) Follow the staff person's directions.
- 3) Protect classroom materials, furniture, and equipment.
- 4) Be a positive, contributing member of the class; do not interrupt or distract when someone is talking.
- 5) During class: no grooming, no passing notes, no leaving seat or classroom without permission.

### **Building and Safety Rules**

- 1) Enter and exit rooms using the ramp; do not go through or sit on the railings.
- 2) Remain on the path when going to or from the school and the Jr. Building.
- 3) Stay out of the areas behind the classrooms and office building, and driving areas such as the parking lot and fairground's road.
- 4) Cross N. State Street following the directions of the crossing guard.
- 5) Do not touch the alarms, extinguishers, pipes, sprinkler heads, vents, or any similar object.
- 6) Leave buildings and everything in and around it as good or better than you found it.

### **Consequences**

Receive a verbal warning with an opportunity to correct the behavior.

Be isolated or suspended from class and sent to office.

Staff calls parent/guardian and may give detention, suspension, or other consequence.

Refer to Discipline Committee for staff review.

Receive Behavior Probation with loss of special privileges and required detention.

Pay for repair or restoration of damage or vandalism.

Pay for costs associated with enforcing attendance laws.

In cases of severe acts (such as bodily harm or possession of contraband), the Executive Director and/or Principal will take immediate and direct action to protect the safety of the students and the school.

## **J. TACTICAL RESPONSES (SEE EOP, ANNEX B)**

(EC 32282(a)[2](J))

Charter Academy of the Redwoods, in consultation with law enforcement officials, has developed tactical responses to criminal incidents at the school site that may result in death or serious bodily injury. In accordance with EC 32281(f) the district elects not to disclose the tactical response portions in the publicly viewed copy of the plan. General procedures for Shelter-in-Place, Lockdown and Evacuation, and Run-Hide-Fight are contained in Annex B of the Emergency Operations Plan.

Incorporated within section B Disaster Response Procedures

## **K. BULLYING PREVENTION POLICIES & PROCEDURES**

(EC 234.4)

Charter Academy of the Redwoods recognize the harmful effects of bullying on student learning and school attendance and desire to provide learning environments that protect students from physical and emotional harm. Charter Academy of the Redwoods has developed strategies to support a safe and orderly environment free from bullying and intimidation.

No individual or group shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or site personnel.

In keeping with BP 506.12, referenced in section E, the Student and Family Handbook states: Bullying can take the form of a direct attack –like teasing, taunting, threatening, stalking, name-calling, hitting, coercion, and stealing -- or be more subtle through spreading rumors and intentional exclusion. Either way, bullying is a serious violation of our behavior code and will result in the appropriate consequences. Furthermore, the use of any electronic device to harass, intimidate, or bully will also be treated as a serious threat to the safety of other students and the appropriate consequences will apply.

## MONITORING AND COMMUNICATING THE PLAN

(EC 32286-32288)

This plan is reviewed, evaluated, and amended (as needed) each school year by the School Site Council and Board of Trustees, local Law Enforcement and the local Fire Agency. The revised plan is placed on the January regular meeting of the Board of Directors for public hearing to allow public input before it is adopted. It is available for public inspection at the school site during regular business hours.

<p>How was the previous plan monitored?</p> <p>The plan is reviewed annually by School Site Council and approved by the Board of Directors in January.</p>
<p>Were changes made to Section B: Disaster Reporting Crisis Response or to the SEMS/ICS Chart? If so, reference where these are found.</p> <p>No</p>
<p>Were changes made to Section G: Ingress and Egress? If so, reference where these are found.</p> <p>No</p>
<p>What progress was made on Section H: Component I (Social Environment)?</p> <p>Staff accounts have been created for all training programs.</p>
<p>What progress was made on Section H: Component II (Physical Environment)?</p> <p>The physical plant has been reviewed and necessary maintenance and repairs are being conducted.</p>

**Record the Dates of Drills or Staff Training in Past 12 months:**

	Drills	Training
Fire	10-20-22	08-12-22
Earthquake	10-20-22	08-12-22
Evacuation	10-20-22	08-12-22
Lockdown		08-12-22
Student Release		08-12-22

## MONITORING AND COMMUNICATING THE PLAN

(EC 32286-32288)

<p>Method for Communicating Plan and Notifying Public: <i>EC 32288</i></p>	<p><b>Date of Public Hearing</b> <span style="border: 1px solid black; padding: 2px;">12-07-22</span></p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> <li>• Local Mayor</li> <li>• Representative of the local school employee organization</li> <li>• A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs</li> <li>• A representative of each teacher organization at the school site</li> <li>• A representative of the student body government</li> <li>• All persons who have indicated they want to be notified</li> </ul>	
	<p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> <li>• A representative of the local churches</li> <li>• Local civic leaders</li> <li>• Local business organizations</li> </ul>	
	<p>In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with EC 32281</p>	
Review of Progress for Last Year	Name	Date
Law Enforcement		
Fire		
First Responder, if applicable		
Site Council Approval		
School Board Approval		
Most Recent SARC (link below)	Date: February 2022	

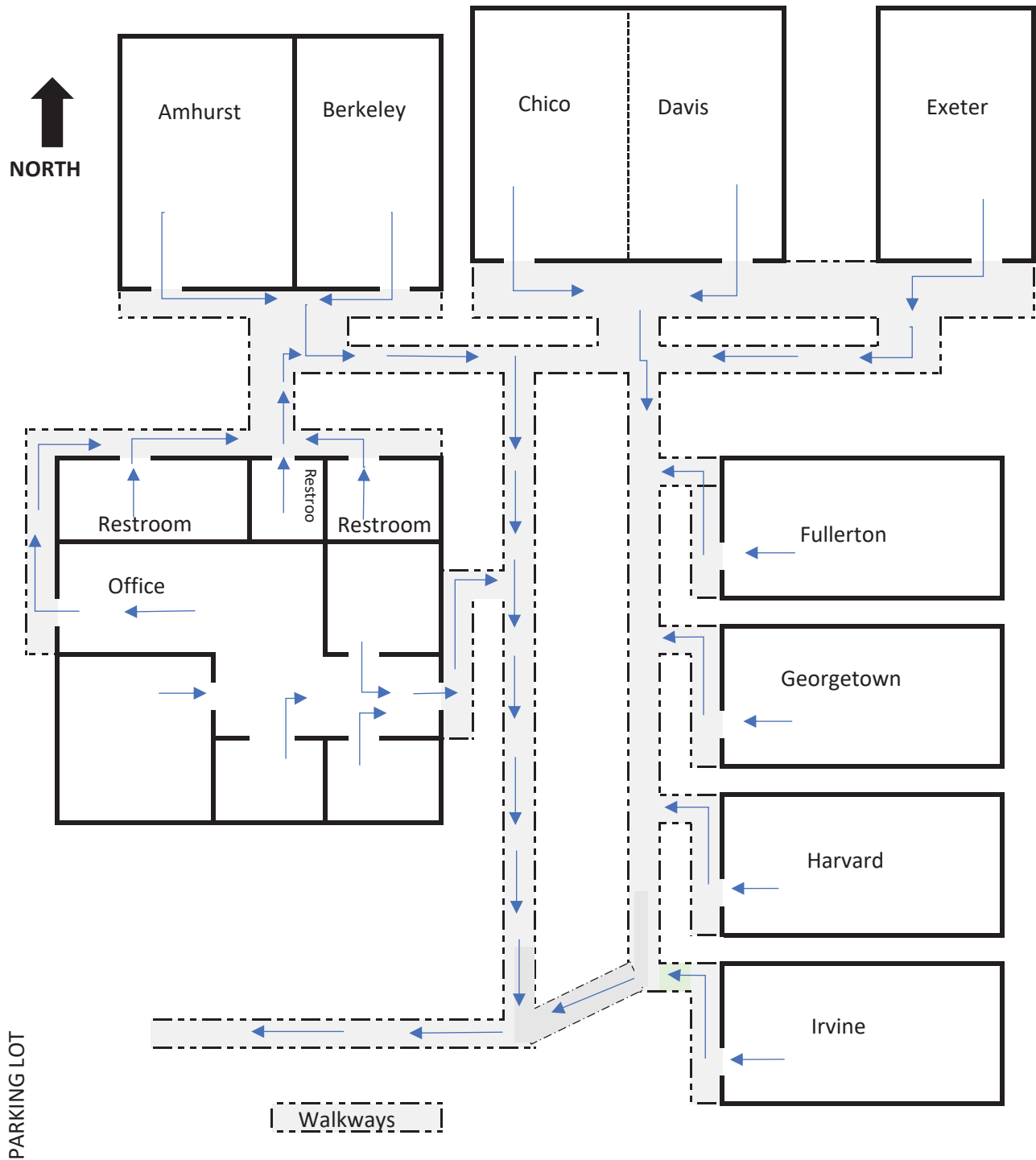
<https://sarconline.org/public/print/23656152330413/2021-2022>

# Emergency Evacuation Route and Assembly Area Map Redwood Collegiate Academy

Evacuation Route: Use the evacuation routes shown by the arrows in the event the evacuation alarm is sounded, a staff member tells you to evacuate, or evacuation is needed for any other reason.

Alternate Evacuation Route: Use the closest exit that is safe to use.

Assembly Area: Go past the parking lot south of the buildings and assemble in the vacant area near the fence along State Street.





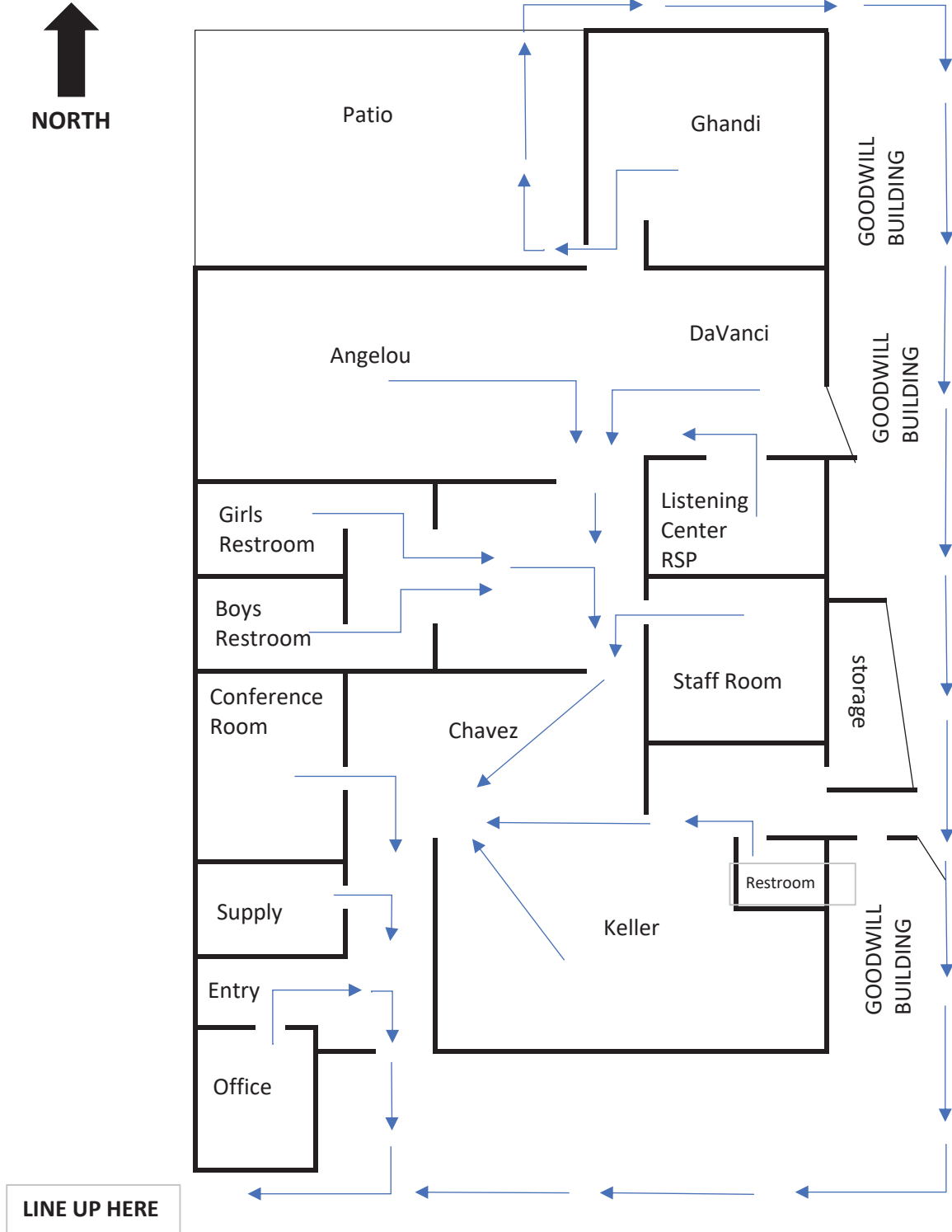
**Emergency Evacuation Route and Assembly Area Map  
Redwood Collegiate Academy**

# Emergency Evacuation Route and Assembly Area Map Sequoia Career Academy

Evacuation Route: Use the evacuation routes shown by the arrows in the event the evacuation alarm sounds, a staff member tells you to evacuate, or evacuation is needed for any other reason.

Alternate Evacuation Route: Use the closest exit that is safe to use.

Assembly Area: Go to the State Street sidewalk, turn right and go north to the unpaved parking lot between the Accelerated Achievement Academy building and the fairgrounds.



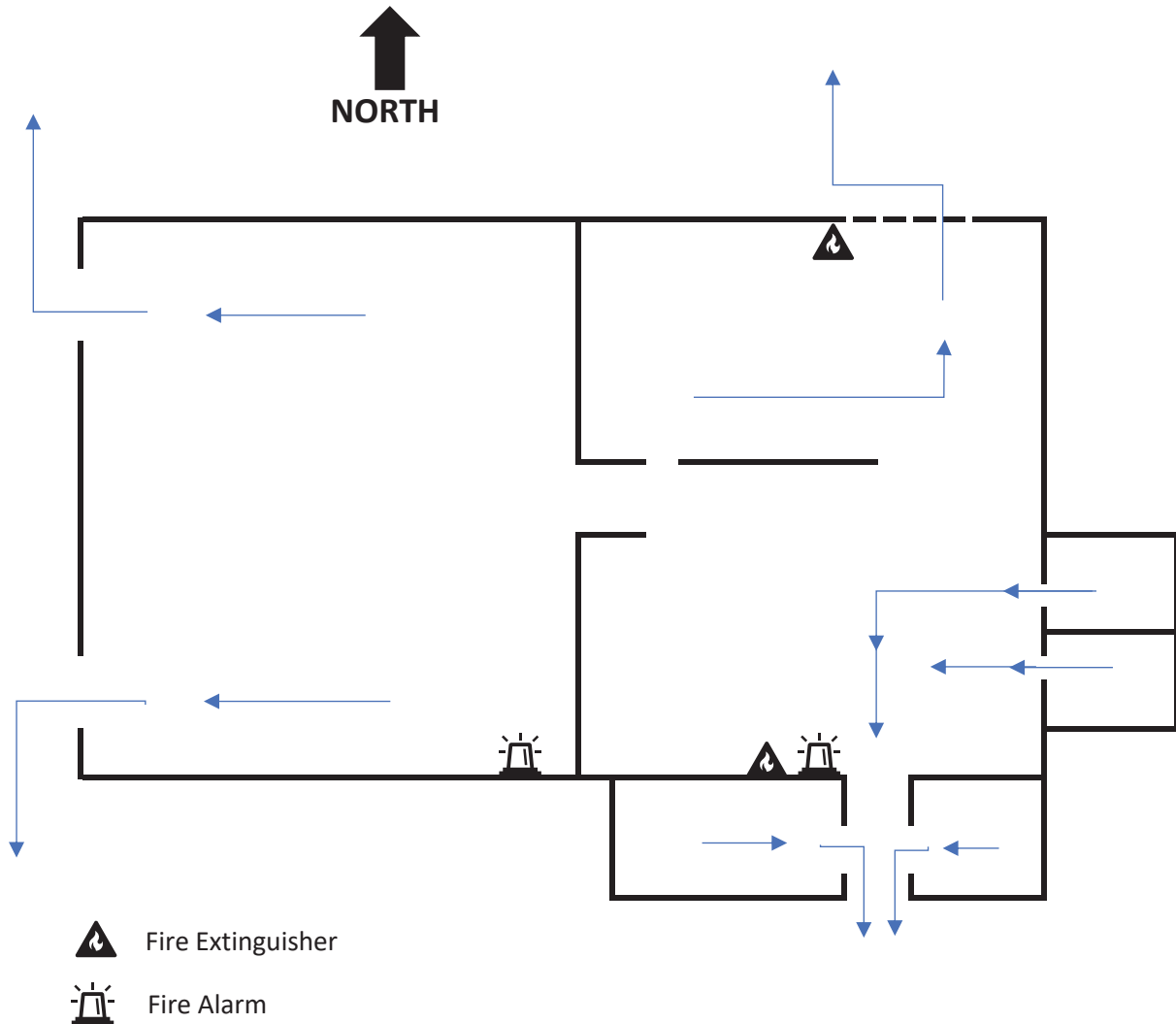
# Emergency Evacuation Route and Assembly Area Map

## Home Arts Building

Evacuation Route: Use the evacuation routes shown by the arrows in the event the evacuation alarm is sounded, a staff member tells you to evacuate, or evacuation is needed for any other reason.

Alternate Evacuation Route: Use the closest exit that is safe to use.

Assembly Area: Go to the parking lot south of the building or the paved area north of the building.

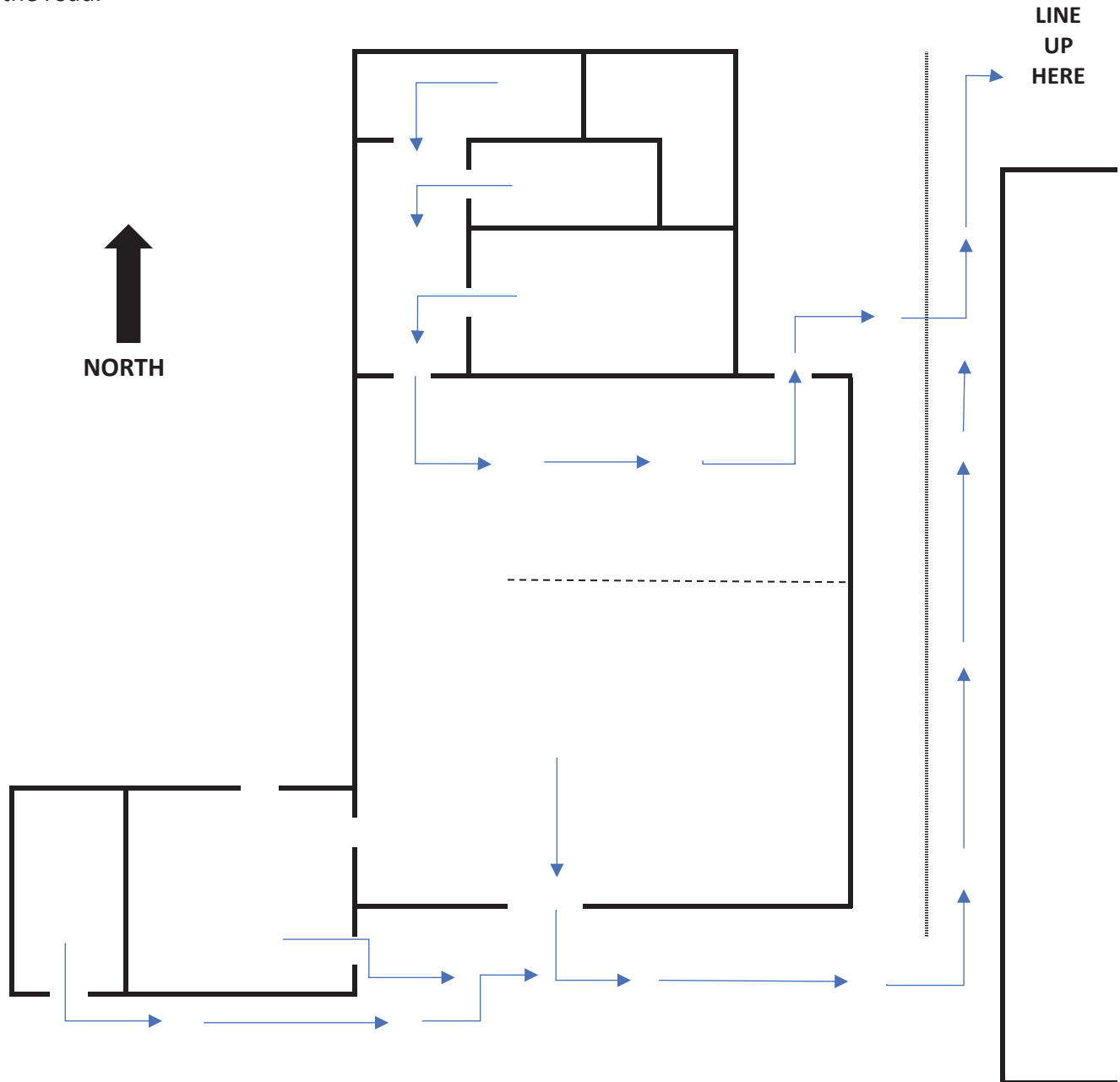


# Emergency Evacuation Route and Assembly Area Map Flower Building

Evacuation Route: Use the evacuation routes shown by the arrows in the event the evacuation alarm is sounded, a staff member tells you to evacuate, or evacuation is needed for any other reason.

Alternate Evacuation Route: Use the closest exit that is safe to use.

Assembly Area: Go down the road between grassy area and the fence and assemble near the T in the road.



## RA LCAP Summary for 23-24

### Goals:

- 1) Graduate college prepared students as determined by the College/Career Dashboard Indicator
- 2) Successfully align all instruction and assessment with state standards with an emphasis on expanding STEM opportunities (as measured by CAST and CASSPP)
- 3) Create a positive school climate where students recognize integrity, compassion, and effort as important measures of personal success and college readiness (as measured by student surveys and attendance rates)
- 4) Graduate students who enroll in a 2 or 4 year college (as measured by locally collected data)

### Actions:

1. Provide teachers and administration with Advanced Placement, state standards, accountability, administrative, and academic counseling trainings. **(#1)**
  - PLC meetings **(LCFF)**
  - PLC lead stipends **(LCFF)**
  - PD days prior to school and during school year **(Title II and then LCFF)**
  - PD off campus such as AP trainings, induction programs, etc. **(Ed Eff and the A-G Grant)**
2. Purchase and implement state standards aligned curriculum. **(#2)**
  - standards aligned literary, social studies, math, and science/STEM curriculum and equipment/facilities as needed **(LCFF or Arts/Materials Grant)**
  - aligned curricular activities/field trips **(LCFF)**
3. **Provide technology access (software and hardware) for instructional use. (#2) (ESSER Bucket 4)**
  - Tech Pro services **(LCFF)**
  - Go Guardian, IXL, other tech software **(LCFF)**
  - All hardware for students and staff **(LCFF)**
  - 10% of SCA Co-Exec's time **(LCFF)**
4. **Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors. (#1)**
  - all college books **(LCFF)**
  - Mendocino College fees **(LCFF)**
  - 5% SSC's time **(LCFF)**
  - 8% Dual Enrollment instructor's time. **(LCFF)**
5. Provide college, financial aid, and academic advising/monitoring. **(#4)**
  - 15% SSC's time **(LCFF)**
  - 15% SSC's time **(A-G Grant)**
6. Provide college admission curriculum and annual college tours. **(#4)**
  - cost of buses/tours **(LCFF)**
  - 5% SSC's time **(LCFF)**
7. **Subsidize AP Exam Costs for all students earning a B+ or higher in AP classes and/or students who are classified as foster and/or low-income. (#1) (LCFF)**
8. **Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 or higher and/or juniors who are classified as foster and/or low-income. (#3)**
  - cost of both PSAT and SAT **(LCFF)**
  - 1% of Principal's time to organize/schedule/administer **(LCFF)**

9. **Provide curriculum and support for students' development of positive character traits, leadership abilities, and physical and social emotional health. (#3) (ESSER bucket 2)**
  - 10% of one payroll for teachers to research and develop related curriculum, methods, and supports
  - materials and equipment as needed **(Title II)**
  - Teacher's time for Life and Leadership classes (5% of each RA Advisor) **(LCFF)**
  - Teacher's time for SEL curriculum (5% of each advisor) **(Learning Recovery)**
  - contracts with local organizations to provide leadership/enrichment/fitness programs and access to counseling services (SPACE, Outward Bound, Artward Bound instructors, etc) **(Arts/Materials Grant or LCFF)**
  - school activities and celebrations to foster feelings of student accomplishment and pride (Demo Nights, Six Flags, Promotion/Graduation, Community Luncheons, Achievement Day, Spirit Week, etc) **(LCFF)**
  - fitness equipment/facilities **(LCFF)**
  - new Robotics class (a half period) for 7s and 8s—Bethany at 20% **(LCFF)**
10. **Provide pull-out/ after-school tutoring. (#1)**
  - 2.5% of teacher time **(LCFF)**
  - 5% of SSC's time for after school tutorial **(LCFF)**
  - Any in-class tutoring offered--Julian? Jordan? **(LCFF or Learning Recovery)**
11. **Provide increased academic monitoring of EL, foster youth, and low income students and support as needed (#4)**
  - 25% of SSC's time **(LCFF)**
12. **Provide free meals, both breakfast and lunch. (#3)**
  - Cost to WC **(LCFF)**
  - Cost of food **(LCFF)**
  - Vehicle maintenance, insurance, gas **(LCFF)**
  - 10% of Instructional Asst/Aide time **(LCFF)**
  - 5% of Campus Aid/Instructional Asst. time **(LCFF)**
  - 10% of Office Assistant's time **(LCFF)**
13. **Provide attendance/engagement monitoring and build necessary systems of supports. (#3)**
  - 15% of Principal's time **(LCFF)**
  - 10% of Coordinator of Operations **(LCFF)**
14. **Provide summer school (#1)**
  - All staff and materials supplemental costs **(Learning Recovery Grant)**
15. **Provide safety provisions and equipment needed for on-campus learning. (#3) (ESSER bucket 1)**
  - Cost of staff (10% of Sharon) and supplies to do antigen testing **(LCFF)**
  - Cost of PPE **(LCFF)**
  - Cost of extra cleaning—20% of cleaning service? **(LCFF)**
16. **Administer the ELPAC for all EL students. (#2)**
  - 4% of teacher time **(LCFF)**
17. **Administer Interim and Summative CAASPP assessments. (#2)**
  - 1% of teacher time **(LCFF)**
  - 2% of Principal's time **(LCFF)**
18. **Provide Guided Study within the regular school day to support student success in all classes. (#1)**
  - Guided Study Sr. Instructional Aides—Jason, Jordan **(Title I, IV, V and then to LCFF)**
  - 18% of Guided Study Teachers (Wren, Wilson) **(Title I, V, IV, V and then to LCFF)**
19. **Provide Special Education program. (#4)**
  - SPED teacher **(SPED pass through then LCFF)**

- SPED para (**SPED pass through then LCFF**)
- SPED materials (**SPED pass through then LCFF**)
- Contract services for school psych, nurse, counseling, etc (**SPED pass through then LCFF**)

**Note: Bolded actions are designated as contributing to improved/increased services for unduplicated EL, Foster, or low-income pupils.**