

SECTION 1: AGENDA

ANNUAL MEETING OF THE CALIBER PUBLIC SCHOOLS BOARD OF DIRECTORS MEETING Thursday, February 24, 2022, at 4:00 PM to 6:00 PM

4:00 PM Call to Order

- Roll call, establish quorum and meeting norms
- Review and approve the agenda for the meeting

A. Staff Updates

A1. CEO Update T Johnson

B. Discussion & Action Items

Board Membership & Officer Appointments T Johnson B2. Strategic Planning R Weingarten

- Information item: Mid-year LCAP Update Beta Academy Information item: Mid-year LCAP Update ChangeMakers
- o 2022-23 Planning Preview

B3. Finance & Budget Updates

M Mullarkey Action Item: Beta Academy 2nd Interim Budget Update

Action Item: ChangeMakers 2nd Interim Budget Update

C. Review/Approval of Consent Items

J Moses

J Moses

- C1. 12/09/21 meeting minutes
- C2. Ratify Caliber: Beta Academy SARC
- C3. Ratify Caliber: ChangeMakers Academy SARC
- C4. CliftonLarsonAllen audit & tax engagement letter
- C5. Virco Furniture Order for North Campus
- C6. Comprehensive School Safety Plan - Beta Academy
- C7. Comprehensive School Safety Plan - ChangeMakers Academy

D. Public Comment Open

Members of the public are invited to speak to the Board about any matter that is not otherwise on the agenda and is related to issues affecting public education.

E. Closed Session Closed

Disclosure of items to be discussed & call for comments

E1. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION (Gov. Code section 54956.9(d)(2).): ([1]).

Case Name Unspecified: (disclosure would jeopardize settlement negotiations)

- Public comments
- Recess to closed session
- Report/ratification of closed session

6:00 PM Adjourn J Moses

MEETING DETAILS:

Day and Time: Thursday, February 24, 2022, at 4:00 PM to 6:00 PM (Pacific)

Dial-In: **Topic**: February Board Meeting



Join Zoom Meeting:

https://caliberschools.zoom.us/j/89997088105?pwd=SlZhRFp3UXVCM1JodW1FTV A2aDIDUT09

Meeting ID: 899 9708 8105 | Password: 164523 | Dial by your location:+16699006833



PRE-READING PACKET TABLE OF CONTENTS Caliber Public Schools Board of Directors Meeting February 24, 2022

SECTION 1: MEETING DETAILS & AGENDA

SECTION 2: ADVANCE DISCUSSION MATERIALS

These materials are related to specific discussion and decision items at the upcoming meeting.

Item	Document	Description	Page
A1	CEO Updates	The CEO and staff will update the Board on High School appeal omicron, ADA and recent Insight survey results from TNTP.	8-59
B1.1	Board Membership & Officer Appointments	Board membership and recommendation	60-65
B2.1	Strategic Planning	Information review for LCAP progress and current status	66-88
B2.2	2022 Supplement to Annual Update for 2021-22 LCAP (Beta Academy)	Staff will update the Board on our mid year progress toward our annual Beta Academy LCAP goals and respond to questions form the the Board	89-95
B2.3	Supplement to Annual Update for 2021-22 LCAP (ChangeMakers Academy)	Staff will update the Board on our mid year progress toward our annual ChangeMakers Academy LCAP goals and respond to questions form the Board	96-102
B2.4	2022-23 planning preview	A review of planning based on mid-year LCAP review	103- 108
B3.1	Finance Update	Staff presentation on the organization's finances	109- 120
B3.2	FRL Impact & Action Plan	At the last Board meeting, staff committed to provide a post mortem review of our low FRL form collection rates and what steps are being taken to address them in advance of next year's FRL form collection. The attached presentation provides details on both.	121- 129
B3.3	Caliber: Beta Academy Second Interim Report	Each charter school provides the following budget updates to authorizers and the CDE each year: - By July 1 - Budget for the year - By December 15 - First Interim report - By March 15 - Second Interim report - By Sept 15 - Unaudited Actuals report The budget submissions are submitted in the state-mandated "charter alternate form" template.	130- 137



			Staff is seeking Board approval to submit the 2021-22 Beta Academy Second Interim report that is included here.	
F	33.4	Caliber: ChangeMakers Second Interim Report	See item B3.2 for details. Staff is seeking Board approval to submit the 2021-22 ChangeMakers Academy Second Interim report that is included here.	138- 145

SECTION 3: CONSENT CALENDAR ITEMS FOR APPROVAL

These materials are proposed by staff for Board approval as a package. They will not be discussed and voted on individually unless the Board elects to take them up individually.

Item	Document	Description	Page
C1	12/09/21 Meeting Minutes	Draft minutes from the 12/09/2021 Caliber Public Schools Board Minutes	148-152
C2	Beta Academy School Accountability Report Card	Each school must publish a School Accountability Report Card (SARC) each January that provides information related to the prior 1-3 years. Much of the data in the report is auto-populated based on state academic data, but we self-report on certain metrics and provide narrative explanations about the data and the school.	153- 172
		Because the data was not ready in time for the Board's meeting in December, the attached preliminary version of the SARC was published in January. The Board is asked to ratify the submission of the Beta Academy SARC or request alterations and the SARC can be republished following the Board's approval.	
С3	ChangeMakers Academy School Accountability Report	See item C2 for details. As above, the Board is asked to ratify the submission of the	173- 192
	Card	ChangeMakers SARC or request alterations and the SARC can be republished following the Board's approval.	
C4	Audit Engagement Letter with CLA	Each year, charter schools must engage an auditor to review certain operational, educational, and financial compliance matters and provide a report to the charter school's Board of Directors, authorizers, County, and the State. Caliber has worked with CliftonLarsonAllen in previous years to complete this requirement and staff recommends doing so again this year.	193- 209
		The engagement letter covers both of Caliber's schools as well as its supporting organization, CEBRE.	
C5	Virco Furniture Order	In conjunction with our North Campus construction project for Beta Academy, staff has researched possible vendor partners for classroom and other furniture for the new facility.	210- 278
C6	Beta Safety Plan	California Education Code (EC) Section 32281(a) requires every kindergarten through grade twelve school to develop and maintain a Comprehensive School Safety Plan (CSSP). The law requires that each school update and adopt its CSSP by March 1 annually.	279- 397



		It requires that the school district or COE approve CSSPs. EC does not specify a date by which the safety plan must be approved by the district; however, the school district or COE must annually notify the CDE by October 15 of any school(s) that have not complied with requirements. Staff is requesting Board approval for the attached Safety Plan for Beta Academy.	
C7	ChangeMakers Safety Plan	See Item C6 for description. Staff is requesting Board approval for the attached Safety Plan for ChangeMakers Academy.	398- 519









Interpretation Feature

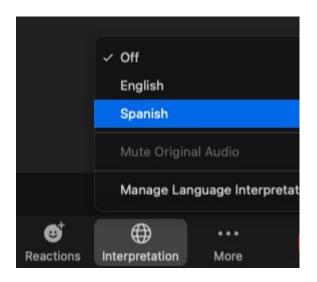


 LEP participants must click the "Interpretation" button in the toolbar and will be presented with the audio-channel options menu for English and the foreign language.

2. Mute Original Audio Feature: The "Original Audio" refers to the audio signal from the other language channel. For example, when in the English channel, you may hear the foreign language at a lower volume and vice versa.

Selecting "Mute Original Audio" mutes the other audio channel so you only hear the selected language.

If not selected, both channels remain active (audible). For example, the LEP participant in the Chinese channel may also hear the English channel at a slightly lower volume.







Roll Call

- Jennifer Moses
- Ron Beller
- Carolyn Hack
- Tony Adams
- Nolan Highbaugh
- Margarita Florez Vasconcelos
- Andrya Huntsman





SECTION 1: AGENDA

ANNUAL MEETING OF THE CALIBER PUBLIC SCHOOLS BOARD OF DIRECTORS MEETING

Thursday, February 24, 2022, at 4:00 PM to 6:00 PM

4:00 PM Call to Order

J Moses

T Johnson R Weingarten

J Moses

Closed

J Moses

- Roll call, establish quorum and meeting norms
 - Review and approve the agenda for the meeting

A. Staff Updates

A1. CEO Update T Johnson

B. Discussion & Action Items

B1. Board Membership & Officer Appointments B2. Strategic Planning

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- o Information item: Mid-year LCAP Update ChangeMakers
- o 2022-23 Planning Preview
- B3. Finance & Budget Updates M Mullarkey o Action Item: Beta Academy 2nd Interim Budget Update
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C3. Ratify Caliber: ChangeMakers Academy SARC

C4. CliftonLarsonAllen audit & tax engagement letter

C5. Virco Furniture Order for North Campus

Comprehensive School Safety Plan - Beta Academy

C7. Comprehensive School Safety Plan - ChangeMakers Academy

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E. Closed Session Disclosure of items to be discussed & call for comments

> E1. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION (Gov. Code section 54956.9(d)(2).): ([1]).

Case Name Unspecified: (disclosure would jeopardize settlement negotiations)

- Public comments
- Recess to closed session
- Report/ratification of closed session 6:00 PM



6

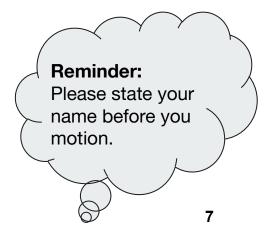
Adjourn



Action Item(s):

- Board approval of the Agenda for February 24, 2022 Board meeting.

-Roll call of votes





SECTION 2 : ADVANCE DISCUSSION MATERIALS

A1. CEO Updates









CEO Updates

- -High School Update
- -Omicron
- ADA update
- -COVID-19 Vaccine Update
- -Insight Survey







Caliber public schools

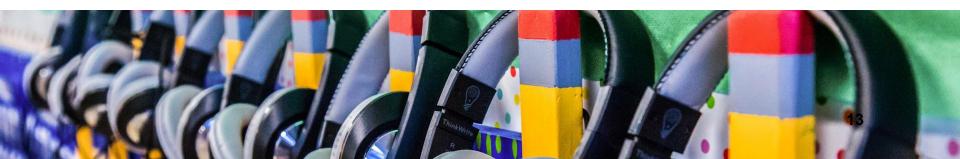
- Appeal sent to Solano County Office of Education on January 14, 2022
- Public Hearing with Solano County Board on March 9, 2022
- Vote likely scheduled for April meeting







Omicron Surge Response



<u>Omicron Surge Response</u>

Caliber public schools

- In collaboration with Contra Costa and Solano County, we gave rapid tests to students 1/3-1/4
- Due to a high number of staff call outs and an inability to staff school sites at a safe level, we closed schools to in person instruction 1/7-1/14
 - The decision to close was only taken after exhausting all avenues for covering classes with admin, subs, etc.
 - We consulted with the CDE, CCCOE, & SCOE, but only after the fact because they were unable to schedule a timely consultation
- We launched remote instruction for three of the six closure days
 - Distributed chromebooks to students 1/11
 - Online Instruction available from 1/12-1/14
- We have considered adding "make up" days at the end of the school year, but recommend against it due to concerns over staff burn-out and likely low participation rates from students

- PCR testing was provided for all students and staff on 01/10
- COVID Dashboard was launched on 01/10 to provide transparent communication about COVID case numbers.
- Rapid tests were given to all staff on campus twice during the week of 01/10-01/14
- We have continued to provide staff Supplemental Paid Leave for COVID related reasons
- COVID protocols reviewed for potential gaps
- Bi-weekly COVID informational webinars were restarted
- PCR testing will now be available twice weekly at both schools
- We have been approved to run another vaccination clinic for each school(March 30-CMA, April 1-CBA)

COVID DASHBOARD





- The dashboard is updated every Mon by 5pm.
- -The updates represent the previous week's case number for Mon.-Sun.
- -The updates also show a cumulative count for cases since the beginning of the school year.
- -The Caliber Schools website has both schools dashboards posted and each school site has their school specific dashboard posted.



CBA COVID Cases By Grade Level





				_	_		
	Week of 01/03	Week of 1/10	Week of	Week of	Week of	Week of	Cume Total Since
# of Positive Cases ON Campus		1/10	01/17	01/24	01/31	02/07	August
Students: TK	0	0	0	0	1	2	3
Students: K	4	0	0	1	1	1	10
Students: 1st	3	0	1	4	3	1	14
Students: 2nd	2	0	0	0	3	5	13
Students: 3rd	3	0	1	3	0	1	10
Students: 4th	6	0	3	6	1	1	17
Students: 5th	2	0	1	2	1	0	8
Students: 6th	6	0	1	3	2	0	13
Students: 7th	1	0	0	2	2	0	7
Students: 8th	4	0	1	1	1	0	5
Staff	12	7	0	3	0	0	38
Total	43	7	8	26	15	11	138

<u>Takeaways</u>

- Highest case count at both schools came directly after returning from Winter Break.
- There was a spike the week of 01/24 near the peak of the surge.
- Cases have continued to decrease each week after 01/24

CMA COVID Cases By Grade Level





# of Positive Cases ON Campus	Week of 01/03/22	Week of 01/10/22	Week of 1/17		Week of 01/31		Cume Total Since August
Students: TK	0	0	0	0	0	0	0
Students: K	1	0	0	1	0	2	4
Students: 1st	7	0	0	1	1	1	10
Students: 2nd	6	0	1	2	0	1	11
Students: 3rd	2	0	0	8	2	0	15
Students: 4th	1	0	1	4	0	0	7
Students: 5th	3	0	0	0	1	0	7
Students: 6th	2	0	3	2	0	0	9
Students: 7th	1	0	0	1	0	0	3
Students: 8th	1	0	0	1	0	1	4
Staff	2	3	1	1	6	2	17
Total	23	3	6	21	10	7	87

<u>Takeaways</u>

- Highest case count at both schools came directly after returning from Winter Break.
- There was a spike the week of 01/24 near the peak of the surge.
- Cases have continued to decrease each week after 01/24

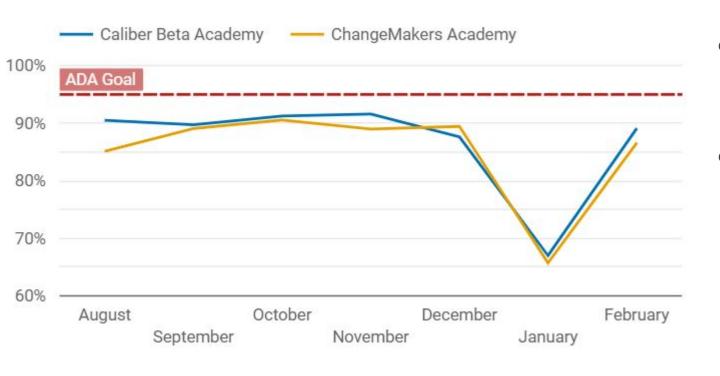






Monthly ADA





- Big dip in January due to Omicron
- ADA still well below 95% goal in every month





ADA by School & Year Beta - ChangeMakers 100.0% 96.4% 95.8% 94.8% 95.7% 93.8% 95.0% 90.0% 90.0% 85.0% 80.0% 75.0% 2019 2020 (In-Person 2021 (Distance 2022 (through Dec) Until March) learning)

 ADA is much lower so far this year than compared to other years

Reasons for Absences



Majority:

- COVID related excuses
- Out Sick
- Vaccine symptoms

One Offs:

- Out of Country (Family Emerg)
- Funeral
- No ride to school
- Dr Appointments



ADA for 01/18 - 01/31

	ChangeMakers Academy										
Date	Membership	Present	Absent	ADA	Absent Rate						
01/18/2022	819	590	229	72	28						
01/19/2022	819	659	160	80.4	19						
01/20/2022	819	659	160	80.4	19						
01/21/2022	819	638	181	77.8	22						
01/24/2022	819	658	161	80.3	19						
01/25/2022	819	663	156	80.9	19						
01/26/2022	819	683	136	83.3	16						
01/27/2022	819	689	130	84.1	15						
01/28/2022	819	690	129	84.2	15						
01/31/2022	819	669	150	81.6	18						
Average	819	659.8	159.2	80.5	19						

23

ADA by Grade for ChangeMakers Academy



				Jan 30, 2022	Jan 23, 2022		Jan 23, 2022		J	Jan 16, 2022
NameOfInstitution	GradeLevel	ADA	Apportion	Possible	ADA	Apportion	Possible	ADA	Apportion	Possible
ChangeMakers Acade	1	87.52%	88.4	101	85.35%	86.2	101	73.27%	74	101
	2	86.95%	82.6	95	81.05%	77	95	77.63%	73.75	95
	3	65.09%	69	106	85.28%	90.4	106	78.54%	83.25	106
	4	87.2%	87.2	100	80.6%	80.6	100	80%	80	100
	5	83.64%	82.8	99	87.47%	86.6	99	76.77%	76	99
	6	87.73%	65.8	75	72%	54	75	73%	54.75	75
	7	90.12%	73	81	88.15%	71.4	81	85.49%	69.25	81
	8	78.11%	41.4	53	76.6%	40.6	53	73.11%	38.75	53
	К	87.34%	95.2	109	82.39%	89.8	109	79.59%	86.75	109



01/18/2022	819	590	229	72	28

Majority:

- COVID related excuses
- Out Sick
- Vaccine symptoms

One Offs:

- Out of Country (Family Emerg)
- Funeral
- No ride to school
- Pink eye



01/21/2022	819	638	181	77.8	22

Majority:

- COVID related excuses
- Out Sick

One Offs:

- Dental



01/28/2022	819	690	129	84.2	15

Majority:

- N/A (not many comments left)

One Offs:

- Dental
- Funeral
- Sick



ADA for 01/18 - 01/31

	BETA Academy											
Date	Membership	Present	Absent	ADA	Absent Rate							
01/18/2022	860	651	209	75.6	24							
01/19/2022	860	706	154	82	17							
01/20/2022	860	684	176	79.5	20							
01/21/2022	861	641	220	74.4	25							
01/24/2022	861	698	163	81	18							
01/25/2022	861	730	131	84.7	15							
01/26/2022	861	730	131	84.7	15							
01/27/2022	861	694	167	80.6	19							
01/28/2022	861	694	167	80.6	19							
01/31/2022	860	744	116	86.5	13							
Average	860.6	697.2	163.4	81	28/8							

ADA by Grade for BETA Academy



									a a a a b	ablic scriools
	– GradeLevel	Jan 30, 2022			Jan 23, 2022			Jan 16, 2022		
NameOfInstitution		ADA	Apportion	Possible	ADA	Apportion	Possible	ADA	Apportion	Possible
Caliber Beta Academy	1	88.63%	84.2	95	76.84%	73	95	75.53%	71.75	95
	2	87.23%	82	94	84.47%	79.4	94	82.71%	77.75	94
	3	90.53%	86	95	82.53%	78.4	95	78.95%	75	95
	4	90.41%	88.6	98	78.57%	77	98	78.32%	76.75	98
	5	89.36%	84	94	84.26%	79.2	94	80.85%	76	94
	6	85.26%	81	95	82.53%	78.4	95	76.66%	72.25	94.25
	7	87.53%	81.4	93	84.73%	78.8	93	76.61%	71.25	93
	8	90.23%	79.4	88	88.09%	78.4	89	81.46%	72.5	89
	К	84.81%	91.6	108	80.19%	86.6	108	71.53%	77.25	108



01/21/2022	861	641	220	74.4	25

Majority:

- COVID related excuses
- Out Sick
- Vaccine symptoms

One Offs:

- Hospitalization
- Injuries
- Family Matter



01/31/2022	860	744	116	86.5	13

Majority:

- COVID related excuses
- Out Sick

One Offs:

- Lunar New Year
- Dental

Attendance on 01/18



01/18/2022	860	651	209	75.6	24

Majority:

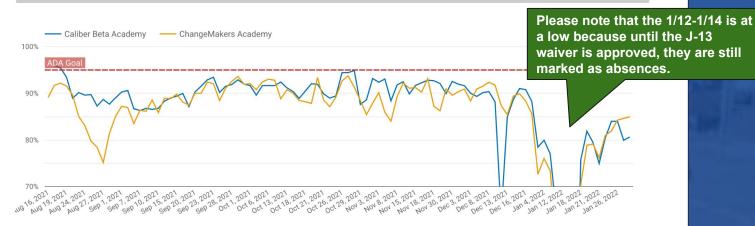
- COVID Related reasons
- Out Sick/Cold
- Quarantine

One Offs:

- Dr Appointments
- Family Matter
- Asthma
- Food Poisoning



Daily ADA by School



		, .
		NameOfInstitution / ADA
+ WeekOf	Caliber Beta Academy	ChangeMakers Academy
Jan 23, 2022	81.79%	83.35%
Jan 16, 2022	78%	76.16%
Jan 9, 2022	12.94%	9.11%
Jan 2, 2022	75%	70.11%
Dec 12, 2021	88.74%	87.75%
Dec 5, 2021	84.39%	90.78%
Nov 28, 2021	91.22%	90.04%



Looking Ahead: February Rising



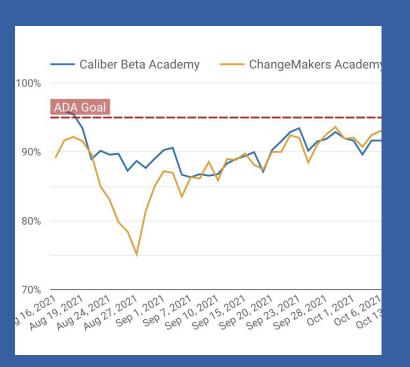
Stay tuned for updates in 2 weeks on:

- ADA
- Q-School Progress



August 27th





Around the time where 2 classes at CMA had COVID cases

Aug 27, 2021

- Caliber Beta Academy: 88.69%
- ChangeMakers Academy: 75.15%
- ADA Goal: 0.95

NameOfInstitution ② •	GradeLe	EventDate • •	Daily ADA	Apportionment	Enrollment
Caliber Beta Academy	1	Aug 27, 2021	82.83%	82	99
Caliber Beta Academy	2	Aug 27, 2021	81%	81	100
Caliber Beta Academy	3	Aug 27, 2021	86.87%	86	99
Caliber Beta Academy	4	Aug 27, 2021	91.26%	94	103
Caliber Beta Academy	5	Aug 27, 2021	90.63%	87	96
Caliber Beta Academy	6	Aug 27, 2021	91.75%	89	97
Caliber Beta Academy	7	Aug 27, 2021	95.88%	93	97
Caliber Beta Academy	8	Aug 27, 2021	90%	81	90
Caliber Beta Academy	K	Aug 27, 2021	88.39%	99	112
ChangeMakers Academy	1	Aug 27, 2021	80.2%	81	101
ChangeMakers Academy	2	Aug 27, 2021	69.47%	66	95
ChangeMakers Academy	3	Aug 27, 2021	79.25%	84	106
ChangeMakers Academy	4	Aug 27, 2021	56.86%	58	102
ChangeMakers Academy	5	Aug 27, 2021	59.57%	56	94
ChangeMakers Academy	6	Aug 27, 2021	82.05%	64	78
ChangeMakers Academy	7	Aug 27, 2021	88.89%	72	81
ChangeMakers Academy	8	Aug 27, 2021	85.96%	49	57
		Grand total	82.21%	1,409	^{1,714} 37

October 28th

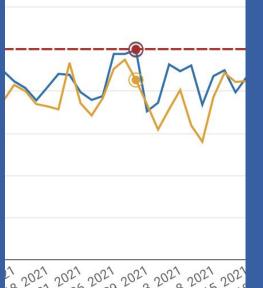


Oct 28, 2021

- Caliber Beta Academy: 94.89%
- ChangeMakers Academy: 91.34%
- ADA Goal: 0.95

Oct 29, 2021

- Caliber Beta Academy: 87.61%
- ChangeMakers Academy: 88.45%
- ADA Goal: 0.95



High ADA (Almost at Goal)

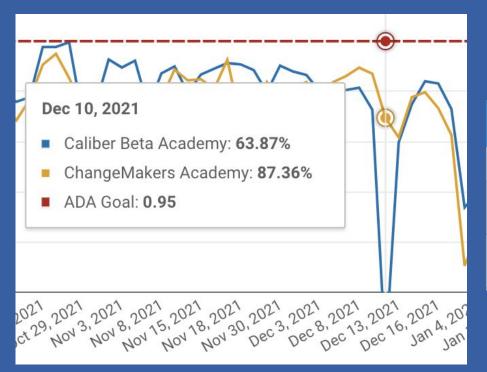
A Thursday and then changed the following day being a Friday

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NameOfInstitution ② -	GradeLe	EventDate • •	Daily ADA	Apportionment	Enrollment
Caliber Beta Academy	1	Oct 28, 2021	94.85%	92	97
Caliber Beta Academy	2	Oct 28, 2021	96.88%	93	96
Caliber Beta Academy	3	Oct 28, 2021	96.94%	95	98
Caliber Beta Academy	4	Oct 28, 2021	93.94%	93	99
Caliber Beta Academy	5	Oct 28, 2021	96.84%	92	95
Caliber Beta Academy	6	Oct 28, 2021	95.83%	92	96
Caliber Beta Academy	7	Oct 28, 2021	86.6%	84	97
Caliber Beta Academy	8	Oct 28, 2021	96.67%	87	90
Caliber Beta Academy	K	Oct 28, 2021	95.54%	107	112
ChangeMakers Academy	1	Oct 28, 2021	91.18%	93	102
ChangeMakers Academy	2	Oct 28, 2021	93.88%	92	98
ChangeMakers Academy	3	Oct 28, 2021	91.59%	98	107
ChangeMakers Academy	4	Oct 28, 2021	93.14%	95	102
ChangeMakers Academy	5	Oct 28, 2021	92.93%	92	99
ChangeMakers Academy	6	Oct 28, 2021	92.11%	70	76
ChangeMakers Academy	7	Oct 28, 2021	92.68%	76	82
ChangeMakers Academy	8	Oct 28, 2021	87.5%	49	56
		Grand total	93.16%	1,594	1,71 39

December 10th





BETA had 63.87% ADA on Dec. 10th

Comments	•
ABS due shooting threat	
ABS due shooting threat	Out due to the threat
Abs due shooting threat	Out due to the threat
	Out due to the threat
	Out due to the threat 40

NameOfInstitution 2 -	GradeLe	EventDate • •	Daily ADA	Apportionment	Enrollment
Caliber Beta Academy	1	Dec 10, 2021	55.21%	53	96
Caliber Beta Academy	2	Dec 10, 2021	62.77%	59	94
Caliber Beta Academy	3	Dec 10, 2021	65.63%	63	96
Caliber Beta Academy	4	Dec 10, 2021	71.72%	71	99
Caliber Beta Academy	5	Dec 10, 2021	70.53%	67	95
Caliber Beta Academy	6	Dec 10, 2021	65.63%	63	96
Caliber Beta Academy	7	Dec 10, 2021	54.74%	52	95
Caliber Beta Academy	8	Dec 10, 2021	67.78%	61	90
Caliber Beta Academy	K	Dec 10, 2021	61.11%	66	108
ChangeMakers Academy	1	Dec 10, 2021	78.22%	79	101
ChangeMakers Academy	2	Dec 10, 2021	89.58%	86	96
ChangeMakers Academy	3	Dec 10, 2021	90.57%	96	106
ChangeMakers Academy	4	Dec 10, 2021	89%	89	100
ChangeMakers Academy	5	Dec 10, 2021	91.92%	91	99
ChangeMakers Academy	6	Dec 10, 2021	85.33%	64	75
ChangeMakers Academy	7	Dec 10, 2021	87.8%	72	82
ChangeMakers Academy	8	Dec 10, 2021	87.27%	48	55
		Grand total	75.3%	1,274	1,69 41

January 21st



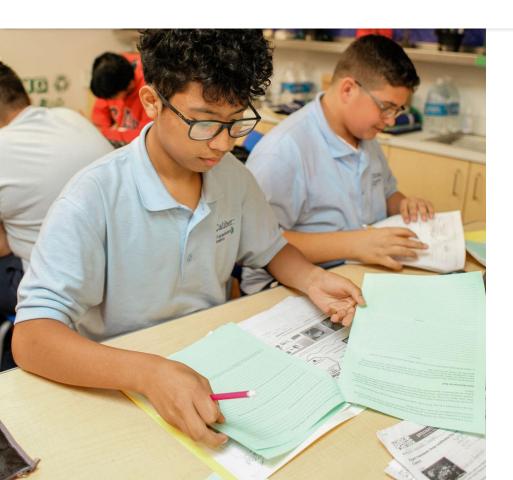


Both Schools had low ADA

According to comments, the majority
of these absences are COVID related

NameOfInstitution ② -	GradeLe	EventDate ① ▼	Daily ADA	Apportionment	Enrollment
Caliber Beta Academy	1	Jan 21, 2022	65.26%	62	95
Caliber Beta Academy	2	Jan 21, 2022	78.72%	74	94
Caliber Beta Academy	3	Jan 21, 2022	76.04%	73	96
Caliber Beta Academy	4	Jan 21, 2022	79.59%	78	98
Caliber Beta Academy	5	Jan 21, 2022	84.04%	79	94
Caliber Beta Academy	6	Jan 21, 2022	73.68%	70	95
Caliber Beta Academy	7	Jan 21, 2022	72.04%	67	93
Caliber Beta Academy	8	Jan 21, 2022	83.15%	74	89
Caliber Beta Academy	K	Jan 21, 2022	63.89%	69	108
ChangeMakers Academy	1	Jan 21, 2022	70.3%	71	101
ChangeMakers Academy	2	Jan 21, 2022	76.84%	73	95
ChangeMakers Academy	3	Jan 21, 2022	73.58%	78	106
ChangeMakers Academy	4	Jan 21, 2022	72%	72	100
ChangeMakers Academy	5	Jan 21, 2022	76.77%	76	99
ChangeMakers Academy	6	Jan 21, 2022	74.67%	56	75
ChangeMakers Academy	7	Jan 21, 2022	88.89%	72	81
ChangeMakers Academy	8	Jan 21, 2022	77.36%	41	53
		Grand total	75.55%	1,270	^{1,681} 43





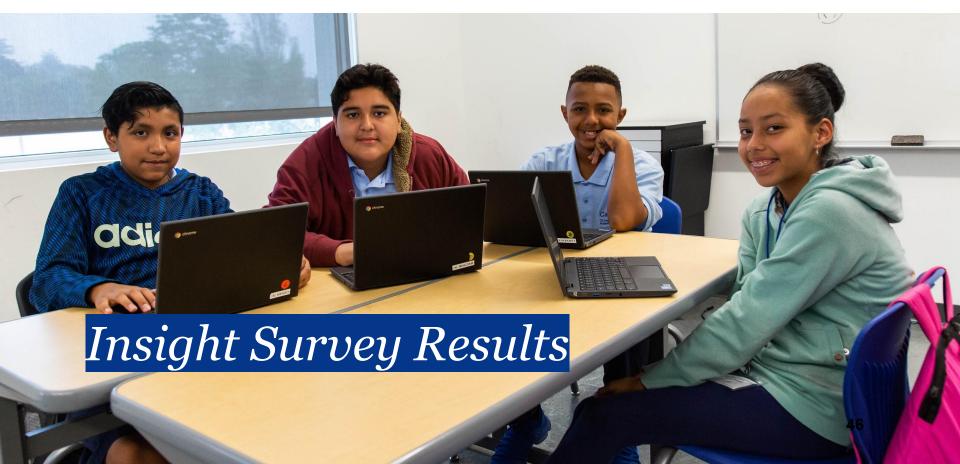
Actions the teams are taking to increase ADA

- Re Engagement letters have been sent out but tend to lose traction when COVID cases hit.
- SART meetings (1 SARB recommendation at CMA)
- Absentee phone call checks
- Working to correct Q School process gaps.



Questions?







TNTP Insight Survey

- 107 staff responses
- 87% response rate across all schools
- Feedback related to:
 - Instructional Culture Index
 - Teacher Focus Areas (Current and Over time)
 - Teacher Retention
 - Pandemic Precautions
 - Comments







Key Terms

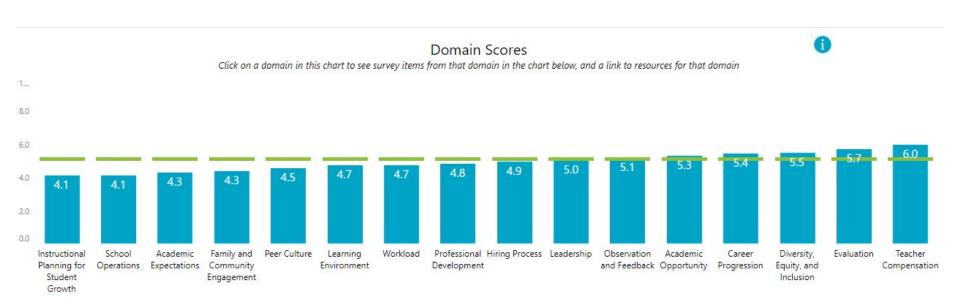
Instructional Culture Index - summary measure of school instructional culture. Schools with higher index scores tend to have greater student growth and higher teacher retention.

- The expectations for effective teaching are clearly defined at my school.
- Teachers at my school share a common vision for what effective teaching looks like in practice.
- My school is committed to improving my instructional practice.

National Benchmark - The National Top Quartile is based on schools with Index Scores in the top 25% of over 2000 schools surveyed.



Caliber Domain Scores



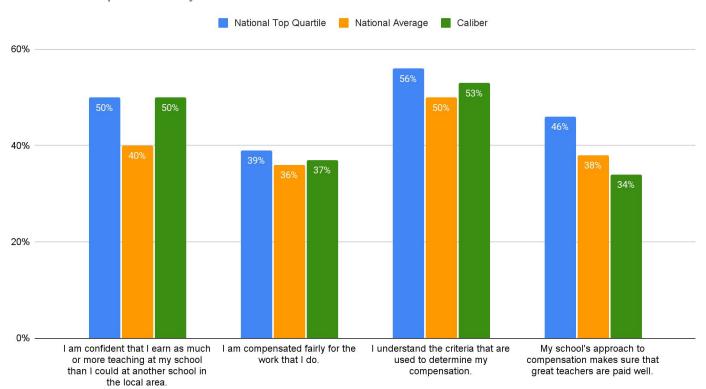
Above National Average





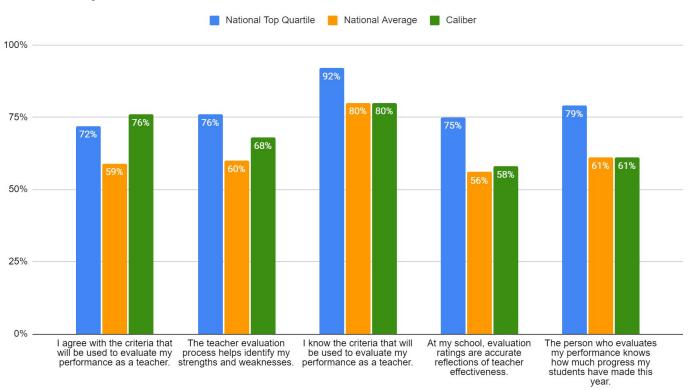


Teacher Compensation by Question



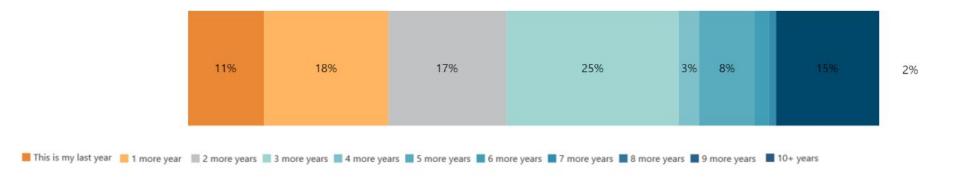


Evaluation by Question

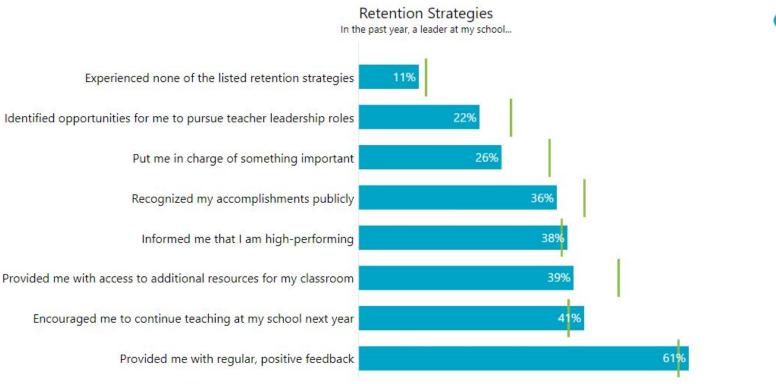


Retention Outlook







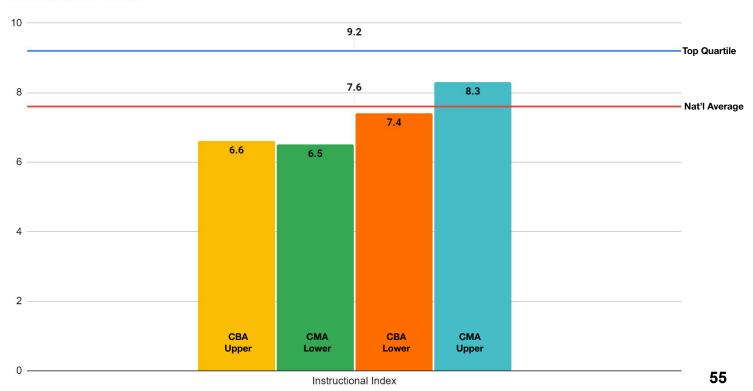




Instructional Index Scores

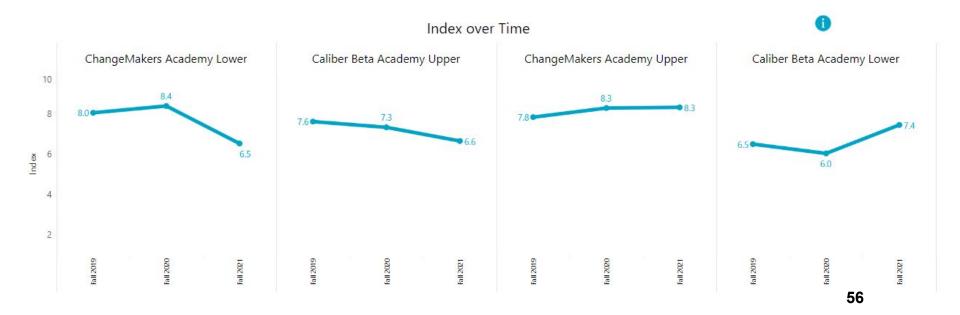








Instructional Index Scores Over Time



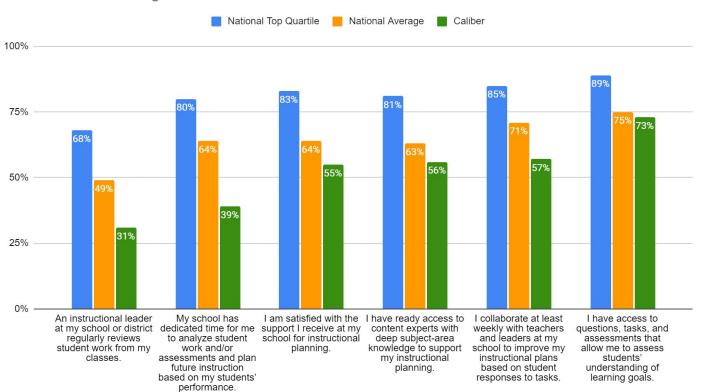


Domain Scores Over Time





Instructional Planning for Student Growth





Lowest 3 Questions

Domain	Question	National Top Quartile	National Average	Caliber	CBA Upper	CMA Lower	CBA Lower	CMA Upper
Instructional Planning for Student Growth	My school has dedicated time for me to analyze student work and/or assessments and plan future instruction based on my students' performance.	80%	64%	39%	28%	43%	39%	50%
School Operations	Day-to-day operations at my school run smoothly.	85%	67%	46%	46%	41%	45%	59%
Peer Culture	There is a low tolerance for ineffective teaching at my school.	83%	63%	45%	40%	38%	52%	50%



SECTION 2 : ADVANCE DISCUSSION MATERIALS

B1.1 Board Membership & Officer Appointments







Current Board Members / Officers Caliber

Jennifer Moses	Board Chair
Ron Beller	Board Secretary
Tony Adams	CFO
Andrya Huntsman	Parent Representative
Margarita Flores Vasconcelos	Member
Carolyn Hack	Member
Nolan Highbaugh	Member







Katy Vasquez

Katy Vasquez is a parent to 5 children. She has one daughter who attends Caliber in the 8th grade as well as a grandson who attends Caliber in 3rd grade. Ms. Vasquez has been a parent at Caliber for the past eight years. She was a part of the SSE for 3 years.

"I love to help the community and people." -Katy Vasquez

3 Action Items:



- 1. Jennifer Moses, Tony Adams, & Carolyn Hack's current terms are up for renewal today
 - o If re-appointed, each would be eligible for another 3 year term
 - Ms. Moses & Mr. Adam's re-appointment would require a supermajority (%) vote because each have served 2+ previous terms
 - Ms. Hack's re-appointment would require a majority vote because this would be her second term
- 2. The Board is asked to designate the following Board officer positions:
 - Board Chair (currently Jennifer Moses)
 - Board Secretary (currently Ron Beller)
 - Chief Financial Officer (currently Tony Adams)
 - The Board can also designate a Vice-Chair (none is currently appointed)
- 3. The Board is asked to take action on the recommendation to appoint Katy Vasquez as a Caliber Public Schools Board Member



SECTION 2 : ADVANCE DISCUSSION MATERIALS

B2.1 Strategic Planning





Background



Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- 1 The "Supplement for the Annual Update for the 2021–22 LCAP"
- All available mid-year outcome data related to metrics identified in the 2021-22 LCAP
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP





1 Supplement for the Annual Update for the 2021–22 LCAP

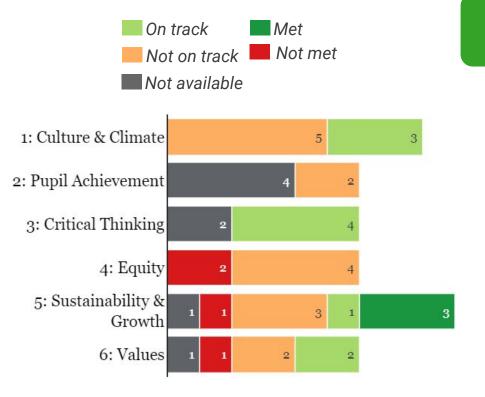
The Supplement is a template required by the CDE and includes five prompts which are summarized here:

- 1. How educational partners were engaged on spending funds provided that were not included in the 2021–22 LCAP (not applicable for Invictus)
- How concentration grant add-on funding will be used
- 3. How and when educational partners were engaged on spending one-time federal funds
- How federal ARPA and ESSER funding plans are being implemented, including successes & challenges
- 5. How fiscal resources are being used in a manner that is consistent with applicable plans and in alignment with the 2021–22 LCAP

The meeting packet for today includes responses to each of these prompts in the State-required template.

² CBA 2021-22 LCAP Mid-Year Outcomes Cal Update





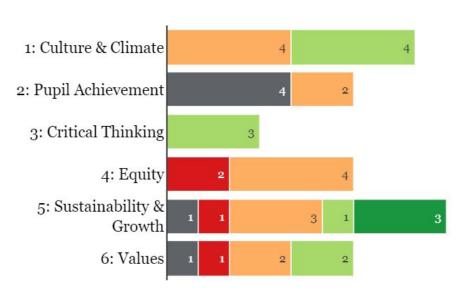
6 goals (41 metrics) in 2021-22 Aligned to the 8 state priorities

- 13 of our metrics are met or on track to meet
- 8 of our metrics are not available yet
- 20 metrics are not met or not on track to meet

² CMA 2021-22 LCAP Mid-Year Outcomes Calib *Update*







6 goals (38 metrics) in 2021-22 Aligned to the 8 state priorities

- 13 of our metrics are met or on track to meet
- 6 of our metrics are not available vet
- 19 metrics are not met or not on track to meet

2021-22 LCAP Goals

world and the world beyond.



		<u>Glows</u>	<u>Grows</u>
01	School Culture and Climate: Our school will demonstrate the core Social Emotional Learning (SEL) competencies.	 Staff Climate: Caliber is ranked above the national average in 8 domains of the Insight Survey Family Survey: 88% of families would recommend Caliber to other families Student SEL Survey: 4th grade cohorts 	 Student SEL Survey- 7th grade cohort
02	Pupil Achievement: Our school will deliver academic growth and achievement for all of our students.	■ K-2 Math Growth in Kindergarten at Beta	MAP ELA AchievementMAP Math Achievement
03	Critical Thinking: Our students will make connections in their school experience that make them critically conscious of their	 Access to Broad Course of Study IPG Core Action 3C - Students doing the heavy lifting in lessons doe to high quality curriculum being implemented across our 	 Continue to support teachers to have deepening questions to support student learning. 72

schools

2021-22 LCAP Goals



		<u>Glows</u>	<u>Grows</u>
04	Equity: Our school will promote equity and achieve equitable outcomes for our students and staff.	Execution of our Equity Rubric which drives strong instructional practices with our staff	 English Learner and Special Needs Students Growth Percentage of Instructional Staff Identifying as Latinx
05	Sustainability & Growth: Our school will be financially and operationally sound.	Staff RetentionStudent Retention	Enrollment and ADAQ School Processes
06	Values: Our school will live out the values of feedback and continuous improvement, affirming and validating, collective responsibility, and empathy and kindness.	 Student perception of cultural awareness & action Teacher Compensation Staff Evaluation 	 Staff Insight: Looking at Student Work 73

LCAP Goal 1: School Culture & Climate



Group	Metric	Baseline	Goal Value	Current Value	Current Status
	Discipline: Suspension rate	1 student (0.1%) SY20	1.50%	0%	On Track
	Staff Climate Survey (# of topics at or above average out of 3)	0 out of 3 (Fall 2020)	67%	100%	On Track
	Staff Climate Survey: Participation (% Responded)	26.7% (Fall 2020)	90%	75%	Not On Track
Caliber Beta	Student Climate Survey: # of topics at or above average (out of 9)	8 out of 9 (Spring 2021)	78%	33%	Not On Track
Academy	Student Climate Survey: Participation (% Responded)	67.7% (Spring 2021)	90%	86%	Not On Track
	Student SEL Survey: # of topics at or above average (out of 7)	7 out of 7 (Spring 2021)	71%	54%	Not On Track
	Student SEL Survey: Participation (% Responded)	61.5% (Spring 2021)	90%	61%	Not On Track
	Middle School Dropout Rate	0%	1%	0%	On Track
	Discipline: Suspension rate	1 student (0.1%)	1.5%	0%	On Track
	Staff Climate Survey (# of topics at or above average out of 3)	2 out of 3	67%	100%	On Track
	Staff Climate Survey: Participation (% Responded)	46.90%	90%	83%	Not On Track
	Student Climate Survey: # of topics at or above average (out of 9)	9 out of 9 (Spring 2021)	78%	84%	On Track
Academy	Student Climate Survey: Participation (% Responded)	60.50%	90%	86%	Not On Track
	Student SEL Survey: # of topics at or above average (out of 7)	4 out of 7 (Spring 2021)	71%	66%	Not On Track
	Student SEL Survey: Participation (% Responded)	54.90%	90%	82%	ንኒ On Track
	Middle School Dropout Rate	0%	1%	0%	On Track

LCAP Goal 2: Pupil Achievement



Group	Metric	Baseline	Goal Value	Current Value	Current Status
	CAASPP: ELA (% Met or Exceeded)	47.74% (2019)	51%		Not Available
	CAASPP: Math (% Met or Exceeded)	32.38% (2019)	40%		Not Available
	ELPAC: English Learner Progress Indicator	45% (2019)	45%		Not Available
Beta Academy	NWEA MAP ELA Growth (Median Student Conditional Growth Percentile)	40 (3-8 Fall to Spring)	50	30	Not On Track
	NWEA MAP Math Growth (Median Student Conditional Growth Percentile)	29 (3-8 Fall to Spring)	50	41	Not On Track
	Reclassification Rate	2.3% (2020-2021) 8.9% (2019-2020)	14%		Not Available
	CAASPP: ELA (% Met or Exceeded)	44.51% (2019)	51%		Not Available
	CAASPP: Math (% Met or Exceeded)	27.47% (2019)	40%		Not Available
	ELPAC: English Learner Progress Indicator	39.2% (2019)	45%		Not Available
ChangeMakers Academy	NWEA MAP ELA Growth (Median Student Conditional Growth Percentile)	39 (3-8 Fall to Spring)	50	26	Not On Track
	NWEA MAP Math Growth (Median Student Conditional Growth Percentile)	30 (3-8 Fall to Spring)	45	26	Not On Track
	Reclassification Rate (% EL Students Reclassified)	0.9% (2020) 47.1% (2019)	14%		Not Āvāilable

LCAP Goal 3: Critical Thinking



Group	Metric	Baseline	Goal Value	Current Value	Current Status
	Access to a Broad Course of Study		All students have access to a Broad Course of Study		On Track
	Implementation of State Academic Standards	N/A	Full Implementation		On Track
Data Asadamy	IPG: Core Action 3C	LS- 1.25 Math, 1.5 ELA US- 2 Math, 1 ELA	2.5		Not Available
Beta Academy	Computer Science Culminating/Capstone Project	Offered to 100%, but not always available during distance learning.	75%		Not Available
	Exposure: Field Lessons	N/A	80%		Not Available
	Student Led (5-8) or Restorative Practice - Aligned Conferences (TK-4)	N/A	80%		Not Available
	Access to a Broad Course of Study		All students have access to a Broad Course of Study		On Track
ChangeMakers Academy	Implementation of State Academic Standards	3.7 average	Full Implementation		On Track
, loadoniy	Computer Science Participation (every student takes CS every year)	Offered to 100%, but not always available during distance learning.	100%	7 6	On Track



LCAP Goal 4: Equity

Group	Metric	Baseline	Goal Value	Current Value	Current Status
		14% of instructional staff			
	Community Composition: Staff	identify as Hispanic/Latinx	25%	21%	Not Met
	ELL Goal: MAP ELA Growth (Median CGP)	ELA: 24th (Fall to Spring)	50	25	Not On Track
Beta Academy	ELL Goal: MAP Math Growth (Median CGP)	Math: 25th (Fall to Spring)	50	33	Not On Track
	SPED Goal: MAP ELA Growth (Median CGP)	ELA: 37 (Fall to Spring)	50	32	Not On Track
	SPED Goal: MAP MAP Growth (Median CGP)	Math: 17 (Fall to Spring	32	13	Not On Track
	Staff Development: Insight Survey DEI	5.4	6.5	4.9	Not Met
		15.38% of instructional staff			
	Community Composition: Staff	identify as Hispanic/Latinx	25%	20%	Not Met
	ELL Goal: MAP ELA Growth (Median CGP)	ELA: 47 (Fall to Spring)	50	23	Not On Track
ChangeMakers Academy	ELL Goal: MAP Math Growth (Median CGP)	Math: 32 (Fall to Spring)	50	27	Not On Track
Academy	SPED Goal: MAP ELA Growth (Median CGP)	ELA: 21 (Fall to Spring)	36	15	Not On Track
	SPED Goal: MAP Math Growth (Median CGP)	Math: 20 (Fall to Spring)	35	25	Not On Track
	Staff Development: Insight Survey DEI	7.5	7	6.1	Not Met



LCAP Goal 5: Sustainability & Growth (CBA)

Group	Metric	Baseline	Goal Value	Current Value	Current Status
	Attendance (Average Daily Attendance)	95.7% through 3/13/20	95%	90%	Not On Track
	Chronic Absenteeism	9.2% through 3/13/20	10%	36%	Not On Track
	Enrollment	907	915	887	Not Met
	Facilities in good	Facilities in good			
	repair.	repair.			On Track
Beta Academy	Operations Scorecard	N/A	3.7		Not Available
	Staff Retention (% Retained)	69%	70%	78%	Met
	Student Retention	92%	85%	88%	Met
	Access to standards-aligned instructional materials	100%	100%	100%	Met
	Teacher credentials (% Credentialed & Appropriately Assigned)	100%	100%	86%	Not On Track



LCAP Goal 5: Sustainability & Growth (CMA)

Group	Metric	Baseline	Goal Value	Current Value	Current Status
	Attendance (Average Daily Attendance)	93.8% through 3/13/20	95%	89%	Not On Track
	Chronic Absenteeism (% Students)	19.1% through 3/13/20	10%	47%	Not On Track
	Enrollment	810	885	833	Not Met
		Facilities in good			
ChangeMakers	Facilities in good repair.	repair.			On Track
Academy	Operations Scorecard	N/A	3.7		Not Available
	Staff Retention (% Retained)	84%	70%	81%	Met
	Student Retention (% Retained)	92%	85%	88%	Met
	Teacher credentials (% Credentialed & Appropriately Assigned)	94%	100%	87%	Not On Track
	Access to standards-aligned instructional materials	100%	100%	100%	Met

LCAP Goal 6: Values



Group	Metric	Baseline	Goal Value	Current Value	Current Status
	Family Survey: Participation (# Responses)	81	600	480	Not On Track
	Family Survey: School Climate (% Favorable)	82.00%	85%	77%	Not On Track
Data Asadama	Family Survey: School Fit (% Favorable)	67%	85%	73%	Not On Track
Beta Academy	Parent Engagement: Self Reflection Tool Rating	3.4	3.5		Not Available
	Staff Insight Survey: Observation & Feedback	5.8	6.5	5.0	Not Met
	Student Climate Survey: Cultural Awareness & Action	3.7	3.5	3.7	On Track
	Family Survey: Participation (# Responses)	154	300	453	On Track
	Family Survey: School Climate (% Favorable)	76.00%	85%	83%	Not On Track
ChangeMakers	Family Survey: School Fit (% Favorable)	59%	80%	78%	Not On Track
Academy	Parent Engagement: Self Reflection Tool Rating	3.6	3.5		Not Available
	Staff Insight Survey: Observation & Feedback	6.4	7.0	5.3	Not Met
	Student Climate Survey: Cultural Awareness & Action	3.6	3.5	3.9	On Track



Impact of Funding on the Budget Overview for Parents



- When schools adopted their LCAPs and Budgets in June 2021, the State Budget Act was not complete.
- Many schools budgeted based on assumptions that differed substantially from what was approved in the Budget Act.
- In contrast, Caliber used budget assumptions that were similar to what were included in the Budget Act that was ultimately adopted.
- As such, there were no major changes in funding sources used in the budget adopted by the Caliber Board in June and what funding assumptions ultimately became available.
- Caliber's revenue forecast for this year is similar to what was originally budgeted
- The decrease in expected revenues is based on lower enrollment & attendance, not changes in project funding rates

Second Interim Budget Updates

Bet	a		
		June Budge	_
Reve	enues		Outlook
•	State	\$10,385k	\$10,087k
•	Other	\$2,036k	\$2,102k
	Total	\$12,421k	\$12,190k
Cha	angeMakeı	rs Ine Budge	et Current
	angeMakei enues	ne Budge	et Current Outlook
		ne Budge \$10,567k	
	enues	ne Budge	Outlook



3 Mid-year Expenditure Updates



- Overall expenditures are comparable to what was originally budgeted in June
- Staffing shifts have resulted in modest changes in projected personnel costs
 - Employee turnover has resulted in some savings
 - Still have open positions that we are hoping to fill
- Non-personnel expense forecasts have shifted slightly as well
 - Some activities (e.g., field trips) not possible in the current COVID environment

The following slides give updates on projected expenditures for each of the schools' LCAP goals

	Second Interi	m Budget l	Jpdate
Bet		June Budge	et Current Outlook
Expe	enses		
•	Personnel	\$8,171k	\$8.541k
•	Non-Personnel	\$3,720k	\$4,001k
	Total	\$11,891k	\$12,542k
ChangeMakers Expenses		June Budge	et Current Outlook
•	Personnel	\$8,133k	\$7,948k
•	Non-Personnel	\$4,374k	\$4,321k
	Total	\$12,507k	\$12,269k



3 LCAP Goal #1: Culture & Climate



Beta Actions	Budgeted Expenditures	Implementation Notes
Staff a robust SEL team and carry out the specific actions listed in the LCAP	\$633,914	The school is on track to spend more than the originally planned funds (\$714k) and still plans to carry out the actions listed in the LCAP.
ChangeMakers Actions	Budgeted Expenditures	Implementation Notes

3 LCAP Goal #2: Pupil Achievement



Beta Actions	Budgeted Expenditures	Implementation Notes
Hire and retain a strong instructional staff (teachers, leaders, and aides), secure appropriate curriculum, and maintain a strong after school program.	Teachers/Leaders \$4,110,252 Intervention staff \$276,982 Curriculum \$372,648 After School \$147,170	The school remains on track to implement each of these plans. Overall staffing levels have been higher than originally planned, while curriculum costs are slightly lower (\$343k). After school program support will exceed the planned budget due to increased ASES funding that became available during the year.
ChangeMakers Actions	Budgeted Expenditures	Implementation Notes
Hire and retain a strong instructional staff (teachers, leaders, and aides) and secure	Staff: \$4,394,720 Curriculum: \$100,000	The school is on track to spend more than was originally planned in both of these areas. Similar to Beta Academy, CMA is also spending more than was originally planned on its after school program due to increased ASES funding.
appropriate curriculum		84



3 LCAP Goal #3: Critical Thinking



Beta Actions	Budgeted Expenditures	Implementation Notes
Maintain computer science & other enrichment programs. Rigorous academic programming.	\$770,052	The school is projected to spend more than was originally budgeted in the areas of Computer Science, P.E., and Art/Music. Due to the continued pandemic conditions, Field Trips are cancelled for the foreseeable future.
ChangeMakers Actions	Budgeted Expenditures	Implementation Notes
Refine SEL Model and	\$891,014	Overall expenditures in these areas are comparable to what was



3 LCAP Goal #4: Equity



Beta Actions	Budgeted Expenditures	Implementation Notes
Maintain robust and equitable hiring, community outreach, ELD, and SPED programs.	Recruiting \$25,000 Community \$15,000 Special Ed \$1,433,217	Direct recruiting costs are projected to be less than \$25,000 because Caliber's central office is paying more of the cost. Community (\$19k) and Special Education (\$1,489k) expenditures are exceeding those that were originally budgeted.
ChangeMakers Actions	Budgeted Expenditures	Implementation Notes
Maintain robust and equitable hiring, community outreach, ELD, and SPED programs.	Recruiting \$25,000 Special Ed \$1,621,851	Recruiting costs (\$36k) are forecasted to exceed what was budgeted. Special Education costs are projected to reach \$1,391,708.

3 LCAP Goal #5: Sustainability/Growth Caliber



Beta Actions	Budgeted Expenditures	Implementation Notes
Maintain strong operations, technology, facilities, PD, and meal programs	\$3,534,361	The school is carrying out all of the planned activities despite significantly more challenging COVID conditions than originally forecasted. The school has added COVID response coordinators and other supports for students and families. Overall expenditures in these areas are projected to reach roughly \$3.8 million, which is roughly 10% above what was originally budgeted.
ChangeMakers Actions	Budgeted Expenditures	Implementation Notes
Maintain strong operations, technology, facilities, PD, and meal	\$3,609,477	The school is carrying out all of the planned activities despite significantly more challenging COVID conditions and unexpected turnover in some positions. The school has added COVID response

3 LCAP Goal #6 : Caliber's Values



Beta Actions	Budgeted Expenditures	Implementation Notes
Carry out the named list of activities to promote Caliber's values (F.A.C.E.) among staff and students.	No specific expenditures were identified	The school is implementing all of the planned actions.
ChangeMakers Actions	Budgeted Expenditures	Implementation Notes
Carry out the named list of activities to promote Caliber's values (F.A.C.E.) among staff and students.	\$557,348 in coaching & PD to support the value of Feedback & continuous improvement	The school is implementing all of the planned actions. The school is on projected to spend at least as much as was originally budgeted in the areas of coaching & professional development.



SECTION 2 : ADVANCE DISCUSSION MATERIALS

B2.2 2022 Supplement to Annual Update for 2021-22 LCAP (Beta Academy)



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Caliber: Beta Academy	Andrew Grossman & Tim Pruitt School Leaders	info@caliberbetaacademy.org

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

All funds provided in the Budget Act of 2021 were included in the 2021-22 Local Control and Accountability Plan (LCAP). As such, no additional engagement was needed for the use fo funds that were not included in the 2021-22 LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Beta Academy has an unduplicated pupil percentage in excess of 55% and therefore it does anticipate receiving a concentration grant as part of its 2021-22 LCFF funding. The school has estimated the size of its concentration grant add-on at \$161,858 in the 2nd interim budget update approved by Invictus' Board in December 2021 (based on an estimated concentration grant of \$701,384, which would only have been \$539,526. without the add-on). The school plans to use this add-on funding to hire additional instructional staff who will provide direct services to students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

All use of one-time federal funds that are intended to support recovery from the COVID-19 pandemic were planned in conjunction with the development of school's 2021-22 LCAP. As such, the description of the engagement of educational partners that was included in that LCAP also applies to the use of these funds. Specifically, the engagement with (i) Caliber Students and Families, (ii) Caliber School Leadership Teams, (iii) Caliber Teachers and Staff, and (iv) Caliber partners and consultants, all of which are detailed on page 6 in the school's LCAP (the "Stakeholder Engagement" section).

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Beta Academy is receiving ESSER III funding, the expenditure plan for which was formally approved by the Board in October 2021 after having previously been included in the budget approved by the Board in June 2021. The school did not intended to spend ESSER III funding in the 2021-22 fiscal year, but rather to spend it in 2022-23 and 2023-24. That remains the plan at this time.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

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2021-22 LCAP Supplement for Caliber: Beta Academy

funding will support the meal program, and special education funding will support the special education program), the overall strategy, priorities, and goals of the organization are considered holistically when considering how individual programs and funding sources fit together to support the organization's goals.

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Introduction

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- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

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In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education November 2021



SECTION 2 : ADVANCE DISCUSSION MATERIALS

B2.3 Supplement to Annual Update for 2021-22 LCAP (ChangeMakers Academy)



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Caliber: ChangeMakers Academy	Aisha Ford & Alesha Williams School Leaders	info@calibercma.org

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

All funds provided in the Budget Act of 2021 were included in the 2021-22 Local Control and Accountability Plan (LCAP). As such, no additional engagement was conducted specifically related to the use fo funds that were not included in the 2021-22 LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

ChangeMakers Academy has an unduplicated pupil percentage in excess of 55% and therefore it does anticipate receiving a concentration grant as part of its 2021-22 LCFF funding. The school has estimated the size of its concentration grant add-on at \$138,245 in the 2nd interim budget update approved by Invictus' Board in December 2021 (based on an estimated concentration grant of \$599,061, which would only have been \$460,816. without the add-on). The school plans to use this add-on funding to hire additional instructional staff who will provide direct services to students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

All use of one-time federal funds that are intended to support recovery from the COVID-19 pandemic were planned in conjunction with the development of school's 2021-22 LCAP. As such, the description of the engagement of educational partners that was included in that LCAP also applies to the use of these funds. Specifically, the engagement with (i) Caliber Students and Families, (ii) Caliber School Leaders, (iii) Caliber Teachers and Staff, and (iv) Caliber advisory committees (ELAC, SST), all of which are detailed on page 5 in the school's LCAP (the "Stakeholder Engagement" section).

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

ChangeMakers Academy is receiving ESSER III funding, the expenditure plan for which was formally approved by the Board in October 2021 after having previously been included in the budget approved by the Board in June 2021. The school did not intended to spend ESSER III funding in the 2021-22 fiscal year, but rather to spend it in 2022-23 and 2023-24. That remains the plan at this time.

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California Department of Education November 2021

2021-22 LCAP Supplement for Caliber: ChangeMakers Academy

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SECTION 2 : ADVANCE DISCUSSION MATERIALS

B2.4 2022-23 planning preview







Plans for 22-23

- 1. LCAP
- Universal Transitional Kindergarten
- 3. Expanded Learning



What's Next: LCAP Development Timeline



Collect and analyze data and consult with Educational Partners.

Continue to collect and analyze data and consult; use this information to inform revisions to the LCAP and Dashboard Local Indicators.

Hold the required public hearing to receive public input; adopt the 2022–23 LCAP

Report Progress

May

December-February

March-April

June

Report LCAP progress and implementation and the 2021-22 Supplement to the governing board/body by February 28, 2022.

Present to advisory groups; provide opportunity for public input; consult with SELPA administrator(s)





Universal TK

- Statewide mandate to expand TK to all 4 year olds by 2026
- Plan being developed to grow enrollment and align programs between school sites
- Plan to be presented to Board in June
 2022 Meeting





Expanded Learning

- Refers to before-school, after-school, intersession, or summer programming focusing on developing the academic, social-emotional, and physical needs of students in grades TK-6.
- Exploring deeper partnership with BACR
- Plan to be presented to Board in June
 2022 Meeting



SECTION 2 : ADVANCE DISCUSSION MATERIALS

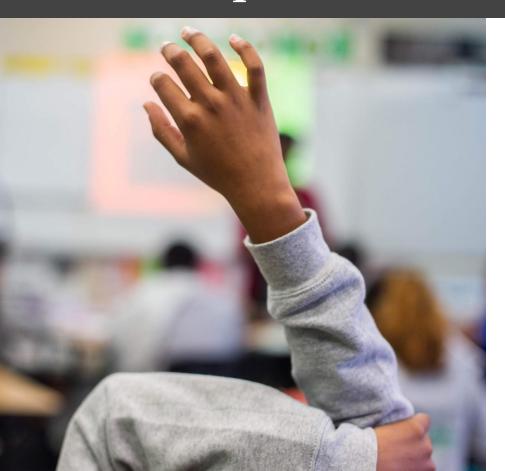
B3.1 Finance Update





Finance Updates





- 2021-22 Second Interim
 Budget Updates
- 2021-22 Auditor Selection
- North Campus Update

Major Budget Themes

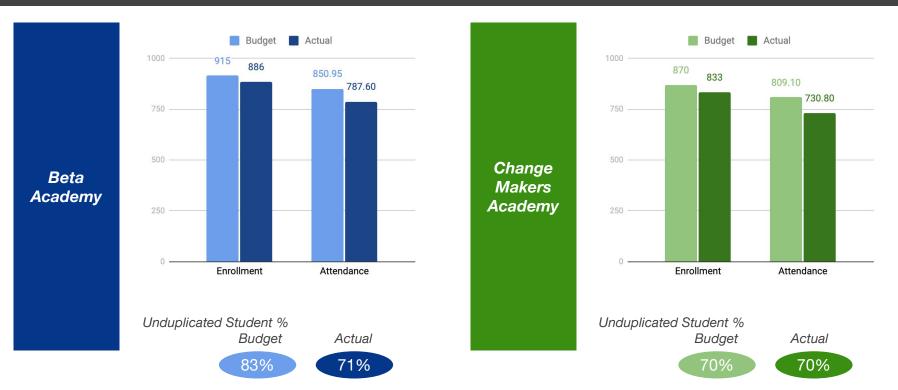


- Omicron-related attendance issues in January led to decreases in attendance & forecasted revenue
- Proposed school budgets use stimulus funding to maintain programming despite decreased LCFF revenues
- Bottom line forecast at each school is ~\$400,000 worse than previously forecasted, but ending fund balances remain healthy
- SSO outlook mirrors that of schools:
 lower revenues, expanded program
 support, reasonable ending fund balance



Key 2021-22 Budget Metrics





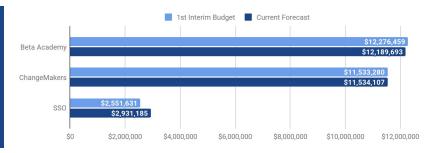
Enrollment and unduplicated student %-age will be reported as of October census day. Attendance will be based on the year-long average.

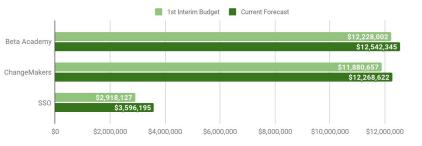
2021-22 Finance Summary











Ending Fund Balances:

Beta (excl North Campus)

ChangeMakers

SSO



\$4.3m

\$1.9m

\$2.7m

- School and SSO revenue forecasts reflect the projected negative impacts noted on the previous slide
- Schools and network planning to use stimulus funding and reserves to maintain programming
- Net income at each school is currently expected to be ~\$400k lower than previously budgeted (SSO net income ~\$300k lower)
- Ending fund balances remain healthy despite small projected deficits
- Board packet includes more details on revenue and expense variances 114

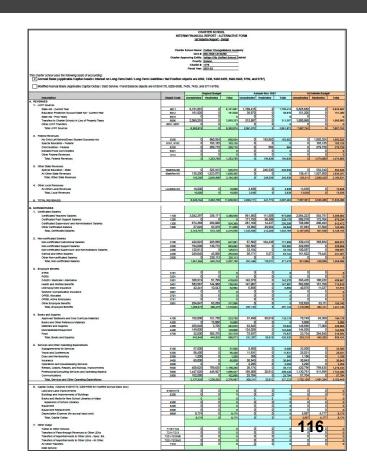
Proposed Second Interim Budgets (summary)

SECOND INTERIM BUDGET PROPOSALS	Beta Academy	ChangeMakers
OPERATING REVENUES		
LCFF Funding	\$8,568,910	\$7,766,396
Other State Funding	\$1,518,305	\$2,190,90
Federal Funding	\$1,854,663	\$1,558,02
Local Funding	\$245,686	\$
Intracompany Revenues	\$0	\$
Other Local Revenues	\$229	\$18,77
Total Operating Revenues	\$12,187,793	\$11,534,10
EXPENSES		
Core Instruction	\$3,983,395	\$3,640,22
Academic Intervention	\$703,209	\$534,23
School Leadership	\$846,725	\$665,89
Special Education Program	\$1,489,683	\$1,391,70
SEL & Mental Health	\$717,425	\$726,51
Computer Science Program	\$273,539	\$263,11
P.E. Program	\$373,314	\$344,61
Art/Music Program	\$121,300	\$56,13
Field Trips	-\$2,615	\$
Expanded Learning	\$192,978	\$233,07
Facility Costs	\$827,015	\$1,475,23
Technology & Communications	\$152,840	\$209,06
Meal Program	\$555,495	\$479,46
Professional Development	\$381,095	\$672,49
Staff Recruiting	\$5,833	\$36,44
Student Recruiting	\$12,426	\$10,02
Community Outreach & Events	\$19,038	\$4,50
Fundraising	\$0	\$
SSO Support	\$856,891	\$776,64
Other Ops & Admin Support	\$992,759	\$717,24
Total Expenses	\$12,542,345	\$12,268,62
OPERATING INCOME	-\$354,552	-\$734,5 <u>1</u>
Donations	\$1,900	115
NET INCOME	-\$352,652	-\$734,51

Second Interim Budget Submissions Caliber

- Each charter school provides the following budget updates to authorizers and the CDE:
 - By July 1 Budget for the year
 - By December 15 First Interim report
 - By March 15 Second Interim report
 - By Sept 15 Unaudited Actuals report
- Our submissions will match the financials included on the previous slides, and will be submitted in the state-mandated template

Staff is seeking Board approval to submit the 2021-22 Second Interim Budget Updates for each school, drafts of which are included in the packet





Action Item(s):

-Staff is seeking Board approval to submit the 2021-22 Second Interim Budget Updates for each school, drafts of which are included in the packet

Roll call of votes

Reminder:
Please state your
name before you
motion.

2021-22 Audit

Caliber public schools

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- Each year, charter schools are required to select an independent financial auditor for the year
- The audit process includes various operational items mandated in the "Audit Guide" published by the Education Audit Appeals Panel
- Caliber has worked with CliftonLarsonAllen in the past, and staff recommends we engage with CLA again given their strong reputation, knowledge of Caliber's operations, and productive working relationship with the Caliber team
- Staff recommends using CLA for tax filings as well
- The anticipated cost of the tax and audit work is \$27,000

The Board is asked to approve the selection of CliftonLarsonAllen as the organization's independent auditor for the 2021-22 year





Action Item(s):

-The Board is asked to approve the selection of CliftonLarsonAllen

as the organization's independent auditor

for the 2021-22 year

Roll call of votes

Reminder:

Please state your name before you motion.

North Campus Project Update



- The North Campus project continues to move forward as planned
- The dollar value of change orders we've experienced to date remain within the amount of "contingency" that was set aside when the project was originally budgeted
- The overall pace of construction remains on track for completion this spring, in time to move-in over the summer and begin school at the new location this coming school year

The consent calendar includes a contract with a furnishing vendor (Virco) who will provide classroom furniture at the new building





SECTION 2 : ADVANCE DISCUSSION MATERIALS

B3.2 FRL Impact & Action Plan





Summary



<u>Impact</u>

- <u>We failed to collect as many FRL forms as in the past</u> Typically we collect forms from virtually every family (high 90% range). This year, we collected forms from only 87% of families at ChangeMakers and 74% at Beta Academy.
- FRL rates will be reported at a lower level Because we report FRL-eligible students as a %-age of all students (not as a %-age of forms collected), it will look like we have a lower FRL %-age than we likely do. CBA will report 71% FRL, CMA will report 66%
- <u>Will result in lower funding</u> Because many funding sources are tied to the school's FRL rate, we have reduced our revenue forecasts. Because of the "rolling-average" nature of the FRL funding formulas, the impact will be spread over three years.

Root Causes

- <u>Slow start</u> Ops team was focused on COVID safety measures in the run-up to school & failed to start when we normally would.
- <u>Parent confusion</u> Some parents didn't realize they needed to submit forms because they were in remote learning &/or because they already get free meals even without the forms.
- <u>COVID-19 effects on school procedures</u> Ops teams side-lined by massive amount of COVID-response work in the first weeks of school. Parents overwhelmed with COVID-related messaging. FRL form work & communications didn't reach the level of impact it normally would have.
- **Poor data monitoring** School teams were flying blind because they lacked data tracking from the SSO.

Changes for Next Year

- Return to typical schedule Start earlier with a formal kick-off and clear expectations and timeline
- **<u>Dedicated support</u>** Have a dedicated support staff member at each campus who owns this process
- Revised messaging Position this as "income verification" (not meal forms) and explain why we need forms from everyone
- Active data monitoring Provide school teams with multiple updates each week so they know where they stand with collection

What Happened/What We Learned





What Happened

- Network tracker was provided to schools later than normal.(MDO) (Impact- School teams historically relied on tracker to monitor FRL app. counts so without this resource there was a gap of knowing collection progress.
- COVID-19 effects on school procedures-(Impact-School and Network teams were heavily focused on COVID 19 safety measures to ensure students were able to return in person safely, but this also allowed FRL collection data to be placed on a back burner until we reached an insurmountable deficit. No in person interaction with parents also played a role in less focus being placed on ensuring collection of FRLs was happening.
- Slow Start to FRL collection.(MDO)-(Impact- Due to the lack of an official kickoff to FRL collection, alignment of target dates, monitoring check ins, and collection strategy planning, there was a bit of "flying blind" towards the target with the late realization that we would miss it.)

What Happened/What We Learned





What Happened

• FRL Misconceptions-(Impact- Many families believed that since their student was not participating in the meal program at Caliber that they did not need to fill out the FRL form causing many of our families to either just not complete it or refuse to complete it due to not totally understanding the impact it could have on the school finances.)

Overall Impact

 Due to not hitting Free/Reduced targeted percentages both schools took six-figure revenue losses affecting the schools ability to hire for needed positions, created the need to make difficult budget cut decisions to stay within school year budget, and monitor all financial purchases for the remainder of the school year.

FRL Collection Overview



Set network aligned FRL collection plan(benchmarks,dates, communication norms, and tracking)





Kick Off

FRL applications created, SL and SSO communication, family communication,tracker creation, review plan from May alignment.





Execute

School wide and Family communication of importance, begin tracking and entering applications





Monitoring

Closely monitor collection data, engage school wide effort(class envelopes, incentives, etc), make adjustments if challenges arise.



Close Out and Debrief

Ensure all applications are entered in Meal Time, reach last families to reach 100% participation, engage in a debrief 426 ion to discuss grows, glows and nice to knows.

How We Move Forward



May 2022- (Align)

- -The Operations Team-(Managing Director of Ops, Directors of School Site Ops, Ops Admin Coordinator) will meet to do a planning session to set network aligned dates and action steps for the '22-'23 FRL collection season.(share with School Leaders)
- Train the Meal Team on completion of FRL applications

• July 2022- (Kick off)

- -FRL application templates created
- -FRL Online Website updated
- -FRL communication to be shared with families as a step of school registration
- -Meal Teams will begin "new family" calls to assist families in completing the FRL application
- -Directors of Ops reshare school FRL plan with School Leaders.
- -Creation of school specific FRL trackers to monitor collection numbers.(this will be used to monitor benchmark progress.
- -MDO will share FRL collection plan with SSO.



How We Move Forward

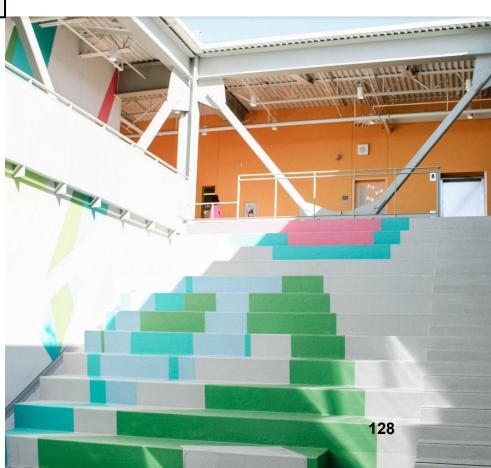


August 2022 - (Execute)

- -Directors of Operations will run PD on the importance of FRL collection, the impact it has, and the collection plan for the school. (whole school PD)
- -Communication reminder to all families about completing FRL applications.(explanation of importance of FRL completion,"not just a meal application")
- -Have Meal Team lead to start entering FRL applications in meal time (monitored by Office Lead for any questions or assistance)
- -Online applications uploaded by MDO.

• September 2022- (Monitoring)

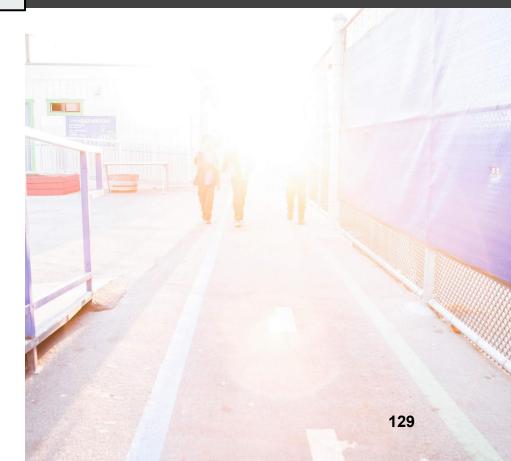
- -Teachers given rosters, envelopes and blank FRL applications to encourage 100% collection in each class.
- -SSO creates network tracker to monitor overall collection progress at both schools.
- -Network wide and school wide incentive contest created and communicated. (ex. pizza parties, onsite field trip, class parties, teacher swag, etc.)
- -Schools reach at least 95% collection by end of month.
- -Meal Team Lead and designated front office staff member continue entering FRL apps in Meal Time.



How We Move Forward



- October 2022 (Close Out and Debrief)
 - -100% of FRLs collected and entered into MealTime
 - -SSO support given to schools with challenges meeting target.
 - -Debrief of FRL collection season to highlight grows, glows and good to knows.(Share data with SL and SSO)





SECTION 2 : ADVANCE DISCUSSION MATERIALS

B3.3 Caliber: Beta Academy Second Interim Report

CHARTER SCHOOL INTERIM FINANCIAL REPORT - ALTERNATIVE FORM Second Interim Report Certification

Charter School Name: Caliber Beta Academy
CDS #: #07-10074-0129528

Charter Approving Entity: Contra Costa County Office of Education

County: Contra Costa

Charter #: 1622 Fiscal Year: 2021-22

(<u>x</u>)	To the entity that approved the charter school: 2021-22 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT ALTERNATIVE FORM: This report					
	has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33. Signed: Date:					
	Charter School Official					
	(Original signature required)					
	Print Name:	Title:				
	To the County Superintendent of Schools:					
<u>x</u>)		ANCIAL REPORT ALTERNATIVE FORM: This report				
	is hereby filed with the County Superintendent pursuant to Educatio Signed:	on Code Section 47604.33. Date:				
	Authorized Representative of	Date.				
	Charter Approving Entity					
	(Original signature required) Print					
	Name:	Title:				
	For additional information on the Second Interim Report, plea	se contact:				
	For Approving Entity:	For Charter School:				
	Name	Name				
	Title	Title				
	Title Phone	Title Phone				
	Phone E-mail	Phone E-mail				
	Phone	Phone E-mail				

CHARTER SCHOOL INTERIM FINANCIAL REPORT - ALTERNATIVE FORM 2nd Interim Report - Detail

Charter School Name: Caliber Beta Academy
CDS #: #07-10074-0129528

Charter Approving Entity: Contra Costa County Office of Education
County: Contra Costa
Charter #: 1622
Fiscal Year: 2021-22

This charter school uses the following basis of accounting:

| X | Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities / Net Position objects are 6900, 7438, 9400-9499, 9660-9669, 9796, and 9797)

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

			st Interim Budge			ctuals thru 1/31			d Interim Budge	
Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Tot
EVENUES										
. LCFF Sources										
State Aid - Current Year	8011	6,111,038		6,111,038	3,325,465	0	3,325,465		0	5,9
Education Protection Account State Aid - Current Year	8012	161,100		161,100	129,683	0	129,683	157,520	0	15
State Aid - Prior Years	8019	0	0	0	0	0	0	0	0	
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,425,014		2,425,014	676,608	0	676,608	2,506,164	0	2,5
Other LCFF Transfers	8091, 8097	0	0	0	0	0	0	0	0	
Total LCFF Sources		8,697,152	0	8,697,152	4,131,756	0	4,131,756	8,568,910	0	8,5
Federal Revenues										
No Child Left Behind/Every Student Succeeds Act	8290	0	1,427,112	1,427,112	0	0	0	0	1,777,112	1,
Special Education - Federal	8181, 8182	0	115,625	115,625	0	0	0	0	115,625	
Child Nutrition - Federal	8220	0	378,585	378,585	0	19,021	19,021	0	410,805	
Donated Food Commodities	8221	0	0	0		0	0	0	0	
Other Federal Revenues	8110	0	401,121	401,121	0	377,933	377,933	0	401,121	
Total, Federal Revenues		0	2,322,443	2,322,443		396,954	396,954		2,704,663	2,
Other State Revenues										
Special Education - State	StateRevSE	0	580,933	580,933	0	327,831	327,831	0	568,134	
All Other State Revenues	StateRevAO	145,160		11,297,680	78,682	12,103,856	12,182,539	141,933	11,177,777	11,
Total, Other State Revenues	- Claici to 7 to	145,160		11,878,613	78,682	12,431,687	12,510,370		11,745,911	11,
iotal, other state nevenues		145,100	11,733,403	11,070,013	70,002	12,431,007	12,510,570	141,933	11,745,911]	- 11,
01118										
Other Local Revenues		0.404	045.000	0.17.700	0.400		0.400	0.400	0.45.000	
All Other Local Revenues	LocalRevAO	2,104		247,790	2,129	0	2,129			
Total, Local Revenues		2,104	245,686	247,790	2,129	0	2,129	2,129	245,686	
		0.044.415	44 004 50-	00.445.055	4 010 50-1	40.000.044	47.044.055	0.710.055	44.000.00=	
TOTAL REVENUES		8,844,416	14,301,582	23,145,998	4,212,567	12,828,641	17,041,208	8,712,972	14,696,260	23,
	1									
PENDITURES										
Certificated Salaries										
Certificated Teachers' Salaries	1100	3,173,835	572,873	3,746,708	1,781,051	152,314	1,933,364	3,183,189	599,409	3,
Certificated Pupil Support Salaries	1200	75,454		151,272		51,010	150,564		77,818	
Certificated Supervisors' and Administrators' Salaries	1300	554,995		806,313		71,688	466,968		258,352	
Other Certificated Salaries	1900	12,395		107,247		38,867	63,997	0		
Total, Certificated Salaries	1000	3,816,679		4,811,540		313,879	2,614,893			4
,				.,,	_,000.,00	0.0,0.0		5,101,000	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
Non-certificated Salaries										
Non-certificated Instructional Salaries	2400	382,513	628,318	1,010,831	328,357	234,590	562,948	480,457	491,521	
	2100					22,412				
Non-certificated Support Salaries	2200	504,279		745,506	315,121		337,533	340,723	390,736	
Non-certificated Supervisors' and Administrators' Salaries	2300	105,672		105,672	62,339	0	62,339	107,405	0	
Clerical and Office Salaries	2400	260,074		346,448		13,456	244,962		92,435	
Other Non-certificated Salaries	2900	0		0	0	0	0		0	
Total, Non-certificated Salaries		1,252,538	955,919	2,208,457	937,323	270,457	1,207,781	1,216,523	974,692	2,
Employee Benefits										
STRS	3101	0	0	0	0	0	0	0	0	
PERS	3201	0		0		0	0			
OASDI / Medicare / Alternative	3301	390,330		540,542		0	287,879		154,394	
Health and Welfare Benefits	3401	557,614		772,202	274,873	0	274,873		220,563	
Unemployment Insurance	3501	40,554				0			16,041	
				56,160			23,480			
Workers' Compensation Insurance	3601	0		0		0	1,963		0	
OPEB, Allocated	3701	0		0		0	0			
OPEB, Active Employees	3751	0		0		0	0			
Other Employee Benefits	3901	121,661		168,479		0	0			
Total, Employee Benefits		1,110,159	427,224	1,537,383	588,194	0	588,194	1,095,298	439,122	1
Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	66,363		201,654	128,713	0	128,713		134,174	
Books and Other Reference Materials	4200	0		11,310	732	0	732		1,063	
Materials and Supplies	4300	322,670		325,070	261,184	0	261,184		17,865	
Noncapitalized Equipment	4400	81,512		86,573	80,420	0	80,420		5,061	
Food	4700	42,391		445,141	147,056	0	147,056		231,179	
Total, Books and Supplies		512,936		1,069,748		0	618,105		389,341	1
,		5.2,000	200,012	.,200,7 40	2.0,.00	3	2.0,100	. 00,032	230,011	
Services and Other Operating Expenditures										
Subagreements for Services	5100	5,535	o	5,535	7,765	0	7,765	7,765	0	
Subagreements for Services Travel and Conferences		2,260		43,675	7,765	0	7,765		19,144	
	5200					0			19,144	
Dues and Memberships	5300	1,363		1,363	697		697			
Insurance	5400	102,872		102,872		0	102,872		0	
Operations and Housekeeping Services	5500	254,788		254,788		0	182,653		0	
Rentals, Leases, Repairs, and Noncap. Improvements	5600	299,876		299,876		0	200,785		0	
Professional/Consulting Services and Operating Expend.	5800	1,335,417		1,814,170		11,700	595,135		635,876	1
Communications	5900	64,485		64,485		0	47,933		11,055	
Total, Services and Other Operating Expenditures		2,066,596	520,168	2,586,764	1,133,857	11,700	1,145,557	2,221,859	666,075	2
Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	0		0	0	0	0		0	
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0	0	0	
Books and Media for New School Libraries or Major		0		0	0	0	0	0	0	
Expansion of School Libraries	6300	0		0		0	0		0	
Equipment	6400	0		0		0	0		ő	
	6500	0		0		0	0			
Equipment Replacement										
Depreciation Expense (for accrual basis only)	6900	0		13,780		0	0			
Total, Capital Outlay		0	13,780	13,780	0	0	0	0	13,780	
Other Outgo										
	7110-7143	0		0		0	0		-	
Tuition to Other Schools		0	0	0	0	0	0	0	0	
Tuition to Other Schools Transfers of Pass-through Revenues to Other LEAs	7211-7213		- 01							
		0		0		0	0	0		
Transfers of Pass-through Revenues to Other LEAs Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0		0		0		0	
Transfers of Pass-through Revenues to Other LEAs		0	0	0	0	0	-	0	0	

	r									
Interest	7438	330	0	330	484	0	484	584	0	584
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0	0	0	0
Total, Other Outgo		330	0	330	484	0	484	584	0	584
8. TOTAL EXPENDITURES		8,759,238	3,468,764	12,228,002	5,578,978	596,036	6,175,014	9,028,904	3,513,441	12,542,345
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.										
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		85,178	10,832,818	10,917,996	-1,366,411	12,232,604	10,866,193	-315,931	11,182,819	10,866,888
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	0	0	0	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0	0	0	0
Contributions Between Unrestricted and Restricted Accounts										
(must net to zero)	8980-8999	0	0	0	0	0	0	0	0	0
(·····································			-,		-	-1		-		
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0	0	0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4)		85,178	10.832.818	10,917,996	-1,366,411	12.232.604	10.866.193	-315.931	11.182.819	10.866.888
F. FUND BALANCE, NET POSITION										
1. Beginning Fund Balance										
a. As of July 1	9.791	4.598.795	3.047.567	7,646,363	4,598,795	3,047,567	7.646.363	4.598,795	3,047,567	7,646,363
b. Adjustments to Beginning Balance	9793, 9795	0	0	0	0	0	0	0	0	0
c. Adjusted Beginning Balance / Net Position		4.598.795	3.047.567	7.646.363	4.598.795	3.047.567	7.646.363	4.598.795	3.047.567	7.646.363
2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.)		4,683,973	13,880,385	18,564,359	3,232,385	15,280,172	18,512,556	4,282,864	14,230,387	18,513,251
, , , , , , , , , , , , , , , , , , , ,										
Components of Ending Net Position (Accrual Basis only)										
	9796	14 900 000	13 900 000	28 800 000	3 030 461	3 113 139	6 143 600	14 550 000	14 250 000	28.800.000
		,500,000			2,200,101			. 1,230,000		
c. Unrestricted Net Position	9790A	-10.216.027	10,010	-10.216.027	201.924	,.57,002	201,924	-10.267.136	10,010	-10.267.136
Components of Ending Net Position (Accrual Basis only) a. Net Investment in Capital Assets b. Restricted Net Position c. Unrestricted Net Position	9796 9797 9790A	14,900,000	13,900,000 -19,615	28,800,000 -19,615 -10,216,027	3,030,461 201,924	3,113,139 12,167,032	6,143,600 12,167,032 201,924	14,550,000	14,250,000 -19,613	

CHARTER SCHOOL INTERIM FINANCIAL REPORT - ALTERNATIVE FORM 2nd Interim Report - Summary

Charter School Name: Caliber Beta Academy
CDS #: #07-10074-0129528
Charter Approving Entity: Contra Costa County Office of Education
County: Contra Costa
Charter #: 1622
Fiscal Year: 2021-22

					2nd Interim vs. 1st Int Increase, (Decrease)	er illi
		1st Interim	Actuals thru	2nd Interim	\$ Difference	% Change
Description REVENUES	Object Code	Budget (X)	10/31 (Y)	Budget (Z)	(Z) vs. (X)	(Z) vs. (X)
1. LCFF Sources						
State Aid - Current Year	8011	6,111,038	3,325,465	5,905,226	(205,812)	
Education Protection Account State Aid - Current Year	8012	161,100	129,683	157,520	(3,580)	
State Aid - Prior Years	8019	-	-	-	-	
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,425,014	676,608	2,506,164	81,150	
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total LCFF Sources		8,697,152	4,131,756	8,568,910	(128,242)	
2. Federal Revenues		4 407 440		. ===	050.000	
No Child Left Behind/Every Student Succeeds Act	8290	1,427,112	-	1,777,112	350,000	
Special Education - Federal Child Nutrition - Federal	8181, 8182 8220	115,625 378,585	19,021	115,625 410,805	32,220	
Donated Food Commodities	8221	401,121	377,933	401,121	32,220	
Other Federal Revenues	8110, 8260-8299	2,322,443	396,954	2,704,663	382,220	
Total, Federal Revenues	0110,0200 0200	_,,	202,000	_,, _ ,,	,	
3. Other State Revenues						
Special Education - State	StateRevSE	580,933	327,831	568,134	(12,799)	
All Other State Revenues	StateRevAO	11,297,680	12,182,539	11,319,710	22,030	
Total, Other State Revenues		11,878,613	12,510,370	11,887,844	9,231	
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	247,790	2,129	247,815	25	
Total, Local Revenues		247,790	2,129	247,815	25	
5. TOTAL REVENUES		23,145,998	17,041,208	23,409,232	263,234	
		, , ,	,, , , , ,	., .,		
XPENDITURES . Certificated Salaries						
Certificated Teachers' Salaries	1100	3,746,708	1,933,364	3,782,598	35,890	
Certificated Pupil Support Salaries	1200	151,272	150,564	155,271	3,999	
Certificated Supervisors' and Administrators' Salaries	1300	806,313	466,968	782,548	(23,765)	
Other Certificated Salaries	1900	107,247	63,997	94,852	(12,395)	
Total, Certificated Salaries		4,811,540	2,614,893	4,815,269	3,729	
Non-certificated Salaries						
Non-certificated Instructional Salaries	2100	1,010,831	562,948	971,977	(38,854)	
Non-certificated Support Salaries	2200	745,506	337,533	731,458	(14,048)	
Non-certificated Supervisors' and Administrators' Salaries	2300	105,672	62,339	107,405	1,733	
Clerical and Office Salaries	2400	346,448	244,962	380,373	33,925	
Other Non-certificated Salaries Total, Non-certificated Salaries	2900	2,208,457	1,207,781	2,191,214	(17,243)	
		, , .	, . , .	, ,	, , , ,	
Employee Benefits STRS	3101	-	-	-	_	
PERS	3201	-	_	_	-	
OASDI / Medicare / Alternative	3301	540,542	287,879	539,499	(1,043)	
Health and Welfare Benefits	3401	772,202	274,873	770,713	(1,489)	
Unemployment Insurance	3501	56,160	23,480	56,052	(108)	
Workers' Compensation Insurance	3601	-	1,963	-	-	
OPEB, Allocated	3701	-	-	-	-	
OPEB, Active Employees	3751	-	-	-	-	
Other Employee Benefits	3901	168,479	-	168,156	(323)	
Total, Employee Benefits		1,537,383	588,194	1,534,420	(2,963)	
Books and Supplies						
Approved Textbooks and Core Curricula Materials Books and Other Reference Materials	4100 4200	201,654 11,310	128,713 732	227,956 5,732	26,302 (5,578)	
Materials and Supplies	4300	325,070	261,184	369,055	43,985	
Noncapitalized Equipment	4400	86,573	80,420	95,981	9,408	
Food	4700	445,141	147,056	400,420	(44,721)	
Total, Books and Supplies		1,069,748	618,105	1,099,144	29,396	
Services and Other Operating Expenditures						
Subagreements for Services	5100	5,535	7,765	7,765	2,230	
Travel and Conferences	5200	43,675	7,717	19,817	(23,858)	
Dues and Memberships	5300	1,363	697	1,247	(116)	
Insurance	5400	102,872	102,872	102,872	(0)	
Operations and Housekeeping Services	5500	254,788	182,653	325,653	70,865	
Rentals, Leases, Repairs, and Noncap. Improvements	5600	299,876	200,785	365,610	65,734	
Professional/Consulting Services and Operating Expend.	5800 5900	1,814,170	595,135	1,987,337	173,167	
Communications Total, Services and Other Operating Expenditures	5900	64,485 2,586,764	47,933 1,145,557	77,633 2,887,934	13,148 301,170	
Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-		-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major		-	-		-	
Expansion of School Libraries	6300	-	-	-	-	
	0.00				-	
Equipment	6400	-				
Equipment Equipment Replacement Depreciation Expense (for accrual basis only)	6500	-	_	-	-	

-7143 - -7213 - 1223SE - 1223AO -	- - - -	- - -	- - - -	
-7213 - 7223SE - 7223AO -	: : :		-	
-7213 - 7223SE - 7223AO -	- - -	- - -	-	
7223SE - 7223AO -	-	-		!
'223AO -	-	-	_	
	-			
		-	-	
	-	-	-	
138 330	484	584	254	77%
- 139	-	-	-	
330	484	584	254	77%
12,228,002	6,175,014	12,542,345	314,343	3%
10,917,996	10,866,193	10,866,888	(51,108)	0%
				1
-8979 -	-	-		
-7699 -	-	-	-	
			-	
-8999 -	-	-	-	
-	-	-	-	
10,917,996	10,866,193	10,866,888	(51,108)	0%
				1
				1
791 7,646,363	7,646,363	7,646,363	-	0%
9795 -	-	-	-	1
7,646,363	7,646,363	7,646,363	1	0%
18,564,359	18,512,556	18,513,251	(51,108)	0%
796 28,800,000	6,143,600	28,800,000	-	0%
97 (19,615)	12,167,032	(19,613)	1	
90A (10,216,027)	201,924	(10,267,136)	(51,109)	1%
-8 -8	10,917,996 10,917,996 10,917,996 10,917,996 10,917,996 10,917,996 10,917,996 10,917,996 10,917,996 10,917,996 28,800,000 17 (19,615)	330 484 12,228,002 6,175,014 10,917,996 10,866,193 10,917,996 10,866,193 10,917,996 10,866,193 10,917,996 10,866,193 10,917,996 10,866,193 10,917,996 10,866,193 11,917,996 10,866,193 11,917,996 10,866,193 11,917,996 11,866,363 11,917,996 11,81,512,556	330	330

CHARTER SCHOOL INTERIM FINANCIAL REPORT - ALTERNATIVE FORM 2nd Interim Report - Multi-year Projection

Charter School Name: Caliber Beta Academy

CDS #: #07-10074-0129528

Charter Approving Entity: Contra Costa County Office of Education

County: Contra Costa

Charter #: 1622

Fiscal Year: 2021-22

This charter school uses the following basis of accounting:

X Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities / Net Position objects are 6900, 7438, 9400-9499, 9660-9669, 9796, and 9797)

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

			2021-22		2022-23	2023-24
Description	Object Code	Unrestricted	Restricted	Total	Total	Total
REVENUES						
1. LCFF Sources			_			
State Aid - Current Year	8011	5,905,226	0	5,905,226	6,716,154	6,741,
Education Protection Account State Aid - Current Year	8012	157,520	0	157,520	170,190	170,
State Aid - Prior Years	8019	0	0	0	0	
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,506,164	0	2,506,164	2,588,194	2,588,
Other LCFF Transfers	8091, 8097	0	0	0	0	
Total LCFF Sources		8,568,910	0	8,568,910	9,474,538	9,500,
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	0	1,777,112	1,777,112	1,044,812	1,044,
Special Education - Federal	8181, 8182	0	115,625	115,625	111,875	114,
Child Nutrition - Federal	8220	0	410,805	410,805	419,985	419
Donated Food Commodities	8221	0	0	0	0	
Other Federal Revenues	8110	0	401,121	401,121	401,121	401
Total, Federal Revenues		0	2,704,663	2,704,663	1,977,793	1,980
. Other State Revenues						
Special Education - State	StateRevSE	0	568,134	568,134	613,429	613
All Other State Revenues	StateRevAO	141,933	11,177,777	11,319,710	385,979	385
Total, Other State Revenues		141,933	11,745,911	11,887,844	999,408	999
. Other Local Revenues						
All Other Local Revenues	LocalRevAO	2,129	245,686	247,815	251,177	251
Total, Local Revenues		2,129	245,686	247,815	251,177	251
TOTAL REVENUES		8,712,972	14,696,260	23,409,232	12,702,915	12,730
XPENDITURES						
Certificated Salaries						
Certificated Teachers' Salaries	1100	3,183,189	599,409	3,782,598	3,489,160	3,59
Certificated Pupil Support Salaries	1200	77,453	77,818	155,271	143,312	14
Certificated Supervisors' and Administrators' Salaries	1300	524,196	258,352	782,548	882,232	90
Other Certificated Salaries	1900	0	94,852	94,852	114,972	11
Total, Certificated Salaries		3,784,838	1,030,431	4,815,269	4,629,676	4,76
Non-certificated Salaries						
Non-certificated Instructional Salaries	2100	480,457	491,521	971,977	1,045,837	1,07
Non-certificated Support Salaries	2200	340,723	390,736	731,458	672,521	692
Non-certificated Supervisors' and Administrators' Salaries	2300	107,405	350,730	107,405	112,776	116
Clerical and Office Salaries	2400	287,938	92,435	380,373	399,392	311
Other Non-certificated Salaries	2900	201,930	92,433	0	0 0	31
Total, Non-certificated Salaries	2300	1,216,523	974,692	2,191,214	2,230,526	2,19
. Employee Benefits						
STRS PERS	3101 3201	0	0	0	0 0	
OASDI / Medicare / Alternative	3301	385,105	154,394	539,499	528,236	53
Health and Welfare Benefits	3401	550,150	220,563	770,713	754,622	76
Unemployment Insurance	3501	40,011	16,041	56,052	54,882	5
Workers' Compensation Insurance	3601	0	0	0	0	
OPEB, Allocated	3701	0	0	0	0	
OPEB, Active Employees	3751	0	0	0	0	
Other Employee Benefits	3901	120,033	48,123	168,156	164,645	16
Total, Employee Benefits		1,095,298	439,122	1,534,420	1,502,384	1,52
Books and Supplies Approved Textbooks and Core Curricula Materials	4100	93,782	134,174	227,956	85,098	8
Books and Other Reference Materials	4200					
		4,669	1,063	5,732	16,875	1
Materials and Supplies	4300	351,190	17,865	369,055	227,970	23
Noncapitalized Equipment	4400	90,920	5,061	95,981	214,710	21
Food Total, Books and Supplies	4700	169,241 709,802	231,179 389,341	400,420 1,099,144	625,309 1,169,962	63 1,19
Services and Other Operating Expenditures Subagreements for Services	5100	7,765	0	7,765	51,000	5
Travel and Conferences	5200	673	19,144	19,817	37,128	3
Dues and Memberships	5300	1,247	0	1,247	1,224	<u>~</u>
Insurance	5400	102,872	0	102,872	122,400	12
Operations and Housekeeping Services			0			
Operations and Housekeeping Services Rentals, Leases, Repairs, and Noncap. Improvements	5500	325,653		325,653	398,240	40
	5600	365,610	635.976	365,610	61,720	1.62
Professional/Consulting Services and Operating Expend.	5800	1,351,461	635,876	1,987,337	1,703,062	1,62
Communications	5900	66,578	11,055 666,075	77,633 2,887,934	66,096 2,440,870	2,37
Total, Services and Other Operating Expenditures		2,221,859				

					i	
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major						
Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	13,780	13,780	700,000	700,000
Total, Capital Outlay		0	13,780	13,780	700,000	700,000
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7310	0	0	0	0	0
Debt Service:						
Interest	7438	584	0	584	102	300,000
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		584	0	584	102	300,000
8. TOTAL EXPENDITURES		9,028,904	3,513,441	12,542,345	12,673,521	13,060,069
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.						
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(315,931)	11,182,819	10,866,888	29,394	(329,175)
		-				
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
		_	_	_	_	_
2. Less: Other Uses	7630-7699	0	0	0	0	0
Contributions Between Unrestricted and Restricted Accounts						
(must net to zero)	8980-8999	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4)		(315,931)	11,182,819	10,866,888	29,394	(329,175)
F. FUND BALANCE, NET POSITION						
Beginning Fund Balance						
a. As of July 1	9791	4,598,795	3,047,567	7,646,363	18,513,251	18,542,645
b. Adjustments to Beginning Balance	9793, 9795	0	0	0	0	0
c. Adjusted Beginning Balance / Net Position		4,598,795	3,047,567	7,646,363	18,513,251	18,542,645
2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.)		4,282,864	14,230,387	18,513,251	18,542,645	18,213,470
Components of Ending Net Position (Accrual Basis only)						
a. Net Investment in Capital Assets	9796	14,550,000	14,250,000	28,800,000	28,100,000	27,400,000
b Restricted Net Position	9797		(19,613)	(19,613)	0	0
c. Unrestricted Net Position	9790A	(10,267,136)		(10,267,136)	(9,557,355)	(9,186,530)



SECTION 2 : ADVANCE DISCUSSION MATERIALS

B3.4 Caliber: ChangeMakers Second Interim Report

CHARTER SCHOOL INTERIM FINANCIAL REPORT - ALTERNATIVE FORM Second Interim Report Certification

Charter School Name: Caliber ChangeMakers Academy
CDS #: #48-70581-0134262

Charter Approving Entity: Vallejo City Unified School District
County: Solano

Charter #: 1779 Fiscal Year: 2021-22

(<u>x</u>)	To the entity that approved the charter school: 2021-22 CHARTER SCHOOL SECOND INTERI has been approved, and is hereby filed by the charter school Signed: Charter School Official (Original signature required) Print Name:	M FINANCIAL REPORT ALTERNATIVE FORM: This report of pursuant to Education Code Section 47604.33. Date: Title:
(<u>x</u>)	is hereby filed with the County Superintendent pursuant to E Signed:	M FINANCIAL REPORT ALTERNATIVE FORM: This report Education Code Section 47604.33. Date:
	Authorized Representative of Charter Approving Entity (Original signature required) Print Name:	Title:
	For additional information on the Second Interim Repo	ort, please contact:
	For Approving Entity:	For Charter School:
	Name	Name
	Title	Title
	Phone	Phone
	E-mail	E-mail
	This report has been verified for mathematical accuracy pursuant to Education Code Section 47604.33.	cy by the County Superintendent of Schools,
	District Advisor	Date

CHARTER SCHOOL INTERIM FINANCIAL REPORT - ALTERNATIVE FORM 2nd Interim Report - Detail

This charter school uses the following basis of accounting:

| X | Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities / Net Position objects are 6900, 7438, 9400-9499, 9660-9669, 9796, and 9797)

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

			t Interim Budge			ctuals thru 1/31			d Interim Budge	
Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	To
EVENUES										
. LCFF Sources									-1	
State Aid - Current Year	8011	5,825,682	0	5,825,682	3,357,779	0	3,357,779		0	5,6
Education Protection Account State Aid - Current Year	8012	151,200	0	151,200	77,740	0	77,740	146,160	0	1-
State Aid - Prior Years	8019	0	0	0	0	0	0	0	0	
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,880,860	0	1,880,860	467,169	0	467,169	1,979,246	0	1,9
Other LCFF Transfers	8091, 8097	0	0	0	0	0	0	0	0	
Total LCFF Sources		7,857,742	0	7,857,742	3,902,688	0	3,902,688	7,766,398	0	7,7
Federal Revenues										
No Child Left Behind/Every Student Succeeds Act	8290	0	809,615	809,615	0	0	0	0	809,615	8
Special Education - Federal	8181, 8182	0	103,125	103,125	0	0	0	0	103,125	
Child Nutrition - Federal	8220	0	279,720	279,720	0	4,328	4,328	0	362,880	
Donated Food Commodities	8221	0	0	0	0	0	0		0	
Other Federal Revenues	8110	0	282,409	282,409	0	210,658	210,658	0	282,409	
Total. Federal Revenues		0		1,474,869	0	214,986	214,986		1,558,029	1,
1-1-1			.,,	.,,					.,,	
Other State Revenues										
Special Education - State	StateRevSE	0	552,540	552,540	0	391,680	391,680	0	534,522	
All Other State Revenues	StateRevAO	126,411	1,507,880	1,634,291	70,819	1,865	72,684	122,197	1,534,189	1,
Total, Other State Revenues	StateRevAO	126,411	2,060,420	2,186,831	70,819	393,545	464,364		2,068,711	2,
iotal, Other State Revenues		120,411	2,000,420	2, 100,031	70,619	393,345	404,304	122,197	2,000,711	
Other Local Revenues						-1			-1	
All Other Local Revenues	LocalRevAO	13,838	0	13,838	8,772	0	8,772		0	
Total, Local Revenues		13,838	0	13,838	8,772	0	8,772	18,772	0	
TOTAL REVENUES		7,997,991	3,535,289	11,533,280	3,982,279	608,531	4,590,810	7,907,367	3,626,741	11,
PENDITURES										
Certificated Salaries										
Certificated Teachers' Salaries	1100	2,884,223	504,781	3,389,004	1,714,526	111,508	1,826,034	2,933,136	484,705	3
Certificated Pupil Support Salaries	1200	506,570	172,764	679,334	348,393	56,386	404,779		172,445	
Certificated Supervisors' and Administrators' Salaries	1300	708,980	206,493	915,472	571,776	14,437	586,214		211,178	
Other Certificated Salaries		87,883	57,500		58,237		88,192	73,996		_
	1900			145,383		29,954			64,262	
Total, Certificated Salaries		4,187,656	941,538	5,129,193	2,692,933	212,285	2,905,218	4,201,534	932,589	5
Non-certificated Salaries										
Non-certificated Instructional Salaries	2100	330,419	358,654	689,072	248,657	104,438	353,095	346,073	338,791	
Non-certificated Support Salaries	2200	329,058	0	329,058	180,612	0	180,612	290,261	55,817	
Non-certificated Supervisors' and Administrators' Salaries	2300	100,587	0	100,587	59,629	0	59,629	102,746	0	
Clerical and Office Salaries	2400	161,822	79,445	241,267	135,423	5,573	140,996		84,129	
Other Non-certificated Salaries	2900	0	0	0	0	0	0			
Total, Non-certificated Salaries	2300	921,886	438,099		624,322	110,011	734,333		478,736	- 4
total, Non-certificated Salaries		921,000	436,099	1,359,986	624,322	110,011]	734,333	907,019	4/0,/30]	1,
Employee Benefits										
STRS	3101	0		0	0	0	0		0	
PERS	3201	0	0	0	0	0	0	0	0	
OASDI / Medicare / Alternative	3301	393,435	106,232	499,667	266,621	0	266,621	393,359	108,672	
Health and Welfare Benefits	3401	562,050	151,760	713,810	258,144	0	258,144		155,246	
Unemployment Insurance	3501	40,876	11,037	51,913	21,487	0	21,487		11,291	
Workers' Compensation Insurance	3601	0		0		0	1,684		0	
OPEB, Allocated	3701	0		0		0	0			
		0	0	0		0	0			
OPEB, Active Employees	3751	122,629	33,111		0	0			33,872	
Other Employee Benefits	3901			155,740			0			-
Total, Employee Benefits		1,118,990	302,141	1,421,130	547,936	0	547,936	1,118,773	309,080	1
Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	70,749	93,369	164,118	70,308	95,619	165,927	103,558	93,369	
Books and Other Reference Materials	4200	5,000	0	5,000	1,553	0	1,553	6,553	0	
Materials and Supplies	4300	149,686	77,000	226,685	122,010	0	122,010		67,250	
Noncapitalized Equipment	4400	144,026	0	144,026	144,841	0	144,841	164,649	0	
Food	4700	23,754	294,840	318,594	145,160	0	145,160	28,491	317,520	
Total, Books and Supplies		393,215	465,209	858,424	483,873	95,619	579,492		478,139	
Services and Other Operating Expenditures										
Subagreements for Services	5100	33,500	0	33,500	13,900	0	13,900	27,650	0	
Travel and Conferences	5200	25,031	0	25,031	19,203	0	19,203		0	
Dues and Memberships	5300	1,156	0	1,156	842	0	19,203		0	
						0			0	
Insurance	5400	30,843	0	30,843			30,843			
Operations and Housekeeping Services	5500	2,295	0	2,295		0	9,436		0	
Rentals, Leases, Repairs, and Noncap. Improvements	5600	420,798	789,635	1,210,434	736,228	0	736,228		789,635	1
Professional/Consulting Services and Operating Expend.	5800	1,130,781	611,699	1,742,480	461,199	24,812	486,011		651,592	1
Communications	5900	57,704	0	57,704	47,016	0	47,016		0	
Total, Services and Other Operating Expenditures		1,702,109	1,401,334	3,103,443	1,318,668	24,812	1,343,480	1,929,927	1,441,227	3
Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	0	0	0	0	0	0	0	0	
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0	0	0	
Books and Media for New School Libraries or Major		0		0	0	0	0	0	0	
Expansion of School Libraries	6300	0		0		0	0		0	
Expansion of school cloranes Equipment	6400	0		0		0	0		0	
Equipment Replacement	6500	0	0	0		0	0			
Depreciation Expense (for accrual basis only)	6900	3,997	4,177	8,174		0	0		4,177	
Total, Capital Outlay		3,997	4,177	8,174	0	0	0	3,997	4,177	
Other Outgo										
	7110-7143	0	0	0	0	0	0	o	0	
Tuition to Other Schools			-	0	-	0	0		0	
	7211_7213	1 0								
Transfers of Pass-through Revenues to Other LEAs	7211-7213 7221-7223SE	0								
Transfers of Pass-through Revenues to Other LEAs Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0	0	0	
Transfers of Pass-through Revenues to Other LEAs			0		0			0	0	

	r									
Interest	7438	307	0	307	1,970	0	1,970	4,170	0	4,170
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0	0	0	0
Total, Other Outgo		307	0	307	1,970	0	1,970	4,170	0	4,170
8. TOTAL EXPENDITURES		8,328,159	3,552,498	11,880,657	5,669,701	442,727	6,112,427	8,624,673	3,643,949	12,268,622
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.										
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		-330,168	-17,208	-347,376	-1,687,422	165,804	-1,521,617	-717,306	-17,209	-734,515
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	0	0	0	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts										
(must net to zero)	8980-8999	0	0	0	0	0	0	0	0	0
(-,		-	-1		-	-,	
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0	ol	0	ol	ol	0
4. TOTAL OTTLEKT IN WORKS COCK CLCV										
E. NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4)		-330.168	-17.208	-347,376	-1.687.422	165.804	-1,521,617	-717.306	-17.209	-734.515
E. HET MORENCE (DEGREENCE) HTT OND BREATING THEFT CONTON (C . D4)	1		,		, , ,			,,,,,	,	- /-
F. FUND BALANCE. NET POSITION										
Beginning Fund Balance										
a. As of July 1	9.791	2.445.890	73,300	2,519,190	2,445,890	73,300	2.519.190	2.445.890	73,300	2,519,190
b. Adjustments to Beginning Balance	9793, 9795	0	0	-,0.0,.00	0	0	_,,	0	0	0
c. Adjusted Beginning Balance / Net Position	0,00,0,00	2.445.890	73.300	2.519.190	2.445.890	73.300	2.519.190	2.445.890	73.300	2.519.190
Ending Fund Balance / Net Position, June 30 (E + F.1.c.)		2.115.722	56.091	2.171.813	758.468	239.104	997.572	1.728.583	56.091	1.784.675
2. Entiting Faire Datable / Net Footboll, Julie 30 (E T F. I.C.)		2,.10,122	50,001	_,.,,,,,,,	. 00,100	230,101	201,012	.,. 20,000	20,001	.,. 51,010
Components of Ending Net Position (Accrual Basis only)										
a. Net Investment in Capital Assets	9796	21.355.169	49,499	21.404.668	21.355.169	49,499	21.404.668	21.355.169	49,499	21.404.668
b Restricted Net Position	9796	21,355,169	6,592	6.592	21,355,169	189,605	189.605	21,335,109	6,592	6.592
c. Unrestricted Net Position	9797 9790A	-19.239.447	0,592	-19.239.447	-20.596.701	109,005	-20.596.701	-19.626.586	0,592	-19,626,586
C. Offiestricted Net Fosition	919UA	-18,239,447		-19,239,447	-20,590,701		-20,090,701	-15,020,500		-19,020,000

CHARTER SCHOOL INTERIM FINANCIAL REPORT - ALTERNATIVE FORM 2nd Interim Report - Summary

Charter School Name: Caliber ChangeMakers Academy
CDS #: #48-70581-0134262
Charter Approving Entity: Vallejo City Unified School District
County: Solano
Charter #: 1779
Fiscal Year: 2021-22

					2nd Interim vs. 1st In Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru	2nd Interim	\$ Difference	% Change
Description EVENUES	Object Code	Budget (X)	10/31 (Y)	Budget (Z)	(Z) vs. (X)	(Z) vs. (X)
. LCFF Sources						
State Aid - Current Year	8011	5,825,682	3,357,779	5,640,992	(184,690)	
Education Protection Account State Aid - Current Year	8012	151,200	77,740	146,160	(5,040)	
State Aid - Prior Years	8019				-	
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,880,860	467,169	1,979,246	98,386	
Other LCFF Transfers Total LCFF Sources	8091, 8097	7,857,742	3,902,688	7,766,398	(91,344)	
51.15					, , ,	
Federal Revenues No Child Left Behind/Every Student Succeeds Act	8290	809,615	-	809,615	-	
Special Education - Federal	8181, 8182	103,125		103,125	-	
Child Nutrition - Federal	8220	279,720	4,328	362,880	83,160	
Donated Food Commodities	8221	282,409	210,658	282,409	-	
Other Federal Revenues	8110, 8260-8299	1,474,869	214,986	1,558,029	83,160	
Total, Federal Revenues						
Other State Revenues						
Special Education - State	StateRevSE	552,540	391,680	534,522	(18,018)	
All Other State Revenues	StateRevAO	1,634,291	72,684	1,656,386	22,095	
Total, Other State Revenues		2,186,831	464,364	2,190,908	4,077	
Other Local Revenues						
All Other Local Revenues Total, Local Revenues	LocalRevAO	13,838	8,772	18,772	4,933	
Total, Local Revenues		13,838	8,772	18,772	4,933	
TOTAL REVENUES		11,533,280	4,590,810	11,534,107	827	
PENDITURES						
Certificated Salaries						
Certificated Teachers' Salaries	1100	3,389,004	1,826,034	3,417,840	28,836	
Certificated Pupil Support Salaries	1200	679,334	404,779	649,535	(29,798)	
Certificated Supervisors' and Administrators' Salaries	1300	915,472	586,214	928,489	13,017	
Other Certificated Salaries Total, Certificated Salaries	1900	145,383 5,129,193	88,192 2,905,218	138,258 5,134,123	(7,125) 4,929	
iotal, continuated catalines		0,120,100	2,000,210	0,101,120	1,020	
Non-certificated Salaries	0400	000.070	252.005	004.004	(4.000)	
Non-certificated Instructional Salaries Non-certificated Support Salaries	2100 2200	689,072 329,058	353,095 180,612	684,864 346,078	(4,208) 17,019	
Non-certificated Supervisors' and Administrators' Salaries	2300	100,587	59,629	102,746	2,158	
Clerical and Office Salaries	2400	241,267	140,996	252,068	10,801	
Other Non-certificated Salaries	2900	-	-	-	-	
Total, Non-certificated Salaries		1,359,986	734,333	1,385,756	25,770	
Employee Benefits						
STRS	3101	-	-	-	-	
PERS	3201	-	-	-	-	
OASDI / Medicare / Alternative	3301	499,667	266,621	502,031	2,364	
Health and Welfare Benefits	3401	713,810	258,144	717,187	3,377	
Unemployment Insurance	3501	51,913	21,487	52,159	246	
Workers' Compensation Insurance OPEB, Allocated	3601	-	1,684	-		
	3701 3751	-	-	-	-	
OPEB, Active Employees Other Employee Benefits	3901	155,740		156,477	737	
Total, Employee Benefits	3301	1,421,130	547,936	1,427,853	6,723	
Dealer and Counties						
Books and Supplies Approved Textbooks and Core Curricula Materials	4100	164,118	165,927	196,927	32,809	
Books and Other Reference Materials	4200	5,000	1,553	6,553	1,553	
Materials and Supplies	4300	226,685	122,010	223,251	(3,435)	
Noncapitalized Equipment	4400	144,026	144,841	164,649	20,623	
Food Total, Books and Supplies	4700	318,594 858,424	145,160 579,492	346,011 937,392	27,417 78,968	
Services and Other Operating Expenditures Subagreements for Services	5100	33,500	13,900	27,650	(5,850)	
Travel and Conferences	5200	25,031	19,203	31,303	6,272	
Dues and Memberships	5300	1,156	842	1,392	236	
Insurance	5400	30,843	30,843	30,843	0	
Operations and Housekeeping Services	5500	2,295	9,436	17,686	15,391	
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,210,434	736,228	1,275,852	65,419	
Professional/Consulting Services and Operating Expend.	5800	1,742,480	486,011	1,917,411	174,932	
Communications Total, Services and Other Operating Expenditures	5900	57,704 3,103,443	47,016 1,343,480	69,016 3,371,154	11,312 267,712	
Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170		_	_	-	
Buildings and Improvements of Buildings	6200	- [-	-	-	
Books and Media for New School Libraries or Major		-	-	-	-	
Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	8,174	-	8,174	-	

7. Other Outgo Tuition to Other Schools Transfers of Pass-through Revenues to Other LEAs Transfers of Apportionments to Other LEAs - Spec. Ed. Transfers of Apportionments to Other LEAs - All Other Transfers of Apportionments to Other LEAs - All Other Transfers of Apportionments to Other LEAs - All Other Transfers of Apportionments to Other LEAs - All Other Transfers Transfe	1258%
Tuition to Other Schools	
Transfers of Pass-through Revenues to Other LEAs 7211-7213 - - - - - - - - -	
Transfers of Apportionments to Other LEAs - Spec. Ed. 7221-7223SE - - - - - - - - -	
Transfers of Apportionments to Other LEAs - All Other	
All Other Transfers 7310	
Debt Service: 1,970 4,170 3,863 Interest 7438 307 1,970 4,170 3,863 Principal (for modified accrual basis only) 7439 - - - -	
Interest 7438 307 1,970 4,170 3,863 Principal (for modified accrual basis only) 7439 - - - - -	
Principal (for modified accrual basis only) 7439	
	12500/
Total, Other Outgo 307 1,970 4,170 3,863	12500/
	1258%
8. TOTAL EXPENDITURES 11,880,657 6,112,427 12,268,622 387,966	3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.	
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) (387,376) (1,521,617) (734,515) (387,139)	111%
D. OTHER FINANCING SOURCES / USES	
1. Other Sources 8930-8979	
2. Less: Other Uses 7630-7699	
3. Contributions Between Unrestricted and Restricted Accounts	
(must net to zero) 8980-8999	
4. TOTAL OTHER FINANCING SOURCES / USES	
E. NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) (347,376) (1,521,617) (734,515) (387,139)	111%
F. FUND BALANCE, NET POSITION	
1. Beginning Fund Balance	
a. As of July 1 9,791 2,519,190 2,519,190 -	0%
b. Adjustments to Beginning Balance 9793, 9795	
c. Adjusted Beginning Balance / Net Position 2,519,190 2,519,190 -	0%
2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) 2,171,813 997,572 1,784,675 (387,139)	-18%
Components of Ending Net Position (Accrual Basis only)	
a. Net Investment in Capital Assets 9796 21,404,668 21,404,668 - 1	0%
b Restricted Net Position 9797 6,592 189,605 6,592 (0)	
c. Unrestricted Net Position 9790A (19,239,447) (20,596,701) (19,626,586) (387,138)	2%

CHARTER SCHOOL INTERIM FINANCIAL REPORT - ALTERNATIVE FORM 2nd Interim Report - Multi-year Projection

Charter School Name: Caliber ChangeMakers Academy CDS #: #48-70581-0134262 Charter Approving Entity: Vallejo City Unified School District County: Solano Charter #: 1779 Fiscal Year: <u>2021-22</u>

This charter school uses the following basis of accounting:

X Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities / Net Position objects are 6900, 7438, 9400-9499, 9660-9669, 9796, and 9797)

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

			2021-22		2022-23	2023-24
Description	Object Code	Unrestricted	Restricted	Total	Total	Total
REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	5,640,992	0	5,640,992	6,961,635	7,279,27
Education Protection Account State Aid - Current Year	8012	146,160	0	146,160	170,748	173,35
State Aid - Prior Years	8019	0	0	0	0	
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,979,246	0	1,979,246	2,181,210	2,214,47
Other LCFF Transfers	8091, 8097	0	0	0	0	
Total LCFF Sources	0001, 0001	7,766,398	0	7,766,398	9,313,593	9,667,09
0. Federal Deviance						
Federal Revenues No Child Left Behind/Every Student Succeeds Act	8290	0	809,615	809,615	500,000	476,63
Special Education - Federal	8181, 8182	0	103,125	103,125	105,000	114,75
Child Nutrition - Federal	8220	0	362,880	362,880	396,576	402,62
Donated Food Commodities	8221	0	0	0	0	
Other Federal Revenues	8110	0	0	0	0	
Other Federal Revenues	8110, 8260-8299	0	1,558,029	1,558,029	1,001,576	994,00
Total, Federal Revenues						
3. Other State Revenues						
Special Education - State	StateRevSE	122,197	1,534,189	1,656,386	622,424	631,73
All Other State Revenues	StateRevAO	122,197	2,068,711	2,190,908	1,152,474	1,155,68
Total, Other State Revenues		122,197	2,068,711	2,190,908	1,774,898	1,787,41
Other Local Revenues						
All Other Local Revenues	LocalRevAO	18,772	0	18,772	10,000	10,00
Total, Local Revenues		18,772	0	18,772	10,000	10,00
5. TOTAL REVENUES		7,907,367	3,626,741	11,534,107	12,100,067	12,458,51
EXPENDITURES	I					
Certificated Salaries						
Certificated Teachers' Salaries	1100	2,933,136	484,705	3,417,840	3,498,463	3,586,01
Certificated Pupil Support Salaries	1200	477,091	172,445	649,535	607,454	625,67
Certificated Supervisors' and Administrators' Salaries	1300	717,311	211,178	928,489	996,624	936,44
Other Certificated Salaries	1900	73,996	64,262	138,258	100,000	103,00
Total, Certificated Salaries		4,201,534	932,589	5,134,123	5,202,541	5,251,14
2. Non-certificated Salaries						
Non-certificated Instructional Salaries	2100	346,073	338,791	684,864	836,756	861,85
Non-certificated Support Salaries	2200	290,261	55,817	346,078	347,369	357,79
Non-certificated Supervisors' and Administrators' Salaries	2300	102,746	0	102,746	107,883	111,11
Clerical and Office Salaries	2400	167,939	84,129	252,068	254,993	262,64
Other Non-certificated Salaries	2900	0	0	0	0	
Total, Non-certificated Salaries		907,019	478,736	1,385,756	1,547,001	1,593,41
3. Employee Benefits						
STRS	3101	0	0	0	0	
PERS	3201	0	0	0	0	
OASDI / Medicare / Alternative	3301	393,359	108,672	502,031	519,715	527,03
Health and Welfare Benefits	3401	561,941	155,246	717,187	742,450	752,90
Unemployment Insurance	3501	40,868	11,291	52,159	53,996	54,75
Workers' Compensation Insurance	3601	0	0	0	0	
OPEB, Allocated	3701	0	0	0	0	
OPEB, Active Employees	3751	0	0	0	0	
Other Employee Benefits	3901	122,605	33,872	156,477	161,989	164,26
Total, Employee Benefits		1,118,773	309,080	1,427,853	1,478,150	1,498,95
. Books and Supplies						
	4100	103,558	93,369	196,927	108,936	112,57
Approved Textbooks and Core Curricula Materials		6,553	0	6,553	15,300	15,60
Books and Other Reference Materials	4200			223,251	228,946	234,03
Books and Other Reference Materials Materials and Supplies	4300	156,001	67,250			
Books and Other Reference Materials	4300 4400	156,001 164,649	0	164,649	152,296	
Books and Other Reference Materials Materials and Supplies Noncapitalized Equipment Food	4300	156,001 164,649 28,491	0 317,520	164,649 346,011	152,296 378,424	391,49
Books and Other Reference Materials Materials and Supplies Noncapitalized Equipment Food Total, Books and Supplies	4300 4400	156,001 164,649	0	164,649	152,296	391,49
Books and Other Reference Materials Materials and Supplies Noncapitalized Equipment Food Total, Books and Supplies Services and Other Operating Expenditures	4300 4400 4700	156,001 164,649 28,491 459,253	0 317,520 478,139	164,649 346,011 937,392	152,296 378,424 883,902	391,49 889,99
Books and Other Reference Materials Materials and Supplies Noncapitalized Equipment Food Total, Books and Supplies Services and Other Operating Expenditures Subagreements for Services	4300 4400 4700	156,001 164,649 28,491 459,253 27,650	0 317,520 478,139	164,649 346,011 937,392 27,650	152,296 378,424 883,902 81,600	391,49 889,99 83,20
Books and Other Reference Materials Materials and Supplies Noncapitalized Equipment Food Total, Books and Supplies Services and Other Operating Expenditures Subagreements for Services Travel and Conferences	4300 4400 4700 5100 5200	156,001 164,649 28,491 459,253 27,650 31,303	0 317,520 478,139 0 0	164,649 346,011 937,392 27,650 31,303	152,296 378,424 883,902 81,600 26,928	391,49 889,99 83,23 27,46
Books and Other Reference Materials Materials and Supplies Noncapitalized Equipment Food Total, Books and Supplies Services and Other Operating Expenditures Subagreements for Services Travel and Conferences Dues and Memberships	4300 4400 4700 5100 5200 5300	156,001 164,649 28,491 459,253 27,650 31,303 1,392	0 317,520 478,139 0 0	164,649 346,011 937,392 27,650 31,303 1,392	152,296 378,424 883,902 81,600 26,928 1,224	391,49 889,99 83,23 27,44 1,24
Books and Other Reference Materials Materials and Supplies Noncapitalized Equipment Food Total, Books and Supplies Services and Other Operating Expenditures Subagreements for Services Travel and Conferences Dues and Memberships Insurance	4300 4400 4700 5100 5200 5300 5400	156,001 164,649 28,491 459,253 27,650 31,303 1,392 30,643	0 317,520 478,139 0 0 0	164,649 346,011 937,392 27,650 31,303 1,392 30,843	152,296 378,424 883,902 81,600 26,928 1,224 35,700	391,49 889,95 83,25 27,46 1,24 36,41
Books and Other Reference Materials Materials and Supplies Noncapitulized Equipment Food Total, Books and Supplies 5. Services and Other Operating Expenditures Subagreements for Services Travel and Conferences Dues and Memberships Insurance Operations and Housekeeping Services	4300 4400 4700 5100 5200 5300 5400 5500	156,001 104,649 28,491 459,253 27,650 31,303 1,392 30,843 17,686	0 317,520 478,139 0 0 0 0	164,649 346,011 937,392 27,650 31,303 1,392 30,843 17,686	152,296 378,424 883,902 81,600 26,928 1,224 35,700 18,360	391,49 889,95 83,25 27,46 1,24 36,41 18,72
Books and Other Reference Materials Materials and Supplies Noncapitalized Equipment Food Total, Books and Supplies 5. Services and Other Operating Expenditures Subagreements for Services Travel and Conferences Dues and Memberships Insurance Operations and Housekeeping Services Rentals, Leases, Repairs, and Noncap. Improvements	4300 4400 4700 5100 5200 5300 5400	156,001 104,649 28,491 459,253 27,650 31,303 1,392 30,843 17,686 486,217	0 317,520 478,139 0 0 0 0 0 789,635	164,649 346,011 937,392 27,650 31,303 1,392 30,843 17,686 1,275,852	152,296 378,424 883,902 81,600 26,928 1,224 35,700 18,360 1,287,420	391,49 889,95 83,23 27,46 1,24 36,41 18,72 1,289,37
Books and Other Reference Materials Materials and Supplies Noncapitalized Equipment Food Total, Books and Supplies 5. Services and Other Operating Expenditures Subagreements for Services Travel and Conferences Dues and Memberships Insurance Operations and Housekeeping Services	4300 4400 4700 5100 5200 5300 5400 5500 5600	156,001 164,649 28,491 459,253 27,650 31,303 1,392 30,843 17,686 486,217 1,265,819	0 317,520 478,139 0 0 0 0 0 0 789,635 651,592	164,649 346,011 937,392 27,650 31,303 1,392 30,843 17,686 1,275,852 1,917,411	152,296 378,424 883,902 81,600 26,928 1,224 35,700 18,360 1,287,420 1,953,701	391,49 889,95 83,23 27,46 1,24 36,41 18,72 1,289,37 1,869,00
Books and Other Reference Materials Materials and Supplies Noncapitalized Equipment Food Total, Books and Supplies 5. Services and Other Operating Expenditures Subagreements for Services Travel and Conferences Dues and Memberships Insurance Operations and Housekeeping Services Rentals, Leases, Repairs, and Noncap. Improvements	4300 4400 4700 5100 5200 5300 5400 5500 5600	156,001 104,649 28,491 459,253 27,650 31,303 1,392 30,843 17,686 486,217	0 317,520 478,139 0 0 0 0 0 789,635	164,649 346,011 937,392 27,650 31,303 1,392 30,843 17,686 1,275,852	152,296 378,424 883,902 81,600 26,928 1,224 35,700 18,360 1,287,420	136,24 391,49 889,95 83,23 27,46 1,24 36,41 18,72 1,289,37 1,869,00 49,93 3,375,40

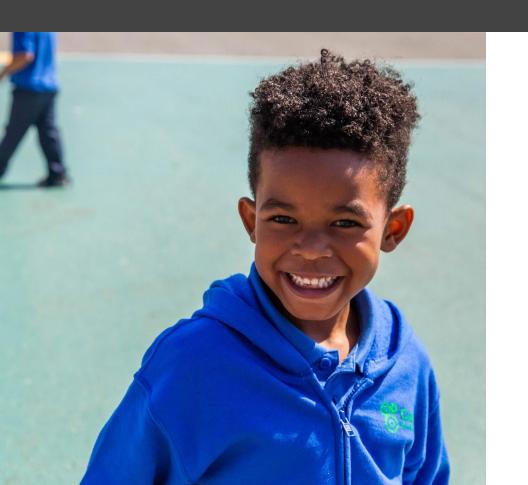
		1	1	1	1	
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major						
Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	3,997	4,177	8,174	8,174	8,174
Total, Capital Outlay		3,997	4,177	8,174	8,174	8,174
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7310	0	0	0	0	0
Debt Service:						
Interest	7438	4,170	0	4,170	4,896	4,994
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		4,170	0	4,170	4,896	4,994
8. TOTAL EXPENDITURES		8,624,673	3,643,949	12,268,622	12,578,557	12,622,035
			-,,-	, ,	, , , , ,	
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.						
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(717,306)	(17,209)	(734,515)	(478,490)	(163,515)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
	7630-7699	U		u		U
Contributions Between Unrestricted and Restricted Accounts						
(must net to zero)	8980-8999	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4)		(717,306)	(17,209)	(734,515)	(478,490)	(163,515)
		(***,555/	,,===,	, , ,	(110,100)	(100,010)
F. FUND BALANCE, NET POSITION						
Beginning Fund Balance	0704	0.445.05	70.05	0.510.455	4 704 05-	4.000 :
a. As of July 1	9791	2,445,890	73,300	2,519,190	1,784,675	1,306,185
b. Adjustments to Beginning Balance	9793, 9795	0	0	0	0	0
c. Adjusted Beginning Balance / Net Position		2,445,890	73,300	2,519,190	1,784,675	1,306,185
2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.)		1,728,583	56,091	1,784,675	1,306,185	1,142,669
Components of Ending Net Position (Accrual Basis only)						
a. Net Investment in Capital Assets	9796	21,355,169	49,499	21.404.668	21.396.494	21,388,320
b Restricted Net Position	9797	21,333,109	6,592	6,592	21,390,494	21,300,320
c. Unrestricted Net Position	9797 9790A	(19,626,586)	0,532	(19,626,586)	(20,090,309)	(20,245,651)
o. omounida rat i oduon						



SECTION 3: CONSENT CALENDAR ITEMS

Items For Approval





Consent Calendar Items

C1. 12/09/21 Meeting Minutes

C2. Caliber: Beta Academy SARC

C3. Caliber: ChangeMakers Academy SARC

C4. CliftonLarsonAllen audit & tax engagement letter

C5. Virco Furniture Order for North Campus

C6. Comprehensive School Safety Plan - Beta Academy

C7. Comprehensive School Safety Plan - ChangeMakers Academy



SECTION 3: CONSENT CALENDAR ITEMS

C1. 12/09/21 Meeting Minutes



Board of Directors Meeting

Thursday, December 09, 2021, 4:00 PM-6:00 PM Zoom Call

Directors Attending

- Jennifer Moses
- Tony Adams

Carolyn Hack

Margarita Florez
 Vasconcelos

Directors Absent

Ron Beller

Nolan Highbaugh

Andrya Huntsman

Staff Present

- Terence Johnson, CEO
- Markus Mullarkey, President
- Rachael Weingarten, Head of Schools
- Estefania Garcia, Head of Human Resources
- Wendy Villalobos, Administrative and Talent Coordinator

- Andy Santiago, Administrative and Operations Coordinator
- Katherine Hendrickson, Managing Director of Strategy
- Jennifer Hinojosa, Talent Lead
- Devin Gross, Managing Director of Operations

Call to order - The meeting was called to order by Jennifer Moses at **4:01 PM**. A quorum was established.

<u>Tony Adams</u> made a motion to approve the Board Meeting Agenda. <u>Margarita Flores Vasconcelos</u> seconded the motion.

- Jennifer Moses- Aye
- Ron Beller- Absent
- Nolan Highbaught- Absent
- Andrya Huntsman -Absent

- Carolyn Hack-Aye
- Margarita Florez Vasconcelos- Aye
- Tony Adams-Aye

Motion Passed



A1. CEO Updates

Terence Johnson shared that the list of updates for today includes High School updates, Talent updates, Kelvin SEL updates and COVID-19 Vaccine updates.

Katherine Hendrickson shared information regarding the Caliber High School in Vallejo petition. Ms. Hendrickson shared that the public hearing took place November 3rd, 2022 and the VCUSD vote will take place for the petition on December 15th, 2022.

Jennifer Hinojosa discussed talent updates including the data for the first round of Intent to Return survey results. Ms. Hinojosa shared the comparison between this year's data and previous years data and that the final data is pending further responses. Wendy Villalobos shared an update on the credentialing status of teachers based on clear credential and preliminary credential information. Ms. Villalobos shared an update on what next steps are being done to ensure that more teachers are getting credentialed to reduce the amount of staff on emergency permits. Ms. Weingarten discussed efforts to increase teacher retention.

Estefania Garcia shared the Vaccination data for current staff sharing that based on the information received to date 88.5% have been fully vaccinated, 6.9% are partially vaccinated and 4.6% are not vaccinated yet. Ms. Garcia shared the Vaccine Mandate timeline with March 7th being the date for the full mandate to be in effect. Ms. Garcia shared that the process for employees to request Medical and Religious exemptions has been established. Devin Gross shared that vaccine clinics have been scheduled for staff, students and families next week and on January 6th and 7th to make vaccines accessible on campus.

Rachael Weingarten shared the results from October staff and student Kelvin surveys. She shared that staff had a 97% participation rate which included questions in the three dimensions: environment, students and teachers. The student surveys had 83% participation rate. Ms. Weingarten shared a detailed overview of response rates per category including sense of belonging and school safety. Ms. Weingarten shared a brief comparison between Caliber Public Schools Kelvin results and others in the same. New School Venture Fund Cohort.

OPEN COMMENTS:

No comments made on this item.



B1. Finance and Budget Update

Markus Mullarkey presented 2021 First Interim Budget Updates, Educator Effectiveness Grant Plans and the progress on 2020-21 Audit updates. Mr. Mullarkey shared a brief review of the revenue impact based on enrollment, attendance and FRPM goals and offsets being done from other savings. Mr. Mullarkey shared that there is a healthy surplus from prior years which will allow Cash and fund balances to remain solid so despite revenue loss the school budgets will remain healthy. Mr. Mullarkey reviewed the data for enrollment revenue for 2021-2022 as a key budget metric showing the financial impact. Mr. Mullarkey shared the financial summary excluding the unique north campus one-time funding once to be received once north campus is complete and explained the revenue and expense variances. Mr. Mullarkey then proceeded to share the Proposed First Interim Budget including the one-time funding for north campus showing actual numbers to be submitted with the proposed budget. The Education Effectiveness Block Grant plan was shared based on the plan discussed in the previously held public hearing. The 2020-21 Annual Financials/Audit which still has a few details to be finalized and is currently on track.

OPEN COMMENTS:

No comments made at this time.

Margarita Florez Vasconcelos made a motion to approve the Beta Academy 2021-2022 First Interim Budget Updates, ChangeMakers 2021-2022 First Interim Budget Updates, Beta Academy Educator Effectiveness Plans and ChangeMakers Educator Effectiveness Plans. Tony Adams seconded the motion.

- Jennifer Moses- Aye
- Ron Beller- Absent
- Nolan Highbaught- Absent
- Andrya Huntsman -Absent

- Carolyn Hack-Aye
- Margarita Florez Vasconcelos- Aye
- Tony Adams-Aye

Motion Passed

C. Review/ Approval of Consent Items

Mrs. Moses reviewed consent calendar items C1-C7 and asked a clarifying question. Mr. Mullarkey clarified Mrs. Moses' question.



OPEN COMMENTS:

No comments made at this time.

<u>Tony Adams</u> made a motion to approve Consent Calendar Items C1-C7. <u>Carolyn Hack</u> seconded the motion.

- Jennifer Moses- Aye
- Ron Beller- Absent
- Nolan Highbaught- Absent
- Andrya Huntsman -Absent

- Carolyn Hack-Aye
- Margarita Florez Vasconcelos- Aye
- Tony Adams-Aye

D. Public Comment

No public comments were made at this time.

E. Closed Session

E1. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION (Gov. Code section 54956.9(d)(1).)

Mr. Mullarkey gave a brief description of the closed session topic and the Board moved to closed session.

The Board returned from the closed session.

Mrs. Moses reported that no action was taken in closed session.

Mrs. Moses adjourned the meeting at 5:23 PM.

Next board meeting: 02/24/22 @ 4:00pm via Zoom



SECTION 3: CONSENT CALENDAR ITEMS

C2. Beta Academy School Accountability Report Card

Caliber: Beta Academy

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information				
School Name	Caliber: Beta Academy			
Street	4301 Berk Avenue			
City, State, Zip	Richmond, CA 94804			
Phone Number	(510) 685-9886			
Principal	Mr. Andy Grossman & Mr. Tim Pruitt			
Email Address	info@caliberbetaacademy.org			
School Website	www.caliberbetaacademy.org			
County-District-School (CDS) Code	07-10074-0129528			

2021-22 District Contact Information					
District Name	Caliber: Beta Academy				
Phone Number	(510) 685-9886				
Superintendent	Rachael Weingarten, Head of Schools, Caliber Public Schools				
Email Address	info@caliberbetaacademy.org				
District Website Address	www.caliberbetaacademy.org				

2021-22 School Overview

Description: Caliber Public Schools are free, public, non-selective charter schools offering a rigorous, personalized, college preparatory education for Bay Area students. Caliber: Beta Academy, which opened in August 2014, currently serves approximately 900 TK-8 students at our campus in Richmond, CA.

Mission Statement - Caliber's Mission is to achieve educational equity by shifting the experiences, expectations and outcomes for students in historically underserved communities. Our strengths-based educational program validates, affirms, respects and supports students, families and staff members to reach their full potential.

Vision Statement - Caliber's Vision is rooted in student outcomes because we are an organization that puts students first. Caliber's vision is to develop each student's social-emotional abilities (HEART), which enables students to create a strong sense of self and sustain meaningful and healthy relationships. That social-emotional foundation enables all students to obtain the knowledge (SMART) and critical thinking skills (THINK) necessary to advocate (ACT) for themselves and the issues impacting them and their community.

We live out (HEART) through a robust social-emotional learning curriculum, the explicit tracking and measuring of social-emotional competencies, an ability-based response to behavior, and school-wide restorative mindsets and practices. We strengthen both (SMART) and (THINK) through a curriculum that's aligned to rigorous standards, and inquiry-based approach to instruction, differentiated practice, and coaching for all of our staff. Lastly, teach our students to (ACT) on their beliefs and ideas through projects that drive both awareness and action.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	103
Grade 2	103
Grade 3	104
Grade 4	106
Grade 5	101
Grade 6	101
Grade 7	94
Grade 8	93
Total Enrollment	920

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
Asian	4.2
Black or African American	18
Filipino	0.9
Hispanic or Latino	71
Native Hawaiian or Pacific Islander	1.2
Two or More Races	2.2
White	2.5
English Learners	27
Foster Youth	0.1
Socioeconomically Disadvantaged	82
Students with Disabilities	12.7

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

2019-20

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

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Caliber's curriculum relies heavily on the use of adaptive instructional software instead of traditional textbooks. As a result, the materials reported here include many software tools that we use in different areas of our curriculum. In addition to the many instructional benefits of using software such as this (e.g., permitting highly personalized instruction), the school also benefits because the software is automatically updated over time, and is easily available to all students. As a result, all students have access to the most recent versions at all times.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Match Fishtank ELA Wit & Wisdom STEP Reading Assessment Lexia Core5 Raz Kids Reading A-Z ThinkCerca SmartyAnts	Yes	0.0
Mathematics	Eureka Engage NY Illustrative Mathematics OpenUp Resources Zearn Khan Academy	Yes	0.0
Science	Amplify Science	Yes	0.0
History-Social Science	History Alive Teaching Tolerance	Yes	0.0
Foreign Language	N/A		0.0
Health	KidFit	Yes	0.0
Visual and Performing Arts	Art in Action	Yes	0.0
Science Laboratory Equipment (grades 9-12)			0.0

School Facility Conditions and Planned Improvements

Caliber: Beta Academy works in close cooperation with the West Contra Costa Unified School District (WCCUSD) to provide a facility that is safe and clean.

WCCUSD has provided the facility to Caliber: Beta Academy under Prop. 39 and is responsible for the maintenance of the facility. Caliber staff conducted an internal FIT report earlier this school year and noted the issues below that are working on being addressed with the District.

Caliber maintains responsibility for ensuring the day-to-day cleanliness of the facility. The school custodial staff carries out daily cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

October, 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Χ			No actions noted on FIT survey.
Interior: Interior Surfaces	Χ			No actions noted on FIT survey.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Χ			No actions noted on FIT survey.
Electrical		Χ		The FIT survey noted that the school bell system had been intentionally disconnected.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Χ			No actions noted on FIT survey
Safety: Fire Safety, Hazardous Materials	Χ			No actions noted on FIT survey.
Structural: Structural Damage, Roofs	X			No actions noted on FIT survey.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		The FIT survey noted missing non-slip surface on several ramps. The district is aware of these issues.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.
- 2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.
- 3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

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Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	591	1	0.17	99.83	
Female	283	0	0	100	
Male	308	1	0.32	99.68	
American Indian or Alaska Native	0	0	0	0	0
Asian	22	0	0	100	
Black or African American	96	1	1.04	98.96	
Filipino					
Hispanic or Latino	441	0	0	100	
Native Hawaiian or Pacific Islander					
Two or More Races					
White	14	0	0	100	
English Learners	114	0	0	100	
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	490	0	0	100	
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	1	1.41	98.59	

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	591	1	0.17	99.83	
Female	283	0	0.00	100.00	
Male	308	1	0.32	99.68	
American Indian or Alaska Native	0	0	0	0	0
Asian	22	0	0.00	100.00	
Black or African American	96	1	1.04	98.96	
Filipino					
Hispanic or Latino	441	0	0.00	100.00	
Native Hawaiian or Pacific Islander					
Two or More Races					
White	14	0	0.00	100.00	
English Learners	114	0	0.00	100.00	
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	490	0	0.00	100.00	
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	1	1.41	98.59	

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	591	570	96%	4%	36%
Female	283	274	97%	3%	40%
Male	308	296	96%	4%	32%
Asian	22	22	100%	0%	45%
Black or African American	95	91	96%	4%	36%

Hispanic or Latino	442	425	96%	4%	35%		
White	14	14	100%	0%	50%		
English Learners	115	105	91%	9%	5%		
Socioeconomically Disadvantaged	490	470	96%	4%	33%		
Students with Disabilities	77	71	92%	8%	8%		
*At or above the grade-level standard in the context of the local assessment administered.							

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	591	572	97%	3%	27%
Female	283	275	97%	3%	23%
Male	308	297	96%	4%	31%
Asian	22	22	100%	0%	23%
Black or African American	95	88	93%	7%	19%
Hispanic or Latino	442	430	97%	3%	27%
White	14	14	100%	0%	50%
English Learners	115	110	96%	4%	6%
Socioeconomically Disadvantaged	490	472	96%	4%	25%
Students with Disabilities	77	69	90%	10%	3%

^{*}At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	192	NT	NT	NT	NT
Female	98	NT	NT		
Male	94	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian		NT	NT	NT	NT
Black or African American	37	NT	NT	NT	NT
Filipino		NT	NT	NT	NT
Hispanic or Latino	138	NT	NT	NT	NT
Native Hawaiian or Pacific Islander		NT	NT	NT	NT
Two or More Races		NT	NT	NT	NT
White		NT	NT	NT	NT
English Learners	31	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level			Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Caliber: Beta Academy hosts parent education opportunities and has an active parent community. We provide translators for every parent activity to support our Spanish speaking parents and host events such as: Back to School Night, Orientation, Positive Behavior Showcase, Fall Festival, Science Night, Reading Night, Coding Night, High School Night, Winter Concert, and various beautification days. Many parents volunteer throughout the school day in the classroom, library, cafeteria and around campus. Parent Teacher Conferences and Student Led Conferences occur twice a year. For more information on getting involved with any parent groups at the school, please contact the front office at info@caliberbetaacademy.org or (510) 685-9886.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	933	924	90	9.7
Female	449	445	44	9.9
Male	484	479	46	9.6
American Indian or Alaska Native	0	0	0	0.0
Asian	40	39	0	0.0
Black or African American	167	166	27	16.3
Filipino	8	8	1	12.5
Hispanic or Latino	664	657	52	7.9
Native Hawaiian or Pacific Islander	11	11	0	0.0
Two or More Races	20	20	5	25.0
White	23	23	5	21.7
English Learners	267	262	30	11.5
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	761	754	75	9.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	125	123	20	16.3

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C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	4.66	0.11	3.47	0.20
Expulsions	0.00	0.00	0.03	0.03	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.11	2.96	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

This safety plan includes the following:

- * School Safety Team
- * Annual Safety Goals
- * Policies & Procedures
- * Child Abuse Policy & Procedure
- * Sexual Harassment Policy & Procedure
- * Suspension and Expulsion / Due Process
- * Dress and Groom Policy
- * Employee Security Policy
- * Emergency Disaster Procedures & Drills
- * Drill Schedules & Report
- * Emergency Contact Information
- * Procedures for Ingress & Egress
- * Emergency Evacuation: Principal's check list
- * Emergency Evacuation: Teacher's checklist
- * School Site Chain-of-Command Organization Chart
- * School Site Evacuation Map
- * Off Campus Evacuation Map
- * Emergency/Crisis 1st Level Response Protocol

^{*}The school maintains a school and student safety plan and has trained school staff and students on the safety procedures outlined in the plan.

^{*}The school maintains a Covid-19 Safety and response plan and has trained school staff and families on the procedures in the plan, due to the Covid-19 pandemic.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multigrade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	25		4	
2	25		4	
3	26		4	
4	25		4	
5	23		4	
6	30		17	1

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	44		1	4
2	50			4
3	50			4
4	51			4
5	95			3
6	24	5	18	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students Number of Classes with 21-32 Students		Number of Classes with 33+ Students
K	24	1	12	
1	26		12	
2	26		11	
3	26		12	
4	27		12	
5	33	1		12
6	30	3	1	14
Other	27		1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,676	2,002	8,674	59,581
District	N/A	N/A	9,269	
Percent Difference - School Site and District	N/A	N/A	-6.6	0.0
State			8,444	
Percent Difference - School Site and State	N/A	N/A	2.7	N/A

2020-21 Types of Services Funded

At Caliber we provide a range of services to support student achievement. Students demonstrating academic need have an extended school day with targeted intervention instruction by the credentialed teaching team. Personalized, adaptive software serves to support students who need remediation. Daily targeted small group instruction led by teachers and instructional assistants ensures that students are exposed to relevant, data-driven content in a setting conducive to rapid growth. Academic support is included in the school sponsored after school program. A robust RTI program provides access to highly specialized interventions to general education students. Students experience a wide range of field trip and elective courses including overnight trips to places such a Yosemite, a band program, dance classes, and much more.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

All Caliber: Beta Academy, staff attend regular professional development sessions both during the school year (3 hours per week) and when school is not in session (an additional five 40 hour weeks). In addition, teachers are required to observe each other weekly, work in peer teams of four to develop professionally, and receive weekly feedback on their performance, goals, and growth from the administrative team.

Professional development covers a variety of areas:

- * Developing teachers' ability to plan in alignment with Common Core Standards, with a focus on Project Based Learning
- * Strategies and support for helping special populations, such as students with IEPs and English Learners, to achieve academically
- * Using data to inform instruction
- * Learning how to plan and teach in a personalized, blended learning environment
- * Implementation of the robust Social Emotional Programming at Caliber

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject			2021-22
Number of school days dedicated to Staff Development and Continuous Improvement		12	17



SECTION 3: CONSENT CALENDAR ITEMS

C3. Change Makers Academy School Accountability Report Card

Caliber: ChangeMakers Academy

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

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Caliber: ChangeMakers Academy

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2021-22 School Contact Information		
School Name	Caliber: ChangeMakers Academy	
Street	500 Oregon Street	
City, State, Zip	Vallejo, CA 94590	
Phone Number	707-563-9827	
Principal	Ms. Aisha Ford, & Ms. Alesha Williams	
Email Address	info@calibercma.org	
School Website	www.calibercma.org	
County-District-School (CDS) Code	48-70581-0134262	

2021-22 District Contact Information		
District Name	Caliber: ChangeMakers Academy	
Phone Number	707-563-9827	
Superintendent	Rachael Weingarten, Head of Schools, Caliber Public Schools	
Email Address	info@calibercma.org	
District Website Address	www.calibercma.org	

2021-22 School Overview

Description: Caliber Public Schools are free, public, non-selective charter schools offering a rigorous, personalized, college preparatory education for Bay Area students. Caliber: ChangeMakers Academy, which opened in August 2016, currently serves approximately 850 TK-8 students at our campus in Vallejo, CA.

Mission Statement - Caliber's Mission is to achieve educational equity by shifting the experiences, expectations and outcomes for students in historically underserved communities. Our strengths-based educational program validates, affirms, respects and supports students, families and staff members to reach their full potential.

Vision Statement - Caliber's Vision is rooted in student outcomes because we are an organization that puts students first. Caliber's vision is to develop each student's social-emotional abilities (HEART), which enables students to create a strong sense of self and sustain meaningful and healthy relationships. That social-emotional foundation enables all students to obtain the knowledge (SMART) and critical thinking skills (THINK) necessary to advocate (ACT) for themselves and the issues impacting them and their community.

We live out (HEART) through a robust social-emotional learning curriculum, the explicit tracking and measuring of social-emotional competencies, an ability-based response to behavior, and school-wide restorative mindsets and practices. We strengthen both (SMART) and (THINK) through a curriculum that's aligned to rigorous standards, and inquiry-based approach to instruction, differentiated practice, and coaching for all of our staff. Lastly, teach our students to (ACT) on their beliefs and ideas through projects that drive both awareness and action.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	101
Grade 2	107
Grade 3	103
Grade 4	103
Grade 5	60
Grade 6	81
Grade 7	63
Grade 8	87
Total Enrollment	820

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
Asian	1.3
Black or African American	26.7
Filipino	8.5
Hispanic or Latino	47.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	9.1
White	6
English Learners	15
Foster Youth	0.2
Socioeconomically Disadvantaged	69.5
Students with Disabilities	12.1

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

2019-20

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

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2021-22 School Accountability Report Card

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2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Caliber's curriculum relies heavily on the use of adaptive instructional software instead of traditional textbooks. As a result, the materials reported here include many software tools that we use in different areas of our curriculum. In addition to the many instructional benefits of using software such as this (e.g., permitting highly personalized instruction), the school also benefits because the software is automatically updated over time, and is easily available to all students. As a result, all students have access to the most recent versions at all times.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Match Fishtank ELA Wit & Wisdom STEP Reading Assessment Lexia Core5 Raz Kids Reading A-Z	Yes	0.0
Mathematics	Eureka Engage NY Illustrative Mathematics OpenUp Resources Zearn Khan Academy	Yes	0.0
Science	Amplify Science Mystery Science	Yes	0.0
History-Social Science	History Alive Teaching Tolerance	Yes	0.0
Foreign Language	n/a		0.0
Health	KidFit		0.0
Visual and Performing Arts	Art in Action		0.0
Science Laboratory Equipment (grades 9-12)			0.0

2021-22 School Accountability Report Card

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School Facility Conditions and Planned Improvements

Caliber: ChangeMakers Academy moved into a leased, private facility in 2018 after having occupied a Vallejo City Unified School District (VCUSD) provided Prop 39 facility during most of the 2017-18 school year.

Caliber: ChangeMakers Academy has not conducted a formal FIT report on the new facility (which was newly construction in 2018), but we have made a subjective assessment of the facility conditions below.

Caliber maintains responsibility for ensuring the day-to-day cleanliness of the facility. The school custodial staff carries out daily cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

n/a, see below

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

Caliber: ChangeMakers Academy

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.
- 2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.
- 3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more gradelevel[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

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Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2021-22 School Accountability Report Card

Caliber: ChangeMakers Academy

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	489	NT	NT	NT	NT
Female	246	NT	NT	NT	NT
Male	243	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian		NT	NT	NT	NT
Black or African American	135	NT	NT	NT	NT
Filipino	38	NT	NT	NT	NT
Hispanic or Latino	235	NT	NT	NT	NT
Native Hawaiian or Pacific Islander		NT	NT	NT	NT
Two or More Races	48	NT	NT	NT	NT
White	26	NT	NT	NT	NT
English Learners	77	NT	NT	NT	NT
Foster Youth		NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	339	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	NT	NT	NT	NT

Caliber: ChangeMakers Academy

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	490	NT	NT	NT	NT
Female	247	NT	NT	NT	NT
Male	243	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian		NT	NT	NT	NT
Black or African American	136	NT	NT	NT	NT
Filipino	38	NT	NT	NT	NT
Hispanic or Latino	235	NT	NT	NT	NT
Native Hawaiian or Pacific Islander		NT	NT	NT	NT
Two or More Races	48	NT	NT	NT	NT
White	26	NT	NT	NT	NT
English Learners	77	NT	NT	NT	NT
Foster Youth		NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	340	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	494	463	94%	6%	41%
Female	247	231	94%	6%	49%
Male	247	232	94%	6%	34%
Black or African American	139	127	91%	9%	39%
Filipino	38	38	100%	0%	63%

Hispanic or Latino	236	220	93%	7%	35%
Two or More Races	46	44	96%	4%	52%
White	26	26	100%	0%	50%
English Learners	77	70	91%	9%	13%
Socioeconomically Disadvantaged	341	314	92%	8%	38%
Students with Disabilities	80	70	88%	13%	11%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
494	466	94%	6%	28%
247	232	94%	6%	31%
247	234	95%	5%	26%
139	128	92%	8%	21%
38	38	100%	0%	42%
236	224	95%	5%	26%
46	44	96%	4%	43%
26	24	92%	8%	38%
77	70	91%	9%	13%
341	318	93%	7%	26%
80	68	85%	15%	10%
	494 247 247 139 38 236 46 26 77 341 80	Enrollment Tested 494 466 247 232 247 234 139 128 38 38 236 224 46 44 26 24 77 70 341 318 80 68	Enrollment Tested Tested 494 466 94% 247 232 94% 247 234 95% 139 128 92% 38 38 100% 236 224 95% 46 44 96% 26 24 92% 77 70 91% 341 318 93%	Enrollment Tested Tested Not Tested 494 466 94% 6% 247 232 94% 6% 247 234 95% 5% 139 128 92% 8% 38 38 100% 0% 236 224 95% 5% 46 44 96% 4% 26 24 92% 8% 77 70 91% 9% 341 318 93% 7% 80 68 85% 15%

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School	School	District	District	State	State
	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	148	NT	NT	NT	NT
Female	72	NT	NT	NT	NT
Male	76	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian		NT	NT	NT	NT
Black or African American	43	NT	NT	NT	NT
Filipino		NT	NT	NT	NT
Hispanic or Latino	79	NT	NT	NT	NT
Native Hawaiian or Pacific Islander		NT	NT	NT	NT
Two or More Races	15	NT	NT	NT	NT
White		NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards		
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Caliber: ChangeMakers Academy hosts parent education opportunities monthly and has an active Family Connections Committee (FCC). The FCC provides a forum for parents to meet each other, meet with teachers, share ideas with the school administration, and plan events for the school. The group meets on a monthly basis at the school and childcare is provided. Parent Teacher Conferences and Student Led Conferences occur twice a year. Many parents volunteer throughout the school day in the classroom and around campus. Social events such as the Fall Festival, Science Night and Winter Music Concert bring the entire community together. For more information on getting involved with any parent groups at the school, please contact the front office at info@calibercma.org or (707) 563-9827.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	829	821	162	19.7
Female	414	411	77	18.7
Male	415	410	85	20.7
American Indian or Alaska Native	0	0	0	0.0
Asian	11	11	0	0.0
Black or African American	221	221	51	23.1
Filipino	70	70	1	1.4
Hispanic or Latino	394	389	88	22.6
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	76	74	15	20.3
White	50	49	4	8.2
English Learners	152	151	35	23.2
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	582	576	133	23.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	112	111	28	25.2

2021-22 School Accountability Report Card

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C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	9.09	0.09	3.47	0.20
Expulsions	0.00	0.00	0.19	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.13	6.68	2.45
Expulsions	0.00	0.12	0.05

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2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Covid-19 pandemic.

This safety plan includes the following:

- * School Safety Team
- * Annual Safety Goals
- * Policies & Procedures
- * Child Abuse Policy & Procedure
- * Sexual Harassment Policy & Procedure
- * Suspension and Expulsion / Due Process
- * Dress and Groom Policy
- * Employee Security Policy
- * Emergency Disaster Procedures & Drills
- * Drill Schedules & Report
- * Emergency Contact Information
- * Procedures for Ingress & Egress
- * Emergency Evacuation: Principal's check list
- * Emergency Evacuation: Teacher's checklist
- * School Site Chain-of-Command Organization Chart
- * School Site Evacuation Map
- * Off Campus Evacuation Map

2021-22 School Accountability Report Card

^{*}The school maintains a school and student safety plan and has trained school staff and students on the safety procedures outlined in the plan.

^{*}The school maintains a Covid-19 Safety and response plan and has trained school staff and families on the procedures in the plan, due to the

2021-22 School Safety Plan

* Emergency/Crisis 1st Level Response Protocol

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multigrade level classes.

9. 4. 4. 5. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6.				
Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	2	8	
1	24	1	7	
2	24		8	
3	25		4	
4	25		4	
5	26		4	
6	30		18	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	4	
1	53			4
2	49			4
3	52			4
4	56			2
5	50			2
6	48		4	8

Caliber: ChangeMakers Academy

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	3	12	
1	34		8	4
2	36		8	4
3	32		9	3
4	34		8	4
5	40		4	2
6	22	3	15	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.5
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.8

Caliber: ChangeMakers Academy

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,763	2,266	9,497	55,873
District	N/A	N/A	9,224	\$72,931
Percent Difference - School Site and District	N/A	N/A	2.9	-26.5
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	11.7	-42.9

2020-21 Types of Services Funded

At Caliber we provide a range of services to support student achievement. Students demonstrating academic need have an extended school day with targeted intervention instruction by the credentialed teaching team. Personalized, adaptive software serves to support students who need remediation. Daily targeted small group instruction led by teachers and instructional assistants ensures that students are exposed to relevant, data-driven content in a setting conducive to rapid growth. Academic support is included in the school sponsored after school program. A robust RTI program provides access to highly specialized interventions to general education students. Students experience a wide range of field trip and elective courses.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,939	\$52,562
Mid-Range Teacher Salary	\$69,454	\$83,575
Highest Teacher Salary	\$88,189	\$104,166
Average Principal Salary (Elementary)	\$107,713	\$131,875
Average Principal Salary (Middle)	\$112,022	\$137,852
Average Principal Salary (High)	\$121,121	\$150,626
Superintendent Salary	\$236,768	\$260,243
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

All Caliber: ChangeMakers Academy staff attend regular professional development sessions both during the school year (3 hours per week) and when school is not in session (an additional three 40-hour weeks). In addition, teachers work in peer teams to develop professionally and are observed and receive feedback on their performance, goals, and growth from the administrative team weekly.

Professional development covers a variety of areas:

- * Developing teachers' ability to plan in alignment with Common Core Standards, with a focus on Project Based Learning
- * Strategies and support for helping special populations, such as students with IEPs and English Learners, to achieve academically
- * Using data to inform instruction
- * Learning how to plan and teach in a personalized, blended learning environment
- * Implementation of the robust Social Emotional Programming at Caliber

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject			2021-22
Number of school days dedicated to Staff Development and Continuous Improvement		12	17

2021-22 School Accountability Report Card

Caliber: ChangeMakers Academy



SECTION 3: CONSENT CALENDAR ITEMS

C4. Audit Engagement Letter with CLA



CliftonLarsonAllen LLP 2210 East Route 66 Glendora, CA 91740

phone 626.857.7300 fax 626.857.7302 CLAconnect.com

February 11, 2022

Board of Directors and Management Caliber Public Schools 3260 Blume Drive #120 Richmond, CA 94806

Dear Members of the Board and Management:

We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the audit and nonaudit services CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") will provide for Caliber Public Schools ("you," "your," "the entity", or "the Organization") for the year ended June 30, 2022.

Marlen Gomez is responsible for the performance of the audit engagement. Per Education Code Section 41020(f)(2), there is a limit of six consecutive year for any firm where the principal/director-in-charge of the audit and the reviewing principal/director have been the same in each of those years. This is the second consecutive year Marlen Gomez will be the engagement principal.

Scope of audit services

We will audit the consolidated financial statements of Caliber Public Schools, which comprise the consolidated statement of financial position as of June 30, 2022, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

We will also evaluate and report on the presentation of the supplementary information accompanying the consolidated financial statements in relation to the financial statements as a whole.

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of your financial statements, schedule of expenditures of federal awards, and related notes.
- Preparation of supplementary information.
- Preparation of adjusting journal entries.
- Prepare the Data Collection Form.
- Preparation of informational tax returns.



Audit objectives

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance); and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports. We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

The objectives of our audit also include:

- Reporting on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with Government Auditing Standards.
- Reporting on internal control over compliance related to major programs and expressing an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.
- Reporting on compliance related to state programs and expressing an opinion (or disclaimer of opinion)
 on compliance with the laws and regulations of the state programs in accordance with the requirements
 of the 2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance
 Reporting.

The Government Auditing Standards report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that

states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We will issue written reports upon completion of our audit of your financial statements and compliance with requirements applicable to major programs. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinion on the financial statements or the single audit compliance opinion is other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements or material noncompliance caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements or an opinion on compliance, we retain the right to take any course of action permitted by professional standards, including declining to express opinions or issue reports, or withdrawing from the engagement.

We also will issue a written report on state compliance upon completion of our audit.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS, the standards for financial audits contained in *Government Auditing Standards*, and the Uniform Guidance. Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements and material
 noncompliance, whether due to fraud or error, design and perform audit procedures responsive to those
 risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinions. The
 risk of not detecting a material misstatement or a material noncompliance resulting from fraud is higher
 than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions,
 misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that
 are appropriate in the circumstances, but not for the purpose of expressing an opinion on the
 effectiveness of the entity's internal control. However, we will communicate to you in writing any
 significant deficiencies or material weaknesses in internal control relevant to the audit of the financial
 statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting
 estimates made by management, as well as evaluate the overall presentation of the financial statements,
 including the amounts and disclosures, and whether the financial statements represent the underlying
 transactions and events in a manner that achieves fair presentation.

 Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a single audit.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with the direct and material compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts,

and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards that may have a direct and material effect on each of the entity's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the financial statements in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements and the schedule of expenditures of federal awards in accordance with U.S. GAAP. Management is also responsible for identifying all federal awards received, understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are

immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control, including internal control over compliance, relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met; and that there is reasonable assurance that government programs are administered in compliance with compliance requirements.

You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

You are responsible for taking timely and appropriate steps to remedy any fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we may report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; and to follow up and take prompt corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers), and for ensuring management information and financial information is reliable and properly reported; (2) access to personnel, accounts, books, records, supporting

documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence. You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation and fair presentation of other supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's activities, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

The responsibilities and limitations related to the nonaudit services performed as part of this engagement are as follows:

- We will prepare a draft of your financial statements, schedule of expenditures of federal awards, and related notes in conformity with U.S. GAAP and the Uniform Guidance based on information provided by you. Since the preparation and fair presentation of the financial statements and schedule of expenditures of federal awards is your responsibility, you will be required to acknowledge in the representation letter our assistance with preparation of the financial statements and schedule of expenditures of federal awards and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. You have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements and schedule of expenditures of federal awards.
- We will prepare a draft of your supplementary information. Since the preparation of the supplementary
 information in accordance with the applicable criteria is your responsibility, you will be required to review,
 approve, and accept responsibility for the supplementary information prior to its issuance and have a
 responsibility to be in a position in fact and appearance to make an informed judgment on the
 supplementary information.
- We will propose adjusting journal entries as needed. You will be required to review and approve those entries and to understand the nature of the changes and their impact on the financial statements.
- We will prepare the Data Collection Form. Management is responsible to review for completeness and accuracy before submitting to the Federal Audit Clearing House.
- We will prepare the organization's federal Form 990 and applicable state filings in accordance with the applicable tax laws. We will use our judgment in resolving questions where the law is unclear, and where there is reasonable authority, we will resolve questions in your favor whenever possible. We will not audit or independently verify the accuracy or completeness of the information we receive from you for the preparation of the returns and filings, and our engagement cannot be relied upon to uncover errors or irregularities in the underlying information.

These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

Use of financial statements

The financial statements and our report thereon are for management's use. If you intend to reproduce and publish the financial statements and our report thereon, they must be reproduced in their entirety. Inclusion of the

audited financial statements in a document, such as an annual report or an offering document, should be done only with our prior approval of the document. You are responsible to provide us the opportunity to review such documents before issuance.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We expect to begin our audit approximately in May 2022.

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing.

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

We are available to perform additional procedures with regard to fraud detection and prevention, at your request, as a separate engagement, subject to completion of our normal engagement acceptance procedures. The terms and fees of such an engagement would be documented in a separate engagement letter.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Cognizant or Grantor Agency, or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the Cognizant or Grantor Agency. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Except as permitted by the "Consent" section of this agreement, CLA will not disclose any confidential, proprietary, or privileged information of the entity to any persons without the authorization of entity management or unless required by law. This confidentiality provision does not prohibit us from disclosing your information to one or more of our affiliated companies in order to provide services that you have requested from us or from any such affiliated company. Any such affiliated company shall be subject to the same restrictions on the use and disclosure of your information as apply to us.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our relationship with you is limited to that described in this letter. As such, you understand and agree that we are acting solely as independent accountants. We are not acting in any way as a fiduciary or assuming any fiduciary responsibilities for you. We are not responsible for the preparation of any report to any governmental agency, or any other form, return, or report or for providing advice or any other service not specifically recited in this letter.

Our engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Mediation

Any disagreement, controversy, or claim ("Dispute") that may arise out of any aspect of our services or relationship with you, including this engagement, shall be submitted to non-binding mediation by written notice ("Mediation Notice") to the other party. In mediation, we will work with you to resolve any differences voluntarily with the aid of an impartial mediator.

The mediation will be conducted as specified by the mediator and agreed upon by the parties. The parties agree to discuss their differences in good faith and to attempt, with the assistance of the mediator, to reach an amicable resolution of the Dispute.

Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties.

Any Dispute will be governed by the laws of the state of Minnesota, without giving effect to choice of law principles.

Time limitation

The nature of our services makes it difficult, with the passage of time, to gather and present evidence that fully and fairly establishes the facts underlying any Dispute that may arise between the parties. The parties agree that, notwithstanding any statute or law of limitations that might otherwise apply to a Dispute, including one arising out of this agreement or the services performed under this agreement, for breach of contract or fiduciary duty, tort, fraud, misrepresentation or any other cause of action or remedy, any action or legal proceeding by you against us must be commenced within twenty-four (24) months ("Limitation Period") after the date when we deliver our final audit report under this agreement to you, regardless of whether we do other services for you relating to the audit report, or you shall be forever barred from commencing a lawsuit or obtaining any legal or equitable relief or recovery.

The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of the existence or possible existence of a Dispute.

Estimated Fees

Our professional fees will be billed based on the time involved and the degree of responsibility and skills required. We will also bill for expenses (including internal and administrative charges) plus a technology and client support fee of five percent (5%) of all professional fees billed. Based on our preliminary estimates, the price for the engagement is as follows:

Professional Service	Caliber Public Schools	Caliber East Bay	Total
Audit services (includes procedures for one major program under Uniform Guidance, if additional programs are required to be tested they will be billed at \$5,000 per additional federal program)	\$ 22,500	\$ 2,200	\$ 24,700
Data Collection Form SF-FAC and single audit reporting package	\$ 975	\$-0-	\$ 975
Informational tax return services (\$2,200 per form 990 and \$850 for LLC Form 199)	\$ 2,200	\$ 3,050	\$ 5,250
Technology and client support fee	\$ 1,290	\$ 270	\$ 1,560
Total	\$ 26,965	\$ 5,520	\$ 32,485

Additional state compliance procedures related to changes to the 2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel will be billed as out-of-scope. This includes independent study testing requirements if the threshold for testing is met.

The estimated fees are based on anticipated cooperation from your personnel and their assistance with preparing confirmations and requested schedules. If the requested items are not available on the dates required or are not accurate, the estimated price for services will likely be higher. If unexpected circumstances require significant additional time, we will advise you before undertaking work that would require a substantial increase in the fee estimate. Our invoices, including applicable state and local taxes, will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 60 days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed even if we have not issued our reports. You will be obligated to compensate us for all time expended and related fees and to reimburse us for all out-of-pocket expenditures through the date of termination. There is a ten percent withholding clause per Education Code 14505.

Unanticipated services

We do not anticipate encountering the need to perform additional services beyond those described in this letter. Below are listings of services considered to be outside the scope of our engagement. If any such service needs to be completed before the audit can proceed in an efficient manner, we will determine whether we can provide the

service and maintain our independence. If appropriate, we will notify you and provide a fair and reasonable price for providing the service. We will bill you for the service at periodic dates after the additional service has been performed.

Bookkeeping services

Bookkeeping services are not audit services. Bookkeeping services include the following activities:

- Preparation of a trial balance
- Account reconciliations
- Bank statement reconciliations
- Capital asset accounting (e.g., calculating depreciation, identify capital assets for additions and deletions)
- Calculating accruals
- Analyzing transactions for proper recording
- Converting cash basis accounting records to accrual basis
- Assisting in calculating tax provisions
- Preparation of financial statements and the related notes to the financial statements
- Processing immaterial adjustments through the financial statements
- Adjusting the financial statements for new activities and new disclosures

Additional work resulting from unanticipated changes in your organization or accounting records

If your organization undergoes significant changes in key personnel, accounting systems, and/or internal control, we are required to update our audit documentation and audit plan. The following are examples of situations that will require additional audit work:

- Revising documentation of your internal control for changes resulting from your implementation of new information systems
- Deterioration in the quality of the entity's accounting records during the current-year engagement in comparison to the prior-year engagement
- · Significant new accounting issues
- Significant changes in your volume of business

- Mergers, acquisitions, or other business combinations
- New or unusual transactions
- Changes in audit scope or requirements resulting from changes in your activities
- Erroneous or incomplete accounting records
- Evidence of material weaknesses or significant deficiencies in internal control
- Substantial increases in the number or significance of problem loans
- Regulatory examination matters
- Implementation or adoption of new or existing accounting, reporting, regulatory, or tax requirements
- New financial statement disclosures

Changes in engagement timing and assistance by your personnel

The fee estimate is based on anticipated cooperation from your personnel and their assistance with timely preparation of confirmations and requested schedules. If the requested items are not available on the dates required or are not accurate, we will advise management. Additional time and costs may be necessary because of such unanticipated delays. Examples of situations that may cause our estimated fee to increase include:

- Significant delays in responding to our requests for information such as reconciling variances or providing requested supporting documentation (e.g., invoices, contracts, and other documents)
- Rescheduling our fieldwork
- Schedule disruption caused by litigation, financial challenges (going concern), loan covenants (waivers), etc.
- Identifying a significant number of proposed audit adjustments
- Schedules prepared by your personnel that do not reconcile to the general ledger
- Numerous revisions to information and schedules provided by your personnel
- Restating financial statements for accounting errors in the prior year
- Lack of availability of entity personnel during audit fieldwork

Changes in accounting and audit standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in this letter increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Changes related to COVID-19

COVID-19 continues to have significant direct and indirect impacts on financial reporting, disclosure requirements, and the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in this letter increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Other fees

You also agree to compensate us for any time and expenses, including time and expenses of legal counsel, we may incur in responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings that we are asked to respond to on your behalf.

Finance charges and collection expenses

You agree that if any statement is not paid within 30 days from its billing date, the unpaid balance shall accrue interest at the monthly rate of one and one-quarter percent (1.25%), which is an annual percentage rate of 15%. In the event that any collection action is required to collect unpaid balances due us, reasonable attorney fees and expenses shall be recoverable.

Consent

Consent to use information for benchmarking analysis

In an effort to better serve the needs of our clients, we develop a variety of benchmark, performance indicator, and predictive analysis reports, using anonymized client data obtained from our audit, tax, and other engagements. Business and financial information that you provide to us may be combined with information from other clients and included within the aggregated data that we use in these reports. While some of these analytical reports will be published and released publicly, please be assured that the separate information that we obtain from you will remain confidential, as required by the AICPA Code of Professional Conduct.

Subcontractors

CLA may, at times, use subcontractors to perform services under this agreement, and they may have access to your information and records. Any such subcontractors will be subject to the same restrictions on the use of such information and records as apply to CLA under this agreement.

February 11, 2022 Caliber Public Schools Page 16

Agreement

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. This letter constitutes the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and CLA. If you have any questions, please let us know. Please sign, date, and return this letter to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities.

Sincerely,

CliftonLarsonAllen LLP

Marlen Gomez, CPA Principal 626-857-7300 Marlen.gomez@CLAconnect.com

Response:

This letter correctly sets forth the understanding of Caliber Public Schools.

Authorized management signature:	
Title:	
Date:	



SECTION 3: CONSENT CALENDAR ITEMS

C5. Virco Furniture Order



Highway 65 South, Conway, AR 72032 - orders@virco.com 2027 Harpers Way, Torrance, CA 90501 - orders@virco.com

QUOTATION #8257208

Sold To: CALIBER PUBLIC SCHOOLS 3260 BLUME DR. #120 RICHMOND CA 94806

Ship To: CALIBER PUBLIC SCHOOLS 3260 BLUME DR. #120 RICHMOND CA 94806 REFERENCE: NORTH CAMPUS PROJECT

Quotation Date: 2/21/2022

We appreciate the opportunity to quote the enclosed prices for our products. Unless otherwise indicated, prices are net and do not include sales tax. Please refer to the above referenced Quotation Number when corresponding with Virco regarding this quote. We offer our quotation priced from the US COMMUNITIES 2022 CONTRACT #R-TC-18004 CLASSROOM FURNITURE Contract. You will need to be registered for US Communities and provide your TIN number prior to acceptance of your purchase order. We offer our quotation subject to the following terms and conditions:

1) FOB Point:

FOB Destination - Delivered & Installed

Payment Terms:

Net 30 days (subject to credit approval)

Prices Are Firm:

For Orders Received By 12/31/2022 Orders received after this date are subject to

re-quote

4) For Shipment By:

Please note that prices are for orders placed prior to 12/31/22 and shippable not

later than 1/31/23. Orders requiring delivery after this date will not be processed

and will require a requote.

5) Shipment from Virco: Virco's current lead-times have been extended. All new orders will carry a minimum

lead time of 8 weeks; though many orders may ship sooner. Special handling and/

or equipment requests may extend the lead time an additional 4 weeks.

6) Color:

Standard Virco colors only unless specified otherwise

Purchase Order:

We require customer approval by purchase order or signed quote to be emailed to

Orders@virco.com or faxed to (800) 258-7367 or (800) 396-8232

8) Acknowledgement:

Final acceptance and acknowledgement of orders will be as stated on the standard

Virco Purchase Order Acknowledgment

9) Quantity:

Any change in quantities may result in a price change



Highway 65 South, Conway, AR 72032 - orders@virco.com 2027 Harpers Way, Torrance, CA 90501 - orders@virco.com

QUOTATION #8257208

COVID-19 NOTICE

Thank you for the opportunity to provide a quote for your furniture and equipment needs. Due to the Covid-19 pandemic, Virco wants to ensure your order will be processed with little to no interruption. If this quote generates a purchase order from your district, please include any and all detailed delivery instructions including point of contact, direct phone number to confirm delivery, and requested delivery date. Orders that do not include specific delivery instructions will be entered and processed to ship as soon as product is available.

In the event you experience an unexpected closure of your facility due to COVID-19, and your shipments are already in transit, Virco will help redirect your shipments to a local destination of your choice.

If you are unable to receive your shipments, Virco can arrange to return your products to our warehouse and store your shipments until your facility has been approved to receive your furniture. All associated fees will be passed along to the customer for transportation cost, storage & handling fees as well as redelivery fees.



Shipping To: CALIBER PUBLIC SCHOOLS

Item #	Supplier/Model #	Description	Unit Price	Qty	Extension
1	Virco Inc #N212	Chair, N2 Series, 4-Leg, Stackable, 12" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides. 165 ea Soft Plastic->Navy (BLU51) Frame->Chrome (CHRM)	\$49.93	165	\$8,238.45
2	Virco Inc #N218	Chair, N2 Series, 4-Leg, Stackable, 18" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides. 600 ea Soft Plastic->Navy (BLU51) Frame->Chrome (CHRM)	\$58.78	600	\$35,268.00
3	Virco Inc #N214	Chair, N2 Series, 4-Leg, Stackable, 14" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides. 264 ea Soft Plastic->Navy (BLU51) Frame->Chrome (CHRM)	\$49.93	264	\$13,181.52
4	Virco Inc #N216	Chair, N2 Series, 4-Leg, Stackable, 16" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides. 132 ea Soft Plastic->Navy (BLU51) Frame->Chrome (CHRM)	\$55.93	132	\$7,382.76
5	Virco Inc #503060ADJLO	Table, 5000 Series, Activity Table, Adjustable Height Short Legs, 30" X 60" X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding, 19"-27 " Adjustable Height, Tubular Steel Thick Profile Legs, ABS Plastic Glide 39 ea Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	\$260.70	39	\$10,167.30
6	Virco Inc #50PIN60ADJLO	Table, 5000 Series, Activity Table, Adjustable Height Short Legs, 60" Pinwheel Shaped X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding, 19"-27" Adjustable Height, Tubular Steel Thick Profile Legs, ABS Plastic Glide 51 ea Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	\$376.67	51	\$19,210.17



Shipping To: CALIBER PUBLIC SCHOOLS

item #	Supplier/Model #	Description	Unit Price	Qty	Extension
7	Virco Inc #50HORSE60DEADJ	Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8" Dry Erase Markerboard Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, 20" - 29" Adjustable-Height Gusset Legs, With Premium ABS Plastic Adjustable Glides. 17 ea Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	\$570.70	17	\$9,701.90
8	Virco Inc #50HORSE60DEAEADJ	Table, 5000 Series, Activity Table, Adjustable Height Legs, 60 " X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29 " Adjustable-Height Gusset Legs, Tubular Steel Thick Profile Legs, ABS Plastic Glide 17 ea Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	\$643.69	17	\$10,942.73
9	Virco Inc #503060ADJ	5000 Series Table -30" X 60" X 1-1/8" High-Pressure Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, Adjustable In Height From From 24" - 32", With Premium Abs Plastic Adjustable Glides. 12 ea Laminate->Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame->Silver Mist (GRY02)	\$257.54	12	\$3,090.48
10	Virco Inc #ZHEXBOXM	Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon. 600 ea Color Not Selected	\$166.85	600	\$100,110.00
11	Virco Inc #T3066P	Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h, 1-1/8" High-Pressure Laminate Particleboard Top With Radius On One End, Two Round Hinged-Top Grommets And T-Mold Edge, Non-Locking Steel Center Drawer, Perforated Steel Modesty Panel. 37 ea Laminate->Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame->Silver Mist (GRY02)	\$1,451.39	37	\$53,701.43



Shipping To: CALIBER PUBLIC SCHOOLS

Item #	Supplier/Model #	Description	Unit Price	Qty	Extension
12	Virco Inc #SGTASK18P	Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual-Wheeled Caster Base With 2" Hooded Swivel Casters. 37 ea Soft Plastic->Navy (BLU51) Fabric Upholstery-> Midnight (BLU266) Mobile Base->Char Black (BLK01)	\$258.49	37	\$9,564.13
			To	tal	\$280,558.87

The undersigned certifies understanding and agreement of this Quote Letter and has authority to sign for purchase.

CALIBER PUBLIC SCHOOLS 3260 BLUME DR. #120 RICHMOND CA 94806

	PO # (if available)	
_	Name (Print)	
	Authorized Signature	

If paying by credit card, please call 877-311-9157. The credit specialist will be pleased to assist with your payment.

How To Place Your Order With Virco

3 Ways To Order:

- 1. Email your PDF quote from Virco to **orders@virco.com** (please make sure the quote is signed before submitting)
- 2. Email your standard PO to orders@virco.com
- 3. Order online at Shop. Virco.com (must register with Inside Sales)

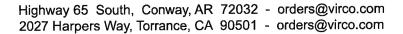
What to Expect Once Order Is Placed (see below to complete the order process)

- We will respond to let you know your order was received.
- Once we process your order, an electronic or paper acknowledgment will be sent

In Order to Complete the Order Process, Virco Must Receive The Following Information

Account Info Product Info Model (Ex: 9018, ZBOOMMFG) "Sold To" Information "Ship To" Information **Color/Finish for the Following:** Pricing source CHAIRS = 📈 Bucket Color 📈 Frame Color 📈 Glide Delivery Info (Ex: Navy/Chrome/Nylon Glides) Delivery contact information (name and phone number for a call before delivery) TABLES/DESKS = ☑ Top/Edge Banding ☑ Frame Color ☑ Glide Special delivery requests such as specific delivery hours (Ex: Dry Creek Plum/Adobe/Silver Mist/Felt Glides) Requested delivery date if applicable (orders) FILING CABINETS without requested delivery dates will be entered Frame Color under ASAP priority and will be shipped as soon as product is ready) (Ex: Moonstone) **Please note - our system only allows 8 lines of 30 characters each so please make sure to prioritize any delivery info**



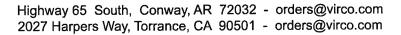




VIRCO FULL SERVICE GUIDELINES

At Virco, we're committed to providing you with the highest quality and most cost effective delivery and installation services. That's because your complete satisfaction, as well as the safety of our employees and of any other personnel at your facility is of paramount importance. With that in mind, please be aware of the following **IMPORTANT CONDITIONS** that apply to Virco delivery and installation services:

- * Virco Full Service deliveries include inside delivery of product to a staging area in the building closest to the unloading area or 100 feet from the trailer(s); whichever is closer. Unless otherwise noted on the quote, truck access to the building must be no further than fifty yards from the building entrance. Building access outside this distance may result in a change order to offset the additional expense to move furniture into the building.
- * The customers designated representative must count all cartons of furniture unloaded from the trailer(s). The number of cartons received should match the Bill of Lading exactly. Any shortages, overages and/or apparent freight damage must be noted on the Bill of Lading before it is signed and the carrier leaves the premises.
- * Paperwork for all shortages and damages will be immediately processed and replacements will be shipped as soon as possible.
- * Virco quotes that include installation services, are based on a project site that is 90% complete with little or no obstruction from the general contractor, their sub-contractors or other trades. This includes the use of an elevator for multi-story buildings. If conditions are not at the anticipated level of completion and delivery and installation are still required, a change order may be submitted for the additional work required to complete the project on schedule.
- * In rare cases, Virco may agree to work under hard-hat conditions. Working in hard-hat conditions may result in unforeseen additional costs. Change orders may be submitted to offset the additional work required to complete the project on schedule.
- * Virco's installation services are based on working Monday through Friday from 7 AM to 5 PM, unless noted otherwise on the quote and customer purchase order. Unforeseen project conditions that require working days and hours different than those noted above, may result in change orders to offset the additional costs associated with working outside the intended project scope.
- * If a customer reschedules a delivery or installation date from that which was initially requested and printed on a Purchase Order, this may cause a rescheduling delay. Because Virco's Field Service Department schedules many deliveries and installations to committed time frames, it often happens that equipment and resources have already been fully allocated on any given date. While Virco will do its best to accommodate specific rescheduling requests, we reserve the right to reschedule on the next available date.





- * Virco's quotes, unless otherwise noted, are based on delivering your order as a complete project to maximize shipping efficiencies. Requests for multiple deliveries due to construction delays, may result in additional freight charges. Freight charges will be added to the invoice.
- * Installation charges include the delivery, set-up and placement of furniture one time only. Virco will not set furniture in place multiple times so that contractors can have sequential access to particular areas of a school.
- * Every room will have a posted inventory list and will include product model numbers, descriptions, quantity and color. Upon placement of the furniture the room sheet will be noted, dated and initialed. Thereafter if a contractor or school personnel moves Virco furniture for any reason, it will be the responsibility of others to return furniture to its proper location.
- * Upon the substantial completion of the project, a walk through will be scheduled and each room list will be reviewed and confirmed. All uncompleted work or additional needs will be noted and signed by a district representative. At the end of the initial walk through, 90% of the invoice value should be processed for payment. The remaining 10% will be used as a retainer until completion of the project.
- * After the initial walk through, all subsequent work and walk throughs will only be related to the open issues for that room.
- *For an installation, the site's end user must provide the following:
 - · Safe access to and from staging areas and rooms.
 - Hours the site is available for installation, including weekends.
 - A site contact, who must be available to provide room access and answer pertinent questions during the installation.
 - A list of model numbers, colors and quantities of all items for each room to which furniture will be delivered.
 - This list will also include height preferences for each desk and table.
 - Tables and or desks will be assembled to the following height unless noted otherwise. Table or desk height requests must be noted on the room list and agreed to by the customer.
 - Pre-K & K --> 23 inches - 1st & 2nd Grade --> 26 inches - 3rd & 4th Grade --> 28 inches
 - 5th Grade to Adult --> 29 inches
- * Each item will be moved from the staging area to its destination, as identified by the on-site contact only one time. In this context, Virco suggests that a large venue such as a cafeteria or multi-purpose room be designated as a staging area.
- * Furniture will be unboxed and assembled in or near its destination. Customer requests that product remain in cartons and be installed at a later date may result in a change order to off-set the costs associated with additional trip charges by the contracted installer.

Quote #8257208

Area Name - Room Name	Room Total \$
Rm 1st Gr # 1	\$6,484.07
Rm 1st Gr # 2	\$6,484.07
Rm 1st Gr # 3	\$6,484.07
Rm 1st Gr # 4	\$6,484.07
Rm 2nd Gr # 1	\$6,484.07
Rm 2nd Gr # 2	\$6,484.07
Rm 2nd Gr # 3	\$6,484.07
Rm 2nd Gr # 4	\$6,484.07
Rm 3rd Gr # 1	\$6,672.59
Rm 3rd Gr # 2	\$6,672.59
Rm 3rd Gr # 3	\$6,672.59
Rm 3rd Gr # 4	\$6,672.59
Rm 4th Gr # 1	\$8,478.78
Rm 4th Gr # 2	\$8,478.78
Rm 4th Gr # 3	\$8,478.78
Rm 4th Gr # 4	\$8,478.78
Rm 5th Gr # 1	\$8,478.78
Rm 5th Gr # 2	\$8,478.78
Rm 5th Gr # 3	\$8,478.78
Rm 5th Gr # 4	\$8,478.78
Rm 6th Gr # 1	\$8,478.78
Rm 6th Gr # 2	\$8,478.78
Rm 6th Gr # 3	\$8,478.78
Rm 6th Gr # 4	\$8,478.78
Rm 7th Gr # 1	\$8,478.78
Rm 7th Gr # 2	\$8,478.78
Rm 7th Gr # 3	\$8,478.78
Rm 7th Gr # 4	\$8,478.78
Rm 8th Gr # 1	\$8,478.78
Rm 8th Gr # 2	\$8,478.78
Rm 8th Gr # 3	\$8,478.78
Rm 8th Gr # 4	\$8,478.78
Rm Kinder # 1	\$6,484.07
Rm Kinder # 2	\$6,484.07
Rm Kinder # 3	\$6,484.07
Rm Kinder # 4	\$6,484.07
Rm T-K # 1	\$6,484.07
Total	\$280,558.87

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		QUOTE #8257208	
Item #	Supplier/Model #	Description	
1	Virco Inc #N212	Chair, N2 Series, 4-Leg, Stackable, 12" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides. 165 ea Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)	
2	Virco Inc #N218	Chair, N2 Series, 4-Leg, Stackable, 18" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides. 600 ea Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)	
3	Virco Inc #N214	Chair, N2 Series, 4-Leg, Stackable, 14" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides. 264 ea Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)	
4	Virco Inc #N216	Chair, N2 Series, 4-Leg, Stackable, 16" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides. 132 ea Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)	

		QUOTE #8257208	
Item #	Supplier/Model #	Description	
5	Virco Inc #503060ADJLO	Table, 5000 Series, Activity Table, Adjustable Height Short Legs, 30" X 60" X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding, 19"-27" Adjustable Height, Tubular Steel Thick Profile Legs, ABS Plastic Glide 39 ea Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON Image Does Not Reflect Actual Color Priced
6	Virco Inc #50PIN60ADJLO	Table, 5000 Series, Activity Table, Adjustable Height Short Legs, 60" Pinwheel Shaped X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding, 19"-27" Adjustable Height, Tubular Steel Thick Profile Legs, ABS Plastic Glide 51 ea Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON Image Does Not Reflect Actual Color Priced
7	Virco Inc #50HORSE60- DEADJ	Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8" Dry Erase Markerboard Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, 20" - 29" Adjustable-Height Gusset Legs, With Premium ABS Plastic Adjustable Glides. 17 ea Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE
8	Virco Inc #50HORSE60- DEAEADJ	Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29 "Adjustable-Height Gusset Legs, Tubular Steel Thick Profile Legs, ABS Plastic Glide 17 ea Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	

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i e		QUOTE #8257208	
Item #	Supplier/Model #	Description	
9	Virco Inc #503060ADJ	5000 Series Table -30" X 60" X 1-1/8" High-Pressure Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, Adjustable In Height From From 24" - 32", With Premium Abs Plastic Adjustable Glides. 12 ea Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Frame->Silver Mist (GRY02)	
10	Virco Inc #ZHEXBOXM	Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon. 600 ea	Image Does Not Reflect Actual Color Priced
11	Virco Inc #T3066P	Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h, 1-1/8" High-Pressure Laminate Particleboard Top With Radius On One End, Two Round Hinged-Top Grommet 37 ea Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	
12	Virco Inc #SGTASK18P	Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual-Wheeled Caster Base With 2" Hooded Swivel Casters. 37 ea Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

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	Rm 1st Gr #1	Gr#1	
	Quote #	Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
		Item #5 Qty: 3 ea	
Item #3 Qty: 33 ea		Virco Inc#503060ADJLO - Table, 5000 Series,	
Virco Inc #N214 - Chair, N2 Series, 4-Leg, Stackable, 14" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides		Activity Table, Adjustable Height Short Legs, 30" X 60" X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding, 19"-27" Adjustable Height, Tubular Steel Thick	0
	K	 	
Color: Soft Plastic->Navy (BLU51) Frame->	וג. נג	Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON
Item #6 Qty: 3 ea		Item #7 Qty: 1 ea	
Virco Inc #50PIN60ADJLO - Table, 5000 Series, Activity Table, Adjustable Height Short Legs, 60" Pinwheel Shaped X 1-1/8" High- Pressure Laminate Particleboard Top With T- Mold Edge Banding, 19"-27" Adjustable Height, Tubular Ste		Virco Inc #50HORSE60DEADJ - Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8 " Dry Erase Markerboard Laminate Particleboard- Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, 20" - 29" Adj	
Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON	Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON
Item #8 Qty: 1 ea		Item #11 Qty: 1 ea	
Virco Inc #50HORSE60DEAEADJ - Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29" Adjustable-Height Gusset Leg		Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"I X 28-3/4"h,	
Color: Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON	Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	

	Rm 1st Gr # 1
	Quote #8257208
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color
Item #12 Qty: 1 ea	
Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster	
Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

Supplier/Model #/Description/Color Item #3		Supplier/Model #/Description/Color Item #5	IMAGE COMING SOON
Mold Edge Banding, 19"-27" Adjustable Height, Tubular Ste Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02) Item #8 Qty: 1 ea Virco Inc #50HORSE60DEAEADJ - Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-118" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29" Adjustable-Height Gusset Leg Color: Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON IMAGE COMING SOON	With A Powder Coat Upper And Chrome Lower, 20" - 29" Adj Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02) Item #11 Qty: 1 ea Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w x 66"I x 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON

	Rm 1st Gr # 2
	Quote #8257208
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color
Item #12 Otty: 1 ea	
Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat,	
Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat	
Height, Chair Swivels 360°, Five Dual-Wheeled Caster	
Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile	
Base->Char Black (BLNUT)	

				s, s,)	1MAGE 28) COMING SOON		1/8 ard-	ver,	COIV		ries, ylon sstal	sters 5"I X	(385) (385)	me->
Rm 1st Gr # 3 Quote #§257208	Tologius distributed in the second se	Supplier/Model #/Description	Item #5 Qty: 3 ea	Virco Inc#503060ADJLO - Table, 5000 Series, Activity Table, Adjustable Height Short Legs, Activity Table, Adjustable Boogura Laminate	30" X 60" X 1-1/8" High-Friessure Edifficación Particleboard Top With T-Mold Edge Banding, 19"-27" Adjustable Height, Tubular Steel Thick	Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38)	Frame-> Silver Mist (GRY02) Item #7 Qty: 1 ea	ic ≠ ase	With A Powder Coat Upper And Chrome Lower, 20" - 29" Adj	Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	Item #11 Qty: 1 ea	Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Ox/Box/File Pedestal	With Twin-Wheel Locking Nylon Casters With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h	Color: Laminate->Fusion Maple (MPL385)	Modesty Panel->Silver Mist (GRY02) Frame->
Rm 1si Quote #))	3)		D)	COMING SOON				IMAGE	202
			Supplier/Model #/Description/Color	Item #3 Qty: 33 ea	Virco Inc #N214 - Chair, N2 Series, 4-Leg, Stackable, 14" Seat Height, Ergonomically	Nylon-Base Swivel Glides. Color: Soft Plastic->Navy (BLU51) Frame->	Chrome (CHKM)	Item #6 Oty: 3 ea Virco Inc #50PIN60ADJLO - Table, 5000 Series, Activity Table, Adjustable Height Short	Legs, 60" Pinwheel Shaped X 1-1/8 right Pressure Laminate Particleboard Top With T- Mold Edge Banding, 19"-27" Adjustable	Height, Tubular Ste Color: Laminate-> Fusion Maple (MPL385)	Eage Ballalling Frame-> Silver Mist (GRY02)	Item #8 Qty: 1 ea	5000 Series, Activity Table, Adjustable Height 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing	Sheet And Sure Edge, 20" - 29" Adjustable- Height Gusset Leg	Color: Dry Erase-> DE Ice White (WHT067)

	Rm 1st Gr # 3	
	Quote #8257208	
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color	Color
Item #12 Qty: 1 ea		
Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat,		
Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat		
Height, Chair Świvels 360°, Five Dual- Wheeled Caster		
Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)		

	Rm 1st Gr # 4	Gr#4	
	Quote #	Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
	0	Item #5 Qty: 3 ea	
Item #3 Qty: 33 ea		Virco Inc #503060ADJLO - Table, 5000 Series,	
Virco Inc #N214 - Chair, N2 Series, 4-Leg, Stackable, 14" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides.		Activity Table, Adjustable Height Short Legs, 30" X 60" X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding, 19"-27" Adjustable Height, Tubular Steel Thick P	0
Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM))))	Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON
Item #6 Qty: 3 ea		Item #7 Qty: 1 ea	
Virco Inc #50PIN60ADJLO - Table, 5000 Series, Activity Table, Adjustable Height Short Legs, 60" Pinwheel Shaped X 1-1/8" High- Pressure Laminate Particleboard Top With T- Mold Edge Banding, 19"-27" Adjustable Height, Tubular Ste		Virco Inc #50HORSE60DEADJ - Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8 " Dry Erase Markerboard Laminate Particleboard- Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, 20" - 29" Adj	(0)
Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON	Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON
Item #8 Qty: 1 ea	The second secon	Item #11 Qty: 1 ea	
Virco Inc #50HORSE60DEAEADJ - Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29" Adjustable-Height Gusset Leg		Virco Inc#T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h,	
Color: Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON	Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	

	Rm 1st Gr# 4	
	Quote #8257208	
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color	
Item #12 Qty: 1 ea		
Virco Inc #SGTASK18P - Chair, Sage Series,		
Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat.		
Adjustable Gas Cylinder For 16"-20-1/2" Seat Height Chair Swivels 360° Five Dual-		
Wheeled Caster		
Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BL K01)		

Rm 2nd Gr #	1Gr#1
Quote	Quote #8257208
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color
Item #12 Qty: 1 ea	
Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster	
Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

	Rm 2nc	Rm 2nd Gr # 2	
	Quote #	Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
		Item #5 Qty: 3 ea	
Item #3 Qty: 33 ea		Virco Inc#503060ADJLO - Table, 5000 Series,	
Virco Inc #N214 - Chair, N2 Series, 4-Leg, Stackable, 14" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides.		Activity Table, Adjustable Height Short Legs, 30" X 60" X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding, 19"-27" Adjustable Height, Tubular Steel Thick P	0
Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)))	Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON
Item #6 Qty: 3 ea		Item #7 Qty: 1 ea	
Virco Inc #50PIN60ADJLO - Table, 5000 Series, Activity Table, Adjustable Height Short Legs, 60" Pinwheel Shaped X 1-1/8" High- Pressure Laminate Particleboard Top With T- Mold Edge Banding, 19"-27" Adjustable Height, Tubular Ste		Virco Inc #50HORSE60DEADJ - Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8 " Dry Erase Markerboard Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs With APowder Coat Upper And Chrome Lower, 20" - 29" Adj	
Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	EOMING SOON	Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON
Item #8 Qty: 1 ea	YSAmue	Item #11 Qty: 1 ea	
Virco Inc #50HORSE60DEAEADJ - Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29" Adjustable-Height Gusset Leg		Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h,	
Color: Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON	Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	

Rm 2n	Rm 2nd Gr # 2
	Quote #8257208
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color
Item #12 Oty: 1 ea	
Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster	
Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

	Rm 2nc	Rm 2nd Gr # 3	
	Quote#	Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
	0	Item #5 Qty: 3 ea	
Item #3 Qty: 33 ea		Virco Inc #503060ADJLO - Table, 5000 Series,	
Virco Inc #N214 - Chair, N2 Series, 4-Leg, Stackable, 14" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides.		Activity Table, Adjustable Height Short Legs, 30" X 60" X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding, 19"-27" Adjustable Height, Tubular Steel Thick P	
Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM))))	Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON
Item #6 Qty: 3 ea		Item #7 Qty: 1 ea	
Virco Inc #50PIN60ADJLO - Table, 5000 Series, Activity Table, Adjustable Height Short Legs, 60" Pinwheel Shaped X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding, 19"-27" Adjustable Height, Tubular Ste		Virco Inc #50HORSE60DEADJ - Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8 " Dry Erase Markerboard Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, 20" - 29" Adj	
Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	UMAGE COMING SOON	Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON
Item #8 Qty: 1 ea	, and the second	Item #11 Qty: 1 ea	
Virco Inc #50HORSE60DEAEADJ - Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29" Adjustable-Height Gusset Leg		Virco Inc#T3066P-Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h,	
Color: Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON	Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	

	Rm 2nd Gr # 3	
	Quote #8257208	
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color	
Item #12 Qty: 1 ea		
Virco Inc #SGTASK18P - Chair, Sage Series,		
Ergonomically Corpus of Plastic Seat,		
Adjustable das Cylinder For 10 -20-172 Sear Height, Chair Swivels 360°, Five Dual-		
Wheeled Caster		
Color: Soft PlasticNavy (BLU51) Fabric UpholsteryMidnight (BLU266) Mobile		
Base->Char Black (BLK01)		

		(400 m) 100 m) 1	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
	0	Item #5 Qty: 3 ea	The state of the s
Item #3 Qty: 33 ea		Virco Inc#503060ADJLO - Table, 5000 Series,	
Virco Inc #N214 - Chair, N2 Series, 4-Leg, Stackable, 14" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides.		Activity Table, Adjustable Height Short Legs, 30" X 60" X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding, 19"-27" Adjustable Height, Tubular Steel Thick P	0
Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)	וג וג א	Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON
Item #6 Qty: 3 ea		Item #7 Qty: 1 ea	
Virco Inc #50PIN60ADJLO - Table, 5000 Series, Activity Table, Adjustable Height Short Legs, 60" Pinwheel Shaped X 1-1/8" High- Pressure Laminate Particleboard Top With T- Mold Edge Banding, 19"-27" Adjustable Height, Tubular Ste		Virco Inc #50HORSE60DEADJ - Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8 " Dry Erase Markerboard Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, 20" - 29" Adj	
Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON	Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON
Item #8 Qty: 1 ea		Item #11 Qty: 1 ea	
Virco Inc #50HORSE60DEAEADJ - Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29" Adjustable-Height Gusset Leg		Virco Inc#T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h,	
Color: Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON	Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	

Rm 2r	Rm 2nd Gr # 4	
Quote	Quote #8257208	
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color	
Item #12 Oty: 1 ea		
Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster		
Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)		

	Rm 3rd Gr #	Gr#1	
	Quote #	Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
		Item #6 Qty: 3 ea	
Item #4 Qty: 33 ea		Virco Inc #50PIN60ADJLO - Table, 5000	
Virco Inc #N216 - Chair, N2 Series, 4-Leg, Stackable, 16" Seat Height, Ergonomically		Series, Activity Table, Adjustable Height Short Legs, 60" Pinwheel Shaped X 1-1/8" High- Pressure I aminate Particleboard Top With T-	<u>C</u>
Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides.		Mold Edge Banding, 19"-27" Adjustable Height, Tubular Ste)
Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)))	Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON
Item #7 Qty: 1 ea		Item #8 Qty: 1 ea	
Virco Inc #50HORSE60DEADJ - Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8 " Dry Erase Markerboard Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, 20" - 29" Adj		Virco Inc #50HORSE60DEAEADJ - Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29" Adjustable-Height Gusset Leg	
Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON	Color: Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON
Item #9 Qty: 3 ea		Item #11 Qty: 1 ea	
Virco Inc #503060ADJ - 5000 Series Table -30 " X 60" X 1-1/8" High-Pressure Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, Adjustable In Height From From 24" - 3		Virco Inc#T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"I X 28-3/4"h,	
Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Frame->Silver Mist (GRY02)	•	Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	

Rm 3r	Rm 3rd Gr # 1
Quote	Quote #8257208
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color
Item #12 Qty: 1 ea	
Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster	
Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

	Rm 3rc	Rm 3rd Gr # 2	
	Quote #	Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
		Item #6 Qty: 3 ea	
Item #4 Qty: 33 ea		Virco Inc #50PIN60ADJLO - Table, 5000	
Virco Inc #N216 - Chair, N2 Series, 4-Leg, Stackable, 16" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides.		Series, Activity Table, Adjustable Height Short Legs, 60" Pinwheel Shaped X 1-1/8" High- Pressure Laminate Particleboard Top With T- Mold Edge Banding, 19"-27" Adjustable	
Color: Soft Plastic->Navy (BLU51) Frame->	**	reignt, Lubulal Ste Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38)	IMAGE COMING SOON
	D)	Frame-> Silver Mist (GRY02)	
Item #7 Qty: 1 ea		Item #8 Qty: 1 ea	
Virco Inc #50HORSE60DEADJ - Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8 " Dry Erase Markerboard Laminate Particleboard-		Virco Inc #50HORSE60DEAEADJ - Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 60" Horseshoe X 1-1/8" Dry Erase Markarhoa X 61 Americal Americal Americal Americal American	
With A Powder Coat Upper And Chrome Lower, 20" - 29" Adj)	Sheet And Sure Edge, 20" - 29" Adjustable-Height Gusset Leg	
Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON	Color: Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON
Item #9 Qty: 3 ea		Item #11 Qty: 1 ea	
Virco Inc #503060ADJ - 5000 Series Table -30 " X 60" X 1-1/8" High-Pressure Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, Adjustable In Height From 24" - 3		Virco Inc#T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"I X 28-3/4"h,	
Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Frame->Silver Mist (GRY02)	,	Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	

Rm	Rm 3rd Gr # 2	
Quol	Quote #8257208	
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color	
Item #12 Qty: 1 ea		
Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat.		
Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat		
Height, Chair Swivels 360°, Five Dual-Wheeled Caster		
Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile		
Base->Char Black (BLKU1)		

	Rm 3r	Rm 3rd Gr # 3	
	Quote	Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
		Item #6 Qty: 3 ea	
Item #4 Qty: 33 ea		Virco Inc #50PIN60ADJLO - Table, 5000	Anna Anna Anna Anna Anna Anna Anna Anna
Virco Inc #N216 - Chair, N2 Series, 4-Leg, Stackable, 16" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides.		Series, Activity Table, Adjustable Height Short Legs, 60" Pinwheel Shaped X 1-1/8" High- Pressure Laminate Particleboard Top With T- Mold Edge Banding, 19"-27" Adjustable Height, Tubular Ste	
Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)	n N	Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON
Item #7 Qty: 1 ea		Item #8 Qty: 1 ea	
Virco Inc #50HORSE60DEADJ - Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8 " Dry Erase Markerboard Laminate Particleboard- Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, 20" - 29" Adj		Virco Inc #50HORSE60DEAEADJ - Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29" Adjustable-Height Gusset Leg	
Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON	Color: Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON
Item #9 Qty: 3 ea		Item #11 Qty: 1 ea	
Virco Inc #503060ADJ - 5000 Series Table -30 "X 60" X 1-1/8" High-Pressure Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, Adjustable In Height From Erom 24" - 3		Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h,	
Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Frame->Silver Mist (GRY02)		Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	

	Rm 3rd Gr # 3	
J	Quote #8257208	
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color	
Item #12 Qty: 1 ea		
Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat.		
Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat		
Height, Chair Swivels 360°, Five Dual-Wheeled Caster		
Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)		

						COMING SOON			IMAGE COMING SOON			
Rm 3rd Gr # 4	Quote #8257208	Supplier/Model #/Description/Color	Item #6 Qty: 3 ea	Virco Inc #50PIN60ADJLO - Table, 5000	Series, Activity Table, Adjustable Height Short Legs, 60" Pinwheel Shaped X 1-1/8" High- Pressure Laminate Particleboard Top With T- Mold Edge Banding, 19"-27" Adjustable Height, Tubular Ste	Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	Item #8 Qty: 1 ea	Virco Inc #50HORSE60DEAEADJ - Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29" Adjustable-Height Gusset Leg	Color: Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	Item #11 Qty: 1 ea	Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"! X 28-3/4"h,	Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)
Rm 3rc	Quote #								COMING SOON			3
		Supplier/Model #/Description/Color		Item #4 Qty: 33 ea	Virco Inc #N216 - Chair, N2 Series, 4-Leg, Stackable, 16" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides.	Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)	Item #7 Qty: 1 ea	Virco Inc #50HORSE60DEADJ - Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8 " Dry Erase Markerboard Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, 20" - 29" Adj	Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	Item #9 Qty: 3 ea	Virco Inc #503060ADJ - 5000 Series Table -30 " X 60" X 1-1/8" High-Pressure Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, Adjustable In Height From Erom 24" - 3	Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Frame->Silver Mist (GRY02)

Rn	Rm 3rd Gr # 4	
יס	Quote #8257208	
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color	
Item #12		
Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair Upholstered Padded Seat		
Ergonomically Contoured Plastic Seat,		
Height, Chair Swivels 360°, Five Dual-		
Color: Soft PlasticNavy (BLU51) Fabric UpholsteryMidnight (BLU266) Mobile		0
Base->Char Black (BLKU1)		

	Rm 4t	Rm 4th Gr # 1	
		4.00te #6.257.200	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2 Qty: 30 ea Virco Inc #N218 - Chair, N2 Series, 4-Leg, Stackable, 18" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides.		Item #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	
Chrome (CHRM) Item #11 Qty: 1 ea))	Hem #12 Otv: 1 ea	Image Does Not Reflect Actual Color Priced
Virco Inc#T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal		Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat,	
With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"I X 28-3/4"h,		Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual-Wheeled Caster	
Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)		Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

	Rm 4th	Rm 4th Gr # 2 Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2		Item #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	Image Does Not Reflect Actual Color Priced
Item #11 Qty: 1 ea Virco Inc#T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)		Item #12 Qty: 1 ea Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

	Rm 4th	Rm 4th Gr # 3 Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2		Item #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	Image Does Not Reflect Actual Color Priced
Item #11 Qty: 1 ea Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)		Item #12 Qty: 1 ea Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

		es, H, Op, Image Does Not Reflect Actual Color Priced	
Rm 4th Gr # 4 Quote #8257208	Supplier/Model #/Description/Color	Item #10	Item #12 Qty: 1 ea Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)
Rm 4th			
	Supplier/Model #/Description/Color	Item #2	Item #11 Qty: 1 ea Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"I X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)

	Rm 5th Gr # 1 Quote #8257208	ir # 1 57208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2 Qty: 30 ea Virco Inc #N218 - Chair, N2 Series, 4-Leg, Stackable, 18" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides. Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)	TE SOS ST	Item #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	Image Does Not Reflect Actual Color Priced
Item #11 Qty: 1 ea Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"I X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	NATA ODE	Item #12 Qty: 1 ea Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

	Rm 5th	Rm 5th Gr # 2 Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2 Qty: 30 ea Virco Inc #N218 - Chair, N2 Series, 4-Leg, Stackable, 18" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides. Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)		Item #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	Image Does Not Reflect Actual Color Priced
Item #11 Qty: 1 ea Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)		Item #12	

	Rm 5th Gr # 3 Quote #8257208	ir # 3 57208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2	Ite St	ltem #10	Image Does Not Reflect Actual Color Priced
Item #11 Qty: 1 ea Virco Inc#T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	THE STANCE OF TH	Item #12 Qty: 1 ea Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

	Rm 5th Gr # 4 Quote #8257208	# 4	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2	Virgo Stude 21-1 Plas	Item #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	Image Does Not Reflect Actual Color Priced
Item #11 Qty: 1 ea Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	Viro Wind Mob Erga Adju Heiç Whe Cold	Item #12 Qty: 1 ea Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

	Rm 6th	Rm 6th Gr # 1 Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2 Qty: 30 ea Virco Inc #N218 - Chair, N2 Series, 4-Leg, Stackable, 18" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides. Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)		Item #10	Image Does Not Reflect Actual Color Priced
Item #11 Qty: 1 ea Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"I X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)		Item #12	

	Rm 6th Gr # 2 Quote #8257208	Gr # 2 8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2		Item #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	Image Does Not Reflect Actual Color Priced
Item #11 Qty: 1 ea Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)		Item #12 Qty: 1 ea Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU56) Mobile Base->Char Black (BLK01)	

	Rm 6th Gr # 3 Quote #8257208	Rm 6th Gr # 3 Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2		ltem #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	Image Does Not Reflect Actual Color Priced
Item #11 Qty: 1 ea Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)		Item #12 Qty: 1 ea Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

	Rm 7th Gr # 1 Quote #8257208	Gr # 1 8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2		Item #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	Image Does Not Reflect Actual Color Priced
Item #11		Item #12 Qty: 1 ea Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

	Rm 7th	Rm 7th Gr # 2 Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2 Qty: 30 ea Virco Inc #N218 - Chair, N2 Series, 4-Leg, Stackable, 18" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides. Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)		ltem #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	Image Does Not Reflect Actual Color Priced
Item #11 Qty: 1 ea Virco Inc#T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)		Item #12 Qty: 1 ea Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

	Rm 7th	Rm 7th Gr # 3 Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2 Oty: 30 ea Virco Inc #N218 - Chair, N2 Series, 4-Leg, Stackable, 18" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides. Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)		Item #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	Image Does Not Reflect Actual Color Priced
Item #11 Qty: 1 ea Virco Inc#T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"I X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)		Item #12	

	Rm 7th Gr # 4 Quote #8257208	# 4 7208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2	Vira Stu	Item #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	Image Does Not Reflect Actual Color Priced
Item #11 Qty: 1 ea Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	Virginia Parisina Par	Item #12 Oty: 1 ea Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

	Rm 8th Gr # 1 Quote #8257208	3r # 1 257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2		Item #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	Image Does Not Reflect Actual Color Priced
Item #11 Qty: 1 ea Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)		Item #12 Qty: 1 ea Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

Guote #8257208 Supplier/Model #/Description/Color	ltem #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	king Nylon Nylon Nedestal Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual-Wheeled Caster
Supplier/Model #/Description/Color	Item #2	ltem #11

	Rm 8th	Rm 8th Gr # 3 Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2		Item #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	Image Does Not Reflect Actual Color Priced
Item #11 Qty: 1 ea Virco Inc #T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)		Item #12 Qty: 1 ea Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

	Rm 8th	Rm 8th Gr # 4 Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
Item #2 Qty: 30 ea Virco Inc #N218 - Chair, N2 Series, 4-Leg, Stackable, 18" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides. Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)		ltem #10 Qty: 30 ea Virco Inc #ZHEXBOXM - Desk, Zuma Series, Student Desk, 4-Leg, Adjustable 22-32" H, 21-1/8" X 33" Trapezoid Hard Plastic Top, Plastic Book Box, Groups As Hexagon.	Image Does Not Reflect Actual Color Priced
Item #11 Qty: 1 ea Virco Inc#T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h, Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame->		Item #12 Qty: 1 ea Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

	Rm Kinder #1	der # 1	
	Quote #	Quote #8257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
	0	Item #5 Qty: 3 ea	
Item #1 Qty: 33 ea		Virco Inc#503060ADJLO - Table, 5000 Series,	
Virco Inc #N212 - Chair, N2 Series, 4-Leg, Stackable, 12" Seat Height, Ergonomically Continued Polymonylane Shall Steal Frame		Activity Table, Adjustable Height Short Legs, 30" X 60" X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding,	
Nylon-Base Swivel Glides.		19"-27" Adjustable Height, Tubular Steel Thick P	
Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)))	Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON
Item #6 Qty: 3 ea		Item #7 Qty: 1 ea	
Virco Inc #50PIN60ADJLO - Table, 5000 Series, Activity Table, Adjustable Height Short Legs, 60" Pinwheel Shaped X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding, 19"-27" Adjustable Height, Tubular Ste		Virco Inc #50HORSE60DEADJ - Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8 " Dry Erase Markerboard Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs With APowder Coat Upper And Chrome Lower, 20" - 29" Adj	(0)
Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON	Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON
Item #8 Qty: 1 ea	*Manager	Item #11 Qty: 1 ea	
Virco Inc #50HORSE60DEAEADJ - Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29" Adjustable-Height Gusset Leg		Virco Inc#T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h,	
Color: Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON	Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	

Rr	Rm Kinder # 1	
ď	Quote #8257208	
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color	
Item #12 Qty: 1 ea		
Virco Inc #SGTASK18P - Chair, Sage Series,		
Ergonomically Contoured Plastic Seat,		
Adjustable Gas Cylinder For 16 - 20-1/2: Seat Height, Chair Swivels 360°, Five Dual-		
Wheeled Caster		
Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BL K01)		

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Quote #8257208

Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
	0	Item #5 Qty: 3 ea	
Item #1 Qty: 33 ea		Virco Inc#503060ADJLO - Table, 5000 Series,	
Virco Inc #N212 - Chair, N2 Series, 4-Leg, Stackable, 12" Seat Height, Ergonomically Contoured Polynonylane Shell Steal Frame		Activity Table, Adjustable Height Short Legs, 30" X 60" X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding,	(
Nylon-Base Swivel Glides.		19"-27" Adjustable Height, Tubular Steel Thick P	
Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)	A)	Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON
Item #6 Qty: 3 ea		Item #7 Oty: 1 ea	
Virco Inc #50PIN60ADJLO - Table, 5000 Series, Activity Table, Adjustable Height Short I eas 60" Pinwheel Shaned X 1-1/8" High-		Virco Inc #50HORSE60DEADJ - Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8 " Dry Frase Markerhoard Laminate Particleboard-	
Pressure Laminate Particleboard Top With T-Mold Edge Banding, 19"-27" Adjustable Height. Tubular Ste	3)	Core Surface With Four 2-1/4" Diameter Legs With A Powder Coat Upper And Chrome Lower, 20" - 29" Adi	0
Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON	Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON
Item #8 Qty: 1 ea	**************************************	Item #11 Qty: 1 ea	
Virco Inc #50HORSE60DEAEADJ - Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29" Adjustable-Height Gusset Leg		Virco Inc#T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"I X 28-3/4"h,	
Color: Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON	Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	

	Rm Kinder # 2
	Quote #8257208
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color
Item #12 Qty: 1 ea	
Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair. Upholstered Padded Seat,	
Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat	
Height, Chair Świvels 360°, Five Dual- Wheeled Caster	
Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

	Rm Kinder # 3	der # 3	
	Quote #8257208	3257208	
Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
	0	Item #5 Qty: 3 ea	**************************************
Item #1 Oty: 33 ea		Virco Inc #503060ADJLO - Table, 5000 Series,	
Virco Inc #N212 - Chair, N2 Series, 4-Leg, Stackable, 12" Seat Height, Ergonomically Contoured Polynovylene Shell Steel Frame		Activity Table, Adjustable Height Short Legs, 30" X 60" X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding,	C
Nylon-Base Swivel Glides.		19"-27" Adjustable Height, Tubular Steel Thick P	
Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)) (k	Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON
Item #6 Qty: 3 ea		Item #7 Qty: 1 ea	
Virco Inc #50PIN60ADJLO - Table, 5000 Series, Activity Table, Adjustable Height Short Legs, 60" Pinwheel Shaped X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding, 19"-27" Adjustable Height, Tubular Ste		Virco Inc #50HORSE60DEADJ - Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8 " Dry Erase Markerboard Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs With APowder Coat Upper And Chrome Lower, 20" - 29" Adj	
Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON	Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON
Item #8 Oty: 1 ea	damanppe	Item #11 Qty: 1 ea	
Virco Inc #50HORSE60DEAEADJ - Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29" Adjustable-Height Gusset Leg		Virco Inc#T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"I X 28-3/4"h,	
Color: Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	COMING SOON	Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	

Rm Ki	Rm Kinder # 3
Quote	Quote #8257208
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color
Item #12	
Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat.	
Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat	
Height, Chair Swivels 360°, Five Dual-Wheeled Caster	
Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	

Supplier/Model #/Description/Color		Supplier/Model #/Description/Color	
	0	Item #5 Qty: 3 ea	1000
Item #1 Qty: 33 ea		Virco Inc #503060ADJLO - Table, 5000 Series,	
Virco Inc #N212 - Chair, N2 Series, 4-Leg, Stackable, 12" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Nylon-Base Swivel Glides.		Activity Table, Adjustable Height Short Legs, 30" X 60" X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding, 19"-27" Adjustable Height, Tubular Steel Thick P	
Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)) (1) (1) (2)	Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON
Item #6 Qty: 3 ea		Item #7 Qty: 1 ea	- Constitution of the Cons
Virco Inc #50PIN60ADJLO - Table, 5000 Series, Activity Table, Adjustable Height Short Legs, 60" Pinwheel Shaped X 1-1/8" High- Pressure Laminate Particleboard Top With T- Mold Edge Banding, 19"-27" Adjustable Height, Tubular Ste		Virco Inc #50HORSE60DEADJ - Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8 " Dry Erase Markerboard Laminate Particleboard-Core Surface With Four 2-1/4" Diameter Legs WithAPowder Coat Upper And Chrome Lower, 20" - 29" Adj	
Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON	Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON
Item #8 Qty: 1 ea	Vacquillimines	Item #11 Qty: 1 ea	
Virco Inc #50HORSE60DEAEADJ - Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29" Adjustable-Height Gusset Leg		Virco Inc#T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"l X 28-3/4"h,	
Color: Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	IMAGE COMING SOON	Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame-> Silver Mist (GRY02)	

Rm Kinder # 4 Quote #8257208

	Rm Kinder # 4	
	Quote #8257208	
Supplier/Model #/Description/Color	Supplier/Model #/Description/Color	
Item #12 Qty: 1 ea		
Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual-Wheeled Caster		
Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	S	

Supplier/Model #/Description/Color	Item #5 Qty: 3 ea	Virco Inc#503060ADJLO - Table, 5000 Series,	Activity Table, Adjustable Height Short Legs, 30" X 60" X 1-1/8" High-Pressure Laminate Particleboard Top With T-Mold Edge Banding, 19"-27" Adjustable Height, Tubular Steel Thick	Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	Item #7 Qty: 1 ea	Virco Inc #50HORSE60DEADJ - Horseshoe Shaped 5000 Series Table, 60" X 66" X 1-1/8 "Dry Erase Markerboard Laminate Particleboard- Core Surface With Four 2-1/4" Diameter Legs With APowder Coat Upper And Chrome Lower, 20" - 29" Adj	Color: Dry Erase-> DE Ice White (WHT067) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	Item #11 Qty: 1 ea	Virco Inc#T3066P - Desk, Textametero Series, 1 T-Leg With Twin-Wheel Locking Nylon Casters And 1 Locking Box/Box/File Pedestal With Twin-Wheel Locking Nylon Casters Attached To Underside Of Top, 30"w X 66"I X 28-3/4"h,	Color: Laminate->Fusion Maple (MPL385) Edge Banding->Fusion Maple (BRN38) Modesty Panel->Silver Mist (GRY02) Frame->
Supplier/Model #/Description/Color		Item #1 Qty: 33 ea	Virco Inc #N212 - Chair, N2 Series, 4-Leg, Stackable, 12" Seat Height, Ergonomically Contoured Polypropylene Shell, Steel Frame, Non-Base Swivel Glides.	Color: Soft Plastic->Navy (BLU51) Frame-> Chrome (CHRM)	Item #6 Qty: 3 ea	Virco Inc #50PIN60ADJLO - Table, 5000 Series, Activity Table, Adjustable Height Short Legs, 60" Pinwheel Shaped X 1-1/8" High- Pressure Laminate Particleboard Top With T- Mold Edge Banding, 19"-27" Adjustable Height, Tubular Ste	Color: Laminate-> Fusion Maple (MPL385) Edge Banding-> Fusion Maple (BRN38) Frame-> Silver Mist (GRY02)	Item #8 Qty: 1 ea	Virco Inc #50HORSE60DEAEADJ - Table, 5000 Series, Activity Table, Adjustable Height Legs, 60" X 66" Horseshoe X 1-1/8" Dry Erase Markerboard Laminate MDF Top With Backing Sheet And Sure Edge, 20" - 29" Adjustable-Height Gusset Leg	Color: Dry Erase-> DE Ice White (WHT067) Sure Edge-> Fusion Maple (BRN38) Frame->

Rm T-K # 1

Rm T-K # 1

Quote #8257208

Supplier/Model #/Description/Color	Supplier/Model #/Description/Color
Virco Inc #SGTASK18P - Chair, Sage Series, Mobile Task Chair, Upholstered Padded Seat, Ergonomically Contoured Plastic Seat, Adjustable Gas Cylinder For 16"-20-1/2" Seat Height, Chair Swivels 360°, Five Dual- Wheeled Caster	
Color: Soft Plastic->Navy (BLU51) Fabric Upholstery->Midnight (BLU266) Mobile Base->Char Black (BLK01)	



SECTION 3: CONSENT CALENDAR ITEMS

C6. Beta Safety Plan

Caliber Public Schools

Comprehensive School Safety Plan



Caliber Beta Academy

Plan Revised 02/17/2022

This document is available for public inspection during regular business hours at the front office.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Caliber Beta Academy Comprehensive School Safety Plan - Signature Page 2022-2023

The undersigned members of the Caliber: Beta Academy School-site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

(name), Principal (or Designee)	Date
(name), (SSC Staff Representatitve)	Date
(name), Parent	Date
(name), (Law Enforcement Agency)	Date
(name), (Fire Department – Optional but Encouraged)	Date
(name), (Other)	Date

Mission Statement

Caliber's Mission is to achieve educational equity by shifting the experiences, expectations and outcomes for students in historically underserved communities. Our strengths-based educational program validates, affirms, respects and supports students, families and staff members to reach their full potential.

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A. Child Abuse Reporting Procedures

All Caliber Public Schools staff staff go through mandated reporter training yearly and it is completed by October 31 each fall. Please see below for procedures.

Child Abuse and Procedures

Sexual Abuse (Child assaulted on or near school property):

- Accompany victim to safe place at school and remain with her/him
- Protect evidence of sexual assault
- Notify Child Protective Services (CPS), and Police without delay
- Notify Police and school nurse or appropriate staff immediately

Sexual Abuse (Suspicion of past sexual incidents):

- Notify CPS and describe evidence
- Notify district police and school nurse or appropriate staff immediately. (Staff should not treat unless the victim's life is threatened)
- Leave notification of family to CPS or the Police

Do not Destroy Evidence of Sexual Abuse:

- Do not wash clothes or victim's body or underwear.
- Do not have victim undress.
- Do not allow victim to wash or wipe body
- Do not wipe away dirt, semen or dried blood
- Stay with the victim and reassure her/him of safety

Suspected Physical Abuse or Severe/General Neglect:

- Notify appropriate staff and CPS immediately.
- Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.
- Notify immediate director/supervisor
- CPS Crisis Line (877) 881-1116

Remember: Caliber teachers, instructional aides, school employees, and school administers are all mandated reporters. Failure to report a suspected incident of child abuse, within 36 hours can result in criminal prosecution. Protect the victim and protect yourself.

For our full Child Abuse Reporting Policy please see page____in the Caliber Schools Policy Manual.

To Be Completed by Mandated Child Abuse Reporters

Pursuant to Penal Code Section 11166

CASE NAME:

		Pursuant	t to Penal C			166		CASE NAI				
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NOITA		DATE / TIME OF INCIDENT	Г.	PLACE OF	INCIDENT							
N		NARRATIVE DESCRIPTION	N (What victim(s) said/w	hat the manda	ated reporter observed	i/what persor	accompanying the	e victim(s) said	d/similar or past incidents	s involving th	ie victim(s) o	r suspect)
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SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: http://www.leginfo.ca.gov/calaw.html (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

SECTION A - REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- SECTION B REPORT NOTIFICATION: Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
- SECTION C VICTIM (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- SECTION D INVOLVED PARTIES: Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- SECTION E INCIDENT INFORMATION: If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

DISTRIBUTION

- Reporting Party: After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- Designated Agency: Within 36 hours of receipt of Form SS 8572, send white copy to police or sheriff, blue copy to county welfare or probation, and green copy to district attorney.

ETHNICITY CODES

 Alaskan Native 	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

B. <u>Disaster Response Procedures</u>

Caliber Public Schools

Caliber Beta Academy 2465 Dolan Way San Pablo, California 94806 (22-23) Caliber Beta Academy

4301 Berk Ave Richmond,CA 94805(current)

Administrator's Redbook



Adapted from San Diego East Region
Readiness & Emergency Management for Schools
& Marin County Schools Model Emergency Management Plan

REDBOOK TABLE OF CONTENTS

Oath/Disaster Service Workers & Public Employees - Use of School Facilities B-1

Important Telephone Numbers

Situational Communication Plans

Plan for Loss of Technology

Evacuation Sites

Incident Command System Flow Chart

Staff Duties and Assignments

Incident Command Locations

Alarm Information/Utility Shut-Offs

Incident Command Post

Security, Search and Rescue Area Map

Student Release Team

Medical Team

Teacher Buddy List

Activity/Documentation Log

Student Emergency Evacuation Absence List

Support Personnel Absence List

Student Release Sign Out Sheet

Valve Shut-Off Location Map

On-Site Evacuation Map

Off-Site Evacuation Map

Sample Required School Emergency Drill Report

Optional Emergency Drill Planning Calendar

Site Emergency Procedures & Plans For Special Needs Students

EMERGENCY ACTIONS

- o Emergency Damage Assessment
- o Lockdown
- o Secure Campus
- o Shelter in Place
- o Take Cover
- o Duck, Cover and Hold On
- o Evacuation
- o Off-site Evacuation
- o Structured Reunification

EMERGENCY RESPONSES (Alphabetical Index)

- o Accident at School
- o Active Shooter/Armed Assailant
- o Aircraft Crash
- o Air Pollution Alert
- o Allergic Reaction
- o Animal Disturbance
- o Biological Agent Release
- o Bomb Threat
- o Field Trip Accident
- o Chemical Accident (offsite)
- o Chemical Accident (onsite)
- o Civil Disobedience
- o Death of a Student
- Death of a Staff Member
- o Earthquake
- o Explosion
- o Fire (offsite)

- o Fire (onsite)
- o Flood
- o Gas Odor/Leak
- o Hazardous Materials
- o Hostage Situation
- o Intruder
- o Irrational Behavior
- o Kidnapping
- o Medical Emergency
- o Missing Student
- o Motor Vehicle Crash
- o Pandemic Influenza
- o Poisoning / Contamination
- o Public Demonstration
- o Sexual Assault
- o Storm/Severe Weather
- o Student Riot
- o Suicide Attempt
- o Suspicious Package
- o Terrorist Attack/War
- o Threat Level Red
- o Threats/Assaults
- o Utility Failure/Power Outage

2022-2023 SSO EMERGENCY CONTACTS

Office/Department	Name	Email	Phone Number
CEO	Terence Johnson	terence@caliberschools.org	901-826-3484
Child Nutrition	Devin Gross	devin@caliberschools.org	510-929-7655
Maintenance & Operations	Devin Gross	devin@caliberschools.org	510-929-7655
Information Technology and Finance	Markus Mullarkey	markus@caliberschools.org	415-860-4963
Communications	Sarah Strom	sarah@caliberschools.org	510-957-7417
Special Education	Edith Acevedo	eacevedo@caliberbetaacademy. org	510-680-0321

EMERGENCY TELEPHONE NUMBERS

EMERGENCY		911
LAW ENFORCEMENT		Phone
Richmond Police Department	(510) 233-1214	
El Cerrito Police Department	(510) 215-4400	
San Pablo Police Department		(510) 215-3130
Contra Costa County Sheriff		(510) 262-4203
Federal Bureau of Investigation	1	(925) 671-7330
FIRE	Phone	
Richmond Fire Department		(510) 307-8031
El Cerrito Fire Department		(510) 215-4450
San Pablo Fire Department		(510) 374-7070
Contra Costa County Fire Depa	artment	(925) 941-3300
HOSPITALS	Address	Phone
Kaiser Permanente Richmond	901 Nevin Ave, Richmond, CA 94801	(510) 307-1500
Kaiser Permanente Oakland	3600 Broadway, Oakland, CA 94611	(510) 752-1000
Contra Costa Regional Medical Center	2500 Alhambra Ave, Martinez, CA 94553	(925) 370-5000
OTHER SERVICES		
Animal Control		(925) 608-8400
Poison Control	(800) 222-1222	
County Environmental Health	(925) 692-2500	
County Hazardous Materials and \	(888) 412-9277	
County Public Health and Human	(510) 970-1900	
County Office of Emergency Servi	(925) 370-5000	
PG&E	(800) 743-5002	
Sewer / Waste Water		(510) 222-6700
Water	(866) 403-2683	
Internet & Phone Services	???	

SITE LEADERS PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	CELL PHONE
Upper School	Tim Pruitt	(510) 685 - 9886	(510)-912-3655
Principal			
Lower School	Andrew Grossman	(510) 685 - 9886	(510) 778 - 5440
Principal			
School Site Director of	Frances Cisneros	(510) 685 - 9886	(510) 932 - 2022
Operations			

STAFF PHONE LIST

This information will be used only during a school emergency

Staff Directory Linked in E-file

Beta Staff Directory

SITUATIONAL COMMUNICATION PLANS

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

911 Calls	 When placing a 911 call: give your name, school name, and school address Give specific location of shooter, intruder, fire, hazardous material or other emergency Indicate location of incident command post
Mass Notification to Parents	 During an emergency: Email and Text through SchoolMint and send DeansList blast Indicate situation After an emergency:
	 Email and Text through SchoolMint and send DeansList blast Explain situation and instructions for dismissal if applicable

CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

1-2 leaders available to communicate t	o SSO administrators of situation. CBA
staff notify parents via SchoolMint an	d Deanslist (programmed to be sent via
text and email)	

Maintain continuous communication between SSO, CBA leada and families throughout the day

If no Internet service:

1-2 leaders available to communicate to SSO administrators of situation. Obtain support from **SSO and notify parents** via SchoolMint and Deanslist (programmed to be sent via text and email)

Maintain continuous communication between SSO, CBA leaders and families throughout the day

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

1-2 leaders available to communicate to SSO administrators of situation. Obtain support from **SSO and notify parents** via SchoolMint and Deanslist (programmed to be sent via text and email)

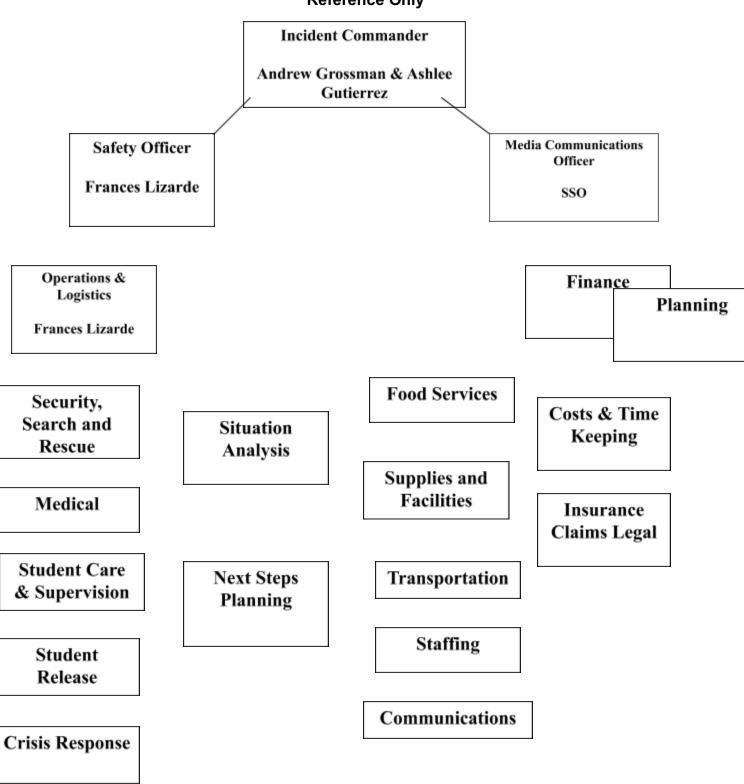
Maintain continuous communication between SSO, CBA leaders and families throughout the day

List capability of backup power:

Account for students and staff
Use of flashlights to get around campus

INCIDENT COMMAND Incident Command System

Reference Only



INCIDENT COMMAND SYSTEM School Site Assignments

Model Emergency Plan: Pages 24-34

Incident	Commander	:	:	
		Altern	ates	
Safety Officer	Public Info	rmation Officer	Liaison Officer	
	Distr	ict Office		
Alternates .	Alter	nates .	Alternates	
· ·			;	
· · · · · · · · · · · · · · · · · · ·				
Operations	Planning	Logistics	Finance	
Alternates	Alternates	Alternates	Alternates	•••

BUILDING INFORMATION

SCHOO	L SITE	D	OCUMENT DATE	
CBA	1			

EMERGENCY UTILITY SHUT-OFFS

Refer to campus map for additional information

UTILITY		YE S	NO	LOCATION
Electrical	Total main electrical shutoff?			District contact
Gas	Total main gas shutoff?			Kitchen
Water	Total main water shutoff?			District contact
Knox Box		Υ		Outside front gate

ALARM COMPANY INFORMATION

Company Name	WCCUSD operates		
Office Phone			
Emergency Phone	911		
Responsible Parties	Frances		
Locations of Control Panels	Room 1		

EMERGENCY SUPPLIES

TYPE	LOCATION

Emergency Supply Kit	Each portable
Kit	

INCIDENT COMMAND POST

PREPARATION:

Principal, Office Staff, Support Staff

- 1. Update teacher Crisis Envelopes with:
 - a. Emergency evacuation plan
 - b. Evacuation Absence Lists
 - c. Class lists to be updated each trimester
 - d. ID tag
 - e. Teacher name sign
 - f. Pencil
- 2. Advise Staff/Parents of Emergency Plan.
- 3. Plan for students with special needs.
- 4. Meet with teachers and review duties and special assignments.
- 5. Conduct drills putting emergency teams into full operation.
- 6. Have message tapes prerecorded for use during an emergency.
- 7. Update Emergency Response Boxes with:
 - a. Student lists with parent phone numbers (each trimester)
 - b. Lists of students with special needs
 - c. Lists of staff members and phone numbers (cell and home)
- 8. Each year in October, review and update emergency plan.

EMERGENCY:

Principal or designee:

- 1. Enactment of entire school emergency operation.
- 2. Activate emergency alarms/announcements.
- 3. Activate all emergency teams
- 4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and district emergency radio.
- 5. Establish communication with the Superintendent as to the status of emergency. Report condition of students, staff, and school facilities.
- 6. Determine Student Release Area and communicate location to team members.

- 7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
- 8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
- 9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
- 10. Give the directive to begin documentation of the incident to assigned personnel. (See "Immediate Steps", page 4, #4)

SECURITY, SEARCH & RESCUE TEAM

Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.

Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

PREPARATION:

- 1. Know the location of:
 - a. fire extinguishers
 - b. central cut-off for water and electricity
 - c. emergency supply/tool barrels

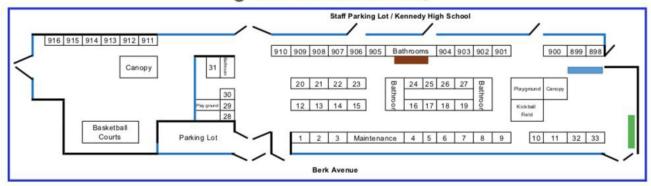
EMERGENCY:

- 1. Check in with Operations Section Leader for sweep area assignment and master keys.
- 2. Get a walkie-talkie from office staff, if available. Take all other supplies needed.
- 3. Initiate sweep of your designated area (see Sweep Map, page 32.)
- 4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
- 5. Assigned areas will be explored visually, vocally, and physically.
- 6. Proceed as quietly as possible in order to hear calls for help.
- 7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
- 8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
- 9. If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
- 10. Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.
- 11. Sweep teams should always defer to directions from emergency personnel.
- 12. If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
- 13. When search and rescue is complete, check in at the Incident Command Post for next the assignment.

CBA

Security, Search and Rescue Area Map

% Caliber: Beta Academy



Directory

- 1 Counseling
- 2 Staff Lounge / IT Dept.
- 3 Offices
- 4 2nd Grade Mrs. Redding
- 5 2nd Grade Ms. Walsh
- 6 1st Grade Mrs. Wilk
- 7 1st Grade Ms. Hubbard
- 8 1st Grade Ms. Maldonado
- 9 1st Grade Ms. Turanin
- 10 Lower School Cafeteria
- 11 Kitchen 12 Main Office / LS Admin
- 13 ASP office & Offices
- 14 Library
- 15 4th Grade Ms. Spear
- 16 2nd Grade Ms. Ross
- 17 2nd Grade Mrs. Bishop18 5th Grade Mr. Lochoff

- 9 5th Grade Mr. Davis
- 20 Offices
- 21 4th Grade Mr. Powles
- 22 4th Grade Ms. West
- 23 4th Grade Mr. Binz
- 24 3rd Grade Ms. Bland
- 25 3rd Grade Ms. Lee 26 3rd Grade - Ms. Frank
- 27 3rd Grade Ms. Frank 27 3rd Grade - Ms. Enoiu
- 28 Kinder Ms. Hernandez
- 29 Kinder Ms. Hertz
- 30 Kinder Ms. Kimball
- 31 Kinder Ms. Connor 32 5th Grade - Ms. Pattison
- 33 5th Grade Mr. Handie 898 LS / 3-5 Makers Space - Mr. Droege
- 899 LS / K-2 Makers Space Mr. Morales
- 900 Multi Purpose Room Coach Ramos & Coach Freeman

- 901 7th Grade Mr. Heath
- 902 8th Grade Ms. Oppenheim
- 903 7th Grade Mr. Paulson
- 904 7th Grade Ms. Delizo
- 905 6th Grade Ms. Fotouhi
- 906 6th Grade Ms. Joseph
- 907 6th Grade Mrs. Drif
- 908 6th Grade Dr. Kaumbulu
- 909 8th Grade Mr. Payne
- 910 7th Grade Ms. Morales
- 911 Upper School Cafeteria
- 912 Upper School Admin
- 913 US / Makers Space Ms. Ubiera 914 US SPED & Offices - Ms. Marshall
- 915 P.E. & Art Room Coach G.
- 916 SSO

STUDENT RELEASE TEAM

• See the Student Release Emergency Action.

MEDICAL TEAM

PREPARATION:

- 1. Keep all first aid kits updated and complete.
- 2. Develop triage procedures and forms.
- 3. Notify and update all team members of location of first aid supplies.

EMERGENCY:

- 1. Check in with evacuation area leader.
- 2. Report to the first aid center.
- 3. Take student "health logs" to the first aid/triage area.
- 4. Take a walkie-talkie for communication with Incident Command Post.
- 5. Activate triage and administer first aid as necessary.
- 6. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
- 7. Assist emergency services with injured.
- 8. Maintain complete records of staff and/or students injured; nature or first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
- 9. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
- 10. Medical Team should always defer to directions given by emergency personnel.

Activity/Documentation Log

Financial Section Members begins documentation of an incident at the direction of the Incident Commander

Name:						
	Duty Position:					
DATE	TIME	CHRONOLOGICAL LISTING OF EVENTS (Factual Information)				

*This page is to be revised annually.

STUDENT RELEASE SIGN OUT SHEET

This form is to be used in the event that the Student Release team is unable to check out students at the student release area. Should this occur, the classroom teachers will be responsible for checking out student by filling in the information below. (copies are located in your emergency folder.)

Student's Name	Signature of Parent/Guardian

SAMPLE: REQUIRED SCHOOL EMERGENCY DRILL REPORT

School Emergency Drill Report School Year

School:		
ociiodi.		

REQUIRED:

- 1. FIRE DRILLS-ONCE MONTHLY
- 2. EARTHQUAKE DRILLS FOUR ANNUALLY

	Fire Drills			Earth		and Cover Dri	lls	
		(One each r	month)			(Four anr	nually)	
Month	Dat	Time	Evacuatio	Administrato	Month/Date/Yea	Time	Evacuatio	Administrato
	е	Conducte	n Time	r Signature	r	Conducte	n Time	r Signature
		d				d		
August					1.			
Septembe					2.			
r								
October					3.			
November					4.			
December						•	•	•
January								
February								
March								
April								
May								
June								

The Fire Department will be conducting random visits to review site procedures and inspect this ongoing documentation record.

SUBMIT TO SSO AT incidents@caliberschools.org				
January,		June,	_	
Principal's Signature Date	e	Principal's Signature	Date	

OPTIONAL EMERGENCY DRILL PLANNING CALENDAR

The purpose of conducting monthly drills is to practice the efficiency and effectiveness of specific emergency procedures. Therefore, every drill should be evaluated for what worked and what did not and procedures should be modified as necessary. Staff should be notified of any problems or changes in procedure prior to the next scheduled drill.

The calendar below may be used to assist schools in scheduling a variety of drills to improve the site's emergency response protocols.

Monthly Drills to include:

A.M. Fire Drill (regular evacuation site on campus)

P.M. Fire Drill (alternate evacuation site on campus)

This calendar may be used to assist sites

,	
Recess Fire Drill (regular evacuation site on campus)	
A.M. Earthquake Drill/Evacuation (regular evacuation site on campus)	
P.M. Earthquake Drill/Evacuation (alternate evacuation site on campus)	
A.M. Lockdown Drill/Evacuation	
P.M. Lockdown Drill/Evacuation	
Fire Evacuation Drill (missing student(s))	
Earthquake Drill (missing classroom(s))	
Other:	
Annual Drills to include:	Date of Drill
Sweep and Rescue Team	
First Aid Team	
Family Reunion Team	
Site Command Post	
Other:	

Date of Drill

SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

- 1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
- 2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:

a wheelchair on a daily basis

- specialized equipment
- physical assistance to evacuate in a timely manner
- 3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
- **4.** The Site Safety Specialist is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student
 - * Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.
- 5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Student	Room #:	Teacher:
Designated Specialized Assistants: (identify two staff in this area)	L	
Required Equipment or Physical Assistance below)	Needed to Evac	uate in a Timely Manner (complete

Student:	Room #:	Teacher:
Designated Specialized Assistants: (identify two staff in this area)		
Required Equipment or Physical Assistance below)	Needed to Evac	uate in a Timely Manner <i>(complete</i>

GENERAL EMERGENCY ACTIONS

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

Typ e	Definition
ST	ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.
A T U S	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RSTRICTEDMOVEMENT & ACCESS	LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings. Lock the doors; Close and lock windows, and close blinds or cover windows; Turn off lights; Silence all electronic devices; Remain silent; Use strategies to silently communicate with first responders if possible, Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and Remain in place until the release from lockdown by school administration or evacuated by law enforcement. SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills. TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados. Move students and staff into the school's permanent buildings, on the ground floor. Group students/staff together at the furthest point away from windows on the floor. Face the wall with backs to the windows Crouch down on knees and elbows Hands covering the back of their head/neck If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal.

	An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.
	DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from
	flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an
	earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be
	performed prior to occupancy of any of the site's buildings, following any event prompting the use of
	DUCK, COVER AND HOLD ON.
	EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action
	provides for the orderly movement of students and staff along prescribed routes from inside school
EV A C U	buildings to a designated outside area of safety.
	OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation
	to an off-site assembly area is required. This action provides for the orderly movement of students and
	staff along prescribed routes from inside school buildings to a designated area of safety off campus. In
A T	some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION
I I O	should be used following any OFF-SITE EVACUATION.
	EARLY RELEASE Certain situations may require releasing students from school at a time when parents
N	expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances
IN .	make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district
	superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.
RE	STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or
U	caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED
N	REUNIFICATION requires:
I	Maintaining accurate information on the location of each child.
F	Preventing unauthorized individuals from having access to or removing children.
I	Verifying the identity of individuals coming to take custody of children.
С	Verifying each individual has the legal right to take custody the child for which they have asked.
Α	Keeping record of who each student is released to, the method used to verify their identity and the
Т	time of the pick-up.
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N	

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

DUCK, COVER and HOLD ON

SHELTER IN PLACE

EVACUATION and REVERSE EVACUATION

STANDBY

LOCKDOWN

TAKE COVER

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: "Your attention please. (Pause) ALL CLEAR. (Pause)
ALL CLEAR. (Pause) ALL CLEAR. (Pause). It is now
OK to resume normal school activities. Thank you all for
your cooperation."

- Use messengers with oral or written word as an alternate means of staff notification.
- 3. Use Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- Make the ALL CLEAR announcement.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- As soon as the ALL CLEAR announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- Use Parent Telephone Alert System, if appropriate.

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
 Rabid a
 - Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers 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."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- □ Call 911. Provide location, status of campus, all available details of situation.
- □ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- □ Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- □ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- □ Immediately lock doors and instruct students to lie down on the floor.
- □ Close any shades and/or blinds if it appears safe to do so.
- □ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access

to the room. Remain quiet until further instructions are provided by the principal or police.

EMERGENCY ACTION

SECURE CAMPUS

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of that event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

☐ Potential threat of violence	in the surrounding	community
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□ Police activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases and students and staff follow **LOCKDOWN** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue.

SECURE CAMPUS:

campus
☐ Heightens school safety while honoring instructional time
☐ Requires that all exterior classroom / office doors are locked
☐ Requires that no one goes in or out for any reason

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
☐ Assume Incident Command role
■ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided
Example: "Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately." -REPEAT-
☐ Instruct Office Manager/Secretary to call law enforcement non emergency number, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor
 Designate assigned individual to lock all doors leading into administration building
☐ Designate assigned individual to close (NOT LOCK) all entrance and exit points on the campus perimeter
 Contact school resource officer or other security personnel and provide available information
☐ When able, alert Superintendent's office
■ Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to LOCKDOWN
☐ If students are out at break , recess, or lunch and situation is deemed imminent announce SECURE CAMPUS status and ask that all students return to assigned classrooms immediately
☐ If students are out at break, recess, or lunch and situation is NOT deemed imminent, initiate SECURE CAMPUS immediately upon conclusion of break

☐ Requires that students and staff remain in Secure Campus status

until **ALL CLEAR** is issued by administration

	If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation	
PRIN	ICIPAL/SITE ADMINISTRATOR ACTIONS:	
	Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists	
	After the emergency has been neutralized, initiate ALL CLEAR	
	Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath	
STAI	FF ACTIONS:	
	Move to the door and instruct any passing students to return to assigned classroom immediately	
	Close and lock the door	
	Continue class instruction or activity as normal	
	Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions	
	Be alert to the possibility that response may elevate to LOCKDOWN	
	Do NOT call office to ask questions; Incident Command will send out periodic updates	
	Wait for another action or, if ALL CLEAR is issued, return to normal class routine	
STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OF OTHER ACTIVITY):		
	Gather students together and organize into an orderly formation	
	Inform students that as part of SECURE CAMPUS procedures, the class will move immediately to a pre-determined classroom location	

☐ Proceed to on-campus shelter location as quickly as possible
STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):
☐ Once inside, take attendance to ensure all present students are accounted for
□ By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students
☐ Implement all classroom policies and procedures for SECURE CAMPUS status
■ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
■ Wait for another action or, if ALL CLEAR announcement is issued, return to normal class routine

EMERGENCY ACTION

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- □ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

	Immediately clear students from the halls. Stay away from all doors and windows.
	Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
	Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
	Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

☐ Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

EMERGENCY ACTION

TAKE COVER

TAKE COVER is implemented when it is necessary to move to and take refuge in the best- shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- · Severe windstorm with little or no warning

Enemy Attack

ANNOUNCEMENT:

- 1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
- 2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example: "Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Enemy attack imminent."

- 3. Sound continuing short buzzer or bell signals.
- 4. Use messengers with oral or written word as an alternate means of faculty notification.

Natural Disasters

ANNOUNCEMENT:

 Make the following announcement in person directly or over the school public address system:

<u>Example:</u> "Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Severe windstorm imminent."

- 2. Sound continuing short buzzer or bell signals.
- 3. Use messengers with oral or written word as an alternate means of faculty notification.

EMERGENCY ACTION

DUCK, COVER AND HOLD ON

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

"Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON
procedures. Get under a table or desk, away from windows
and anything that could fall and hurt you. Hold that position
until the shaking stops or until you receive further instructions."

STAFF AND STUDENT ACTIONS:

Inside

- Arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- □ Instruct students to move away from buildings, trees, overhanging wires and DUCK, COVER and HOLD ON.
- Upon the command DUCK, COVER AND HOLD ON, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- Remain in place until shaking stops or for at least 20 seconds.

EMERGENCY ACTION

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation. See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

- 1. Fire alarm (bell or horn signal).
 - Provided time is available, make an announcement over the public address system:

Example:	"Attention please. We need to institute an EVACUATION of
	all buildings. Teachers are to take their students to their
	designated Assembly Area. Students please remain with
	your teacher."

- 3. Implement Special Needs Evacuation Plan (see Section II Preparedness).
- 4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- □ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- □ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.

Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- □ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- □ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- □ Remain in the Assembly Area until further instructions are given.
- □ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- □ Announce the type of emergency.
- Offer your arm for guidance.
- □ Tell person where you are going, obstacles you encounter.
- □ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- □ Turn lights on/off to gain person's attention -OR-
- □ Indicate directions with gestures −OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- □ Evacuate these individuals as injured persons.
- □ Assist and accompany to evacuation site, if possible -OR-
- □ Use a sturdy chair (or one with wheels) to move person -OR-
- □ Help carry individual to safety.

To evacuate individuals using wheelchairs

- □ Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION

OFF-SITE EVACUATION

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- · Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**. See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

- 1. Fire alarm (bell or horn signal).
 - 2. Make an announcement over the public address system:

Example:	"Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain
	with their teacher."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
When clearance is received from appropriate agencies, give the ALL CLEAR instruction and authorize students and staff to return to the classrooms.
Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.

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STRUCTURED REUNIFICATION	

EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- o Accident at School
- o Active Shooter/Armed Assailant
- o Aircraft Crash
- o Air Pollution Alert
- o Allergic Reaction
- o Animal Disturbance
- o Biological Agent Release
- o Bomb Threat
- o Bus Accident
- o Chemical Accident (offsite)
- o Chemical Accident (onsite)
- o Civil Disobedience
- o Death of a Student
- o Death of a Staff Member
- o Dirty Bomb
- o Earthquake
- o Explosion
- o Fire (offsite)
- o Fire (onsite)
- o Flood
- o Gas Odor/Leak
- o Hazardous Materials
- o Hostage Situation
- o Intruder
- o Irrational Behavior
- o Kidnapping
- o Medical Emergency
- o Missing Student
- o Motor Vehicle Crash
- o Pandemic Influenza
- o Poisoning / Contamination
- o Public Demonstration
- o Sexual Assault
- o Storm/Severe Weather
- o Student Riot
- o Suicide Attempt
- o Suspicious Package
- o Terrorist Attack/War
- o Threat Level Red
- o Threats/Assaults
- o Tsunami
- o Utility Failure

EMERGENCY RESPONSE

ACCIDENT AT SCHOOL

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

- Report accident to principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, take students to school office or school nurse for assistance.
- Complete an Accident Report or Behavioral Incident Report to document what occurred.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- O Provide appropriate medical attention. Call 911, if needed.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- O Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

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EMERGENCY RESPONSE Active Shooter/Armed Assailant

IMPORTANT NOTES REGARDING THE USE OF THIS TEMPLATE:

The information presented in this template is intended to outline the emergency response options available to school personnel in an active shooter / armed assailant situation. This template should NOT be incorporated into Comprehensive School Safety Plans until school and district staff can be trained on these concepts.

When planning training and drills on the actions described in this template, school leaders should work with local law enforcement to incorporate the guidance provided in US Department of Education publication, <u>Guide for Developing High-Quality School Emergency Operations Plans</u>, and <u>Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills</u>, published by the National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO).

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"Active shooter situations" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

- 1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
 - a. Act immediately if you or your students:
 - hear a sound that might be gunfire.
 - see something that <u>looks like</u> a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
 - c. **Be decisive.** Communicate your plan to your students and act quickly.
 - d. Call 911 and the School Office as soon as it is safe to do so.

2. Options: Run, Hide or Fight

a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.

- Do not evacuate unless you...
 - o know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - o <u>and</u> can visualize a route that will get your students and yourself safely off campus.
- Don't carry anything with you.
 - o Police may mistake an item in your hands as a weapon.
 - o Leave everything behind.
- If you encounter people along the way...
 - o <u>Adults</u>: Warn them and take them with if you can but don't stop if they refuse to come.
 - o <u>Students</u>: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you <u>if</u> you can do so without endangering yourself or the other students in your care.
- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
- **b. Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
 - Lock the doors
 - Close and lock windows and close blinds or cover windows;
 - Turn off lights;
 - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
 - Silence all electronic devices:
 - Remain silent:
 - Position occupants spread out and out of line of site from room entrance.
 - Prepare to take action if the assailant attempts to get in the room;
 - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
 - Call 911 as soon as it is safe to do so.
 - Remain in place until evacuated by identifiable law enforcement officers.
- c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.
 - If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - o Construct a strong barricade.
 - o If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - o If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant <u>and</u> running for the exit as soon as the assailant enters the room.

- a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.
- Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can
 do so safely. Work with the people you are with to do both calls simultaneously if
 possible.
 - a. Provide as much information as possible (slow down be calm):
 - State the emergency: "I hear gunfire." "I saw..."
 - o Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):
 - Your precise location: "room"
 - The number of children with you:
 - b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

- a. <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
 - Run If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
 - *Hide* If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
 - Fight This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - o If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - o If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. Law Enforcement: If you encounter law enforcement officers...
 - Immediately raise your hands in the air and display your open palms.
 - Don't run up to officers or attempt to hug or talk to them.
 - Don't talk unless they ask you a question.

- Do exactly what they tell you to do.
- c. <u>Weapons</u>: If the assailant loses control of a weapon, exercise extreme care when securing it:
 - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
 - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. <u>Ongoing Communication</u>: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. <u>Extended Day Programs / After School Activities</u>: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
 - o Include as much actionable information on the announcement as possible.
 - Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."
 - o If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
 - Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."
- Notify the district office after you call 911.
- If possible assist emergency personnel.
 - o Assist police in entering the school;
 - o Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- Emergency Operations Center (EOC)
 - o Activate the district's Emergency Operations Center
 - Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.

Offsite Reunification

- The Operations Section should prepare an off-site evacuation site for reunification.
 - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids.
 Movie theater complexes work well for this type of emergency.
 - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
 - School staff and students will remain in lockdown until evacuated on a room by room basis.

- Buses should be placed on standby for evacuation.
- Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

• Crisis Intervention

- o A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
- o This team will also provide ongoing support throughout the recovery phase of the emergency response.
- o Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
- Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

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AIRCRAFT CRASH

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

Notify Principal.

Move students away from immediate vicinity of the crash.

EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

Check school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the Principal /designee and emergency response personnel.

- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.

Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify police and fire department (call 911).

Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION** that may include the use of busses or alternate transportation.

Notify District Superintendent, who will contact the Office of Emergency Services.

Arrange for first aid treatment and removal of injured occupants from building.

Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine extent of injuries.

Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

Notify Principal.

Move students away from immediate vicinity of the crash.

Remain inside with students unless subsequent explosions or fire endanger the building.

\PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- () Initiate **SHELTER IN PLACE**, if warranted.
- () Initiate **Take Cover** for students and staff outside or direct them to designated area until further instructions are received.

Ensure that students and staff remain at a safe distance from the crash.

Notify District Superintendent, who will contact the Office of Emergency Services.

Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

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AIR POLLUTION ALERT

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- O Instruct employees to minimize strenuous physical activity.
- Cancel any events that require the use of vehicles.
 - O Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

- Remain indoors with students.
- Minimize physical activity.
- () Keep windows and doors closed.
- () Resume normal activities after the All Clear signal is given.

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ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- () If imminent risk, call 911.
- Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).
- Notify principal.
- Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- O If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If imminent risk, call 911 (always call 911 if using "Epi" pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Keep an "Epi" pen in the school office and notify staff as to location.
- © Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Provide bus drivers with information sheets for all known acute allergic reactors.

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE

ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- () If the animal is outside, keep students inside and institute **Secure Campus**.
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- Contact the Marin Humane Society for assistance in removing the animal.
- O If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

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EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- O Notify principal.
- Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Initiate SHELTER IN PLACE.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify District Superintendent of the situation.
- O Turn on a battery-powered commercial radio and listen for instructions.
- O Complete the Biological and Chemical Release Response Checklist

- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- Notify principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- () Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- O Follow standard student assembly, accounting and reporting procedures.
- O Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- O Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify District Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- Wash affected areas with soap and water.
- () Immediately remove and contain contaminated clothing
- O Do not use bleach on potentially exposed skins.
- Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.





In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- () Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

Telephone Bomb Threats

Remain calm/courteous.

Read phone's visual display.

Listen, don't interrupt.

Keep caller talking. Pretend hearing difficulty.

Notice details: background noises, voice description.

Ask: When? Where? What? How? Don't touch any suspicious objects.

Call 911

PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTATOR ACTIONS:

- () Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.

- O Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the District Superintendent of the situation.
- O Direct a search team to look for suspicious packages, boxes or foreign objects.
- O Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- () If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- © Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- O Do not return to the building until emergency response officials determine it is safe.

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE BOMB THREAT CHECKLIST

The following checklist can be obtained in PDF form from FEMA at: http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card. If a bomb threat is received by phone: Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does. Listen carefully. Be polite and show interest. Try to keep the caller talking to learn more information. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself. 5. If your phone has a display, copy the number and/or letters on the window display. Complete the Bomb Threat Checklist (reverse side). immediately. Write down as much detail as you can remember. Try to get exact words. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions. If a bomb threat is received by handwritten note: Call Handle note as minimally as possible. If a bomb threat is received by email: Call Do not delete the message. Signs of a suspicious package: No return address Poorly handwritten Excessive postage Misspelled words Stains Incorrect titles Strange odor Foreign postage Strange sounds · Restrictive notes Unexpected delivery

DO NOT:

- Use two-way radios or cellular phone, radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police 1-877-4-FPS-411 (1-877-437-7411)
- 911

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EMERGENCY RESPONSE

BUS ACCIDENT

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of

the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

- O Turn off power, ignition and headlights. Use safety lights, as appropriate.
- () Evaluate the need for evacuation.
- Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

- Call 911, if warranted.
- O Notify principal.
- () Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- O Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- O Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip

BUS DRIVER ACTIONS:

- () Issue DUCK, COVER and HOLD ON instruction.
- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- O Set brake, turn off ignition and wait for shaking to stop.
- O Check for injuries and provide first aid, as appropriate.
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- O Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.

- () If instructed to continue route,
- O Enroute to school, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from site administrator.
- Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

- O Do not drive through flooded streets and/or roads.
- Take an alternate route or wait for public safety personnel to determine safe route.
- O If the bus is disabled, stay in place until help arrives
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- O Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- Account for all students and staff throughout the emergency.

ADDITIONAL STEPS:

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EMERGENCY RESPONSE CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:

- Alert others in immediate area to leave the area.
- Close doors and restrict access to affected area.
- Notify principal/site administrator.
- O DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released
 - Characteristics of spill (color, smell, visible gases)
 - Name of substance, if known
 - Injuries, if any
- O Notify Maintenance/Building and Grounds Manager.
- Determine whether to implement **SHELTER IN PLACE**, **EVACUATION** and/or student release.
- O Post a notice on the school office door stating location of alternate school site.
- Notify District Superintendent of school status and location of alternate school site.

STAFF ACTIONS:

- If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

EMERGENCY RESPONSE CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

- () Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- O Notify principal/site administrator.
- O DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released; name of substance, if known
 - Characteristics of spill (color, smell, visible gases)
 - Injuries, if any
 - Your name and telephone number
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- O Post a notice on the school office door stating location of alternate school site.
- Notify District Superintendent of school status and location of alternate site.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.

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- Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
- O not return to the building until emergency response personnel have determined it is safe.

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CIVIL DISTURBANCE

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

- Report disruptive circumstances to principal/site administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.

- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- O Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.
- Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- () Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- Care for the injured, if any.
- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

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EMERGENCY RESPONSE

DEATH of a STUDENT

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- O Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- O Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Go to each of the student's classes and notify his/her classmates in person.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Make arrangements with the family to remove the student's personal belongings from the school.

Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

EMERGENCY RESPONSE DEATH of a STAFF MEMBER

A reported death or serious illness among the school community may have a profound affect on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- O If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- O Determine whether additional resources are needed and make appropriate requests.
- O Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Facilitate classroom and small group discussions for students.
- O Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Thank all those who assisted.
- Continue to monitor staff and students for additional supportive needs.

ADDITIONAL STEPS FOR THE SCHOOL:

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

Outside, close to the incident.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Set up decontamination station where students and staff may shower or wash with soap and water.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.
- O Turn on a battery-powered commercial radio and listen for instructions.
- Notify District Superintendent of the situation.
- Arrange for medical attention for those injured by the explosion.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- Avoid touching any objects thrown off by the explosion—they might be radioactive.
- O Follow standard student assembly, accounting and reporting procedures.
- Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.

- Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- O not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

Inside, close to the incident

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- O Turn on a battery-powered commercial radio and listen for instructions.
- Notify District Superintendent of the situation.
 - Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- () Keep students calm. Instruct students to **DUCK and COVER**.
- Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- O Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

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EARTHQUAKE

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send search and rescue team to look for trapped students and staff. Post guards a safe distance away from building entrances to assure no one re-enters.

Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.

Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.

O Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.
- After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.

- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- O Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- () Keep a safe distance from any downed power lines
- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- () If school must be closed, notify staff members, students and parents.
 - Arrange for alternative learning arrangement such as portable classrooms
 - if damage is significant and school closing will be of some duration.
- Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE

EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.

Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.

Secure area to prevent unauthorized access until the Fire Department arrives.

Advise the District Superintendent of school status.

Notify emergency response personnel of any missing students.

Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.

Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

Determine if Student Release should be implemented. If so, notify staff, students and parents.

If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- () Initiate **DROP**, **COVER AND HOLD ON**.
- If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.

- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- O Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- O Determine if EVACUATION of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION**.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- () Monitor radio station for information.
- O Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

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Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement **EVACUATION** of the building.
- () Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- O Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify District Office of situation.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
 - If needed, notify bus dispatch for **OFF-SITE EVACUATION**.
 - O Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- c) **EVACUATE** students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- lssue **STAND BY** instruction. Determine if evacuation is required.
- Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- O Delegate a search team to assure that all students have been evacuated.
 - lssue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.
 - Post a notice on the office door stating where the school has relocated and inform the District Office.
 - O Monitor AM radio weather station for flood information.
 - Notify District Superintendent of school status and action taken.
 - O Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- O Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

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All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- Notify principal.
- Move students from immediate vicinity of danger.
- O Do not turn on any electrical devices such as lights, computers, fans, etc.
- O If odor is severe, leave the area immediately.
- If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- O If gas leak is internal, evacuate the building immediately.
- () Call 911.
- Notify utility company.
- O Determine whether to move to alternate building location.
- () If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- O Do not return to the building until it has been inspected and determined safe by proper authorities.

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HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- O Initiate **EVACUATION.** Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- () Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- O If time is available, initiate **Off Site Evacuation**, which may include the use of busses. Move students and staff away from the path of the hazardous materials.
- O Notify District Superintendent.
- () Wait for instructions from emergency responders-- Health or Fire Department.
- O Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- O Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- () Follow standard student assembly, accounting and reporting procedures.
- () Report names of missing students to office.
- O Do not take unsafe actions such as returning to the building before it has been declared safe.

ADDITIONAL STEPS FOR THE SCHOOL:

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HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- () Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- O Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- O Provide recovery counseling for students and staff.

STAFF ACTIONS:

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- Alert the principal/site administrator.
- Account for all students.

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INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Initiate LOCKDOWN.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:

"What can we do to make this better?"

"I understand the problem, and I am concerned."

"We need to work together on this problem."

- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- () Keep subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and building.
- O Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

() Isolate intruder from students. Lock classroom and office doors.

Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

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IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Keep the individual under continuous adult supervision.
- () Keep the individual on campus until parent/guardian has been notified.
- Arrange appropriate support services for necessary care of individual.
- If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
 - Provide parents/guardian with the names and phone numbers of mental health resources
 - Recommend that the parents make an immediate contact with a therapist.
 - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- Provide follow-up collaborative support for the student and parents (as indicated) within the school
- O Develop a safety plan prior to the student's return to school.
- O Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- Notify principal/site administrator.
- Notify school nurse, school psychologist, counselor or social worker.
- Protect individual from injury.

ADDITIONAL	STEPS F	OR THE	SCHOOL
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PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- O Verify information with the source of the abduction report.
 - O Contact law enforcement (call 911) for assistance.
 - Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
 - O Provide suspect information to the police, if known.
 - Contact the parents/guardian of the student involved and establish a communication plan with them.
 - Obtain the best possible witness information.
 - Conduct a thorough search of the school/campus/bus.
 - Relay current information to police, parents and essential school staff.
 - O Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
 - Advise the law enforcement dispatcher of the staff member key contact's name and number.
 - O Provide the key contact with access to school records.
 - Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
 - When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

Notify principal, providing essential details:

Name and description of the student

- Description of the suspect
- Vehicle information
- Move students away from the area of abduction.

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MEDICAL EMERGENCY

Universal Precautions when

Treating a Medical Emergency

Always use non-latex or nitrile gloves and, if necessary, mask

and gown, to reduce the risk of

transmission of body fluids.

providing care.

Wash hands thoroughly after

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the victim (ABC Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
 - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
 - Exact location within the building
 - Nature of the emergency and how it occurred
 - Approximate age of injured person
 - Caller's name and phone number

Do not hang up until advised to do so by dispatcher.

- Assign staff member to meet rescue service and show medical responder where the injured person is.
- Assemble emergency care and contact information of victim
- Monitor medical status of victim, even if he or she is transported to the hospital.
- Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Advise staff of situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

- Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- Notify Principal/Site Administrator.
- Stay calm. Keep individual warm with a coat or blanket.
 - Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- O Do not give the individual anything to eat or drink.

ADDITIONAL STEPS FOR THE SCHOOL:

MISSING STUDENT

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and explain the situation.
- Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- O Conduct an immediate search of the school campus/bus, as appropriate.
- Gather information about student to provide to law enforcement authorities:
 - photo
 - home address
 - parent contact numbers
 - class schedule
 - special activities
 - bus route /walking information
- Notify parents/guardians if the student is not found promptly.
- If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- O Double-check circumstances:
 - Did someone pick up the student?
 - Could the student have walked home?
 - Is he or she at a medical appointment or another activity?
- Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact's name and number.
- If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- Have driver keep in communication with the transportation dispatcher.

 Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher

- Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

STAFF ACTIONS:

- O Confirm that student attended school that day. Notify Principal.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

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MOTOR VEHICLE CRASH

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify police and fire department (call 911).

Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION** which may include the use of busses or alternate transportation.

Arrange for first aid treatment and removal of injured occupants from building.

Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.

Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine extent of injuries.

Notify District Superintendent.

STAFF ACTIONS:

Notify Principal.

Move students away from immediate vicinity of the crash.

EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

Check school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the principal /designee and emergency response personnel.

- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.

Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

ADDITIONAL	. STEPS	FOR THE	SCHOOL:
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EMERGENCY RESPONSE PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- O Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- () Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- O Respond to media inquiries regarding school attendance status.
- () Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice "respiratory hygiene etiquette".
- O Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- () Implement online homework assignments so that students can stay home.

Respiratory Hygiene Etiquette

Cover your cough and sneeze with a tissue

Wash hands with soap and water or a waterless hand hygiene product

Place used tissues into a sealed bag

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities. Provide staff with information on possible poisonous materials in the building.

Notify District Superintendent of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- Notify principal/site administrator.
- Call the Poison Center Hotline 1-800-222-1222.
- Administer first aid as directed by poison information center.
- Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- () Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- O Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

ADDITIONAL	STEPS	FOR THE	SCHOOL:

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When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- Contact local police department for the school's jurisdiction and advise them of the situation.
- Notify staff of the planned demonstration.
- Develop an information letter to parents.
- Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- O Designate a staff member to handle incoming calls during the demonstration.
- Establish areas where demonstrators can set up without affecting the operation of the school
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

O Do not allow students to be interviewed by the media or join in the demonstration

ADDITIONAL STEPS FOR THE SCHOOL:

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SEXUAL ASSAULT

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
 - vaginal, anal, or oral penetration
 - sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911 if the assault is physical. Close off the area to everyone.

- Assign a counselor/staff member to remain with the victim.
- Review possible need for a **Lockdown** or **Secure Campus** until circumstances surrounding the incident are known.
- O Notify victim's family.
- If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- O Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

- O Determine if immediate medical attention is needed. If so, call 911.
- () Isolate the victim from activity related to the incident.
 - Avoid asking any questions except to obtain a description of the perpetrator.

ADDITIONAL STEPS FOR THE SCHO	OL:
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Severe Weather

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Report to site by 6 a.m. to check for power outages, flooding, etc.
- O Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- O Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- O Upon passage of the storm, return to normal routine.

Windstorm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- Notify utility companies of any break or suspected break in utility lines.
- () Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Take appropriate action to safeguard school property.
- O Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- () Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- Take attendance. Report any missing students to principal/site administrator.
- O Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

ADDITIONAL STEPS FOR THE SCHOOL:

STUDENT RIOT

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

- In a violent situation, immediately notify the first available adult.
- O Do not retaliate or take unnecessary chances.
- Move away from the area of agitation.
- Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- O Stay calm and reassure fellow students.
- Assist teachers and staff in accounting for students.
- Share all relevant information with law enforcement, teachers, and school staff.
- () Follow directions from school administrator or law enforcement directions about where to go.
- O Do not speculate to others or perpetuate rumors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- O Control student ingress and egress from campus.
- O Identify why the disruption is occurring. If necessary, notify police to request assistance.
- If disruption is non-violent, notify school resource officer or school education officer.
- Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- O Notify parents about the incident, as appropriate.
- After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

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EMERGENCY RESPONSE

SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call ambulance in event of overdose or injury requiring medical attention.
- Call 911 if immediate threat exists to the safety of the student or others.
- Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Cancel all outside activities.
- Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- () Inform the Principal of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.

Stabilize individual Assess risk

Steps for Suicide Intervention

Determine services needed Inform

Follow-up

Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery No return address
- Restrictive markings, e.g., "Personal"
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- Excessive postage
- Excessive masking tape, string
- Oilv stains or discoloration
- Protruding wires or tin foil
- Rigid envelope

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- () Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- () Prevent others from coming into the area.
- Ask everyone who has been in contact with the package to remain until () instructed to leave by Public Safety or Public Health responders.
- If powder spills out, shut the ventilation system, heating system, or air ()
- () Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- () Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

- Do not open package. Do not pass it around to show it to other people.
- () Do not bend, squeeze, shake or drop package.
- () Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- () Leave the room promptly and prevent anyone from entering.
- () Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:

- Do not sniff, touch, taste, or look closely at the spilled contents. ()
- Do *not* clean up the powder. ()
- () Put the package on a stable surface.
- () Leave the room promptly and prevent anyone from entering.
- Wash hands thoroughly with soap and water. ()
- Notify principal or Site Administrator. ()

EMERGENCY RESPONSE TERRORIST ATTACK / WAR

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

Civil Defense Warning of Possible Enemy Attack

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Move students to closest suitable shelter.
- If the above is not advisable, remain in school building and initiate **Duck**, **Cover and Hold On**.

STAFF ACTIONS:

- O Keep students calm.
- () Close all curtains and blinds.

Enemy Attack Without Warning

STAFF ACTIONS:

- () Keep students calm.
- O Close all curtains and blinds.
- () Instruct students to DUCK AND COVER.

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THREAT LEVEL RED

These are actions to take when the Homeland Security Advisory System risk is set at "Threat Level Red", specific to the community.

During school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- C) Listen to radio and TV for current information and instructions.
- Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK**, **COVER and HOLD**, **EVACUATION**, **SHELTER IN PLACE** or **TAKE COVER**.
- O Continue to monitor media for specific situation.
- Be alert and immediately report suspicious activity to proper authorities.
- If circumstances and time allow, move students to closest suitable shelter.

Location:	
Procedure for movement to shelter:	

- O If moving students is not advisable, remain in building as place of shelter.
- Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

- Require identification check for anyone entering school other than students, staff and faculty.
- O Escort visitors to location in school building.

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THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
- 1) Is the individual moving towards violent action?
- 2) Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
 - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
 - Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
 - Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be LOCKDOWN or EVACUATION. Cancel all outside activities.
 - Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
 - If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
 - () Facilitate a meeting with student(s) and family to review expectations.
 - Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- () Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- O Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- O Remain with students until **ALL CLEAR** is given.

ADDITIONAL	STEPS FO	R THF	SCHOOL

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Before

- Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

During

- Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
- Monitor the NOAA Weather Radio Service for tsunami warnings: http://wcatwc.arh.noaa.gov/. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
- O Notify superintendent of school status.
- O Remain on safe ground until local authorities advise it is safe to return.

After

- Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- () Expect debris.
- Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- O Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- O Post school status on school website.

- Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

- If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
- Take attendance. Report any missing students to principal/site administrator.
- Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
- Return to school only if authorities advise it is safe to do so.

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Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

- Notify utility company. Provide the following information:
 - Affected areas of the school site
 - Type of problem or outage
 - Expected duration of the outage, if known
- O Determine length of time service will be interrupted.
- O Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- O Notify District Office of loss of service.
- () Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets: Kennedy High School
Drinking Water: Kennedy High School

Food Service: Shelf stable itesm/early dismissal

Fire Suppression: early dismissal

Other:

C. Suspension & Expulsion Policies

The Caliber Board has adopted a suspension and expulsion policy which is outlined within the School's Charter and Board Policy No. 5. This Policy is available at the main office upon request.

C. Procedures for Notifying Teachers of Dangerous Pupils

The School Leader or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. When violence is directed against an employee by any individual and the employee notifies the School Leader or designee, the School Leader or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the School Leader or designee of a threat of bodily harm, Caliber shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The School Leader or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution. The Charter School requires its employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

- 1. Confiscate the object and deliver it to the principal immediately.
- 2. Immediately notify the school leader, who shall take appropriate action.
- 3. Immediately notify the local law enforcement agency and the school leader.

When informing the School Leader about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure. Pursuant to Education Code section 49334, school employees who notify law enforcement regarding students or adults who are in possession of injurious objects while on school grounds or under the jurisdiction of school personnel are immune from prosecution.

E. Discrimination & Harassment Policy

The Caliber Board has adopted Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy which is outlined within Board Policy No. 2. This Policy is available online at caliberbetaacademy.org at the main office upon request.

F. School-wide Dress Code Prohibiting Gang Attire

Dress and Grooming Policy

The School believes that appropriate dress and grooming contribute to a productive learning environment. The School expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the School activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The School seeks to provide educational experiences which assure that students are academically prepared, that they accept civic and social responsibilities and that they are qualified for future entry into the work place. The clothing and accessories worn by students and staff should reflect the serious goals of an academic environment.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year within the Family Handbook under the heading "Uniform Policy." A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

All students and staff of public primary, elementary, junior high and senior high schools have a right to attend campuses which are safe, secure and peaceful. Where there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities, the Board authorizes the principal, staff and parents/guardians at the school to establish a reasonable dress code that prohibits students from wearing gang-related apparel. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

G. Safe and Orderly Environment

Goal 1: Increasing the physical safety of adults and students on campus and student behavior in classrooms

Annual Objectives

- 1. Family re-entry meeting for typical suspension/expulsion behavior
- 2. Teachers notified when student re-enters classroom
- 3. Teachers have voice if and when students return to class
- 4. Conscious Discipline program for teachers
- 5. Restorative process with parents
- 6. Normalizing a system of communication with parents about student behavior

Goal 2: Monitor visitor and students access on campus

Annual Objectives

- 1. Visitor badges and ensure all visitors wear them while on campus
- 2. Policies and procedures for adult safety
- 3. One point of entry for the school
- 4. Cameras at all entry points- Adding cameras to open spaces like hallways, playground, bathrooms, etc. Monitor cameras and gates
- 5. Parent and student volunteers for campus security

Comprehensive School Safety Plan (CSSP) Template
Self-Monitoring Tool
California Education Code Castiona 20000 20000

California Education Code Sections 32280–32289

San I

CSSB Baguiramente	Education	Located in	
CSSP Requirements Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.	Code 32281.(b)	Section	
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan. ✓ Identify tactical info.	32281. (b)(3)		
The Comprehensive School Safety Plan includes, but is not limited to: a. An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information: • Local law enforcement crime data • Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System • Behavior Referrals • Attendance rates/School Attendance Review Board data • California Healthy Kids Survey data • School Improvement Plan • Property Damage data	32282. (a)(1)		
b. An identification of appropriate strategies and programs that provide/maintain a high level of school safety.	32282. (a)(2)		
The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	32282. (a)(2)		
The Comprehensive School Safety Plan must include all of the following: A. Child Abuse Reporting procedures	32282. (a)(2) 32282. (a)(2)(A)		
 B. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities. i. Earthquake emergency procedures that include: A school building disaster plan A drop procedure Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools Protective measures to be taken before, during, and after an earthquake 	32282. (a)(2)(B) 32282. (a)(2)(B)(i) (I-IV)		

 A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake 		
emergency procedure system		
ii. Procedures to allow a public agency to use school buildings, grounds,	32282.	
and equipment for mass care and welfare shelters during an	(a)(2)(B)(ii)	
emergency which affects public health or welfare.		
C. Policies and procedures which lead to suspension and/or expulsion.	32282.	
o. Tollolog and procedures which load to eacpend on analysi expansion.	(a)(2)(C)	
D. Procedures to notify teachers of dangerous pupils.	32282.	
D. Procedures to notify teachers of dangerous pupils.		
	(a)(2)(D)	
E. Policy prohibiting discrimination, harassment, intimidation, and bullying.	32282.	
	(a)(2)(E)	
F. Provisions of any school site dress code, including prohibition of	32282.	
"gang-related" apparel.	(a)(2)(F)	
G. Procedures for safe ingress and egress of pupils, parents, and employees	32282.	
from school site; including procedures for visitor access to the school	(a)(2)(G)	
campus.	(-/(-/(-/	
H. Goals and plans that create a safe and orderly environment conducive to	32282.	
learning at the school.	(a)(2)(H)	
I. The rules and procedures on school discipline.	32282.	
	(a)(2)(l)	
J. Hate crime reporting procedures and policies.		
The plan may include clear guidelines for the roles and responsibilities of mental	32282.1	
health professionals, community intervention professionals, school counselors,		
school resource officers, and police officers on campus.		
The plan may include procedures for responding to the release of a pesticide or	32284.	
other toxic substance from properties located within one-quarter mile of a		
school.		
The plan should include verification that the school safety plan was evaluated at	32286	
least once a year, and revised by March 1 every year.	02200	
The plan should include documentation that school safety plan was submitted for	32288	
approval to either the district office or county office of education. Evidence of	32200	
• •		
approval at the district or county level should be included.	00000 (1)	
The plan should include verification that the SSC/Planning Committee	32288. (b)	
communicated the school safety plan to the public at a public meeting at the		
school site.		
Public View version available for review during business hours.	32288.	
NOTES:	(b)(2)	
 Remove Tactical Information from Public View copy. 		
Recommended review procedures:]	
i. ID check]	
ii. Staff present during review.		
iii. No copies.		
 Do need to comply with a CA Public Information Act request. 		
- 23 hour to comply that a 2711 abile information 710t request.		ļ



SECTION 3: CONSENT CALENDAR ITEMS

C7. ChangeMakers Safety Plan

Comprehensive School Safety Plan



Caliber Change Makers Academy Plan Revised 02/17/2022

This document is available for public inspection during regular business hours at the front office.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Caliber Change Makers Academy Comprehensive School Safety Plan - Signature Page 2022-2023

The undersigned members of the Caliber: Beta Academy School-site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

(name), Principal (or Designee)	Date
(name), (SSC Staff Representatitve)	Date
(name), Parent	Date
(name), (Law Enforcement Agency)	Date
(name), (Fire Department – <i>Optional but Encouraged</i>)	Date
(name), (Other)	Date

Mission Statement

Caliber's Mission is to achieve educational equity by shifting the experiences, expectations and outcomes for students in historically underserved communities. Our strengths-based educational program validates, affirms, respects and supports students, families and staff members to reach their full potential.

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A. Child Abuse Reporting Procedures

All Caliber Public Schools staff staff go through mandated reporter training yearly and it is completed by October 31 each fall. Please see below for procedures.

Child Abuse and Procedures

Sexual Abuse (Child assaulted on or near school property):

- Accompany victim to safe place at school and remain with her/him
- Protect evidence of sexual assault
- Notify Child Protective Services (CPS), and Police without delay
- Notify Police and school nurse or appropriate staff immediately

Sexual Abuse (Suspicion of past sexual incidents):

- Notify CPS and describe evidence
- Notify district police and school nurse or appropriate staff immediately. (Staff should not treat unless the victim's life is threatened)
- Leave notification of family to CPS or the Police

Do not Destroy Evidence of Sexual Abuse:

- Do not wash clothes or victim's body or underwear.
- Do not have victim undress.
- Do not allow victim to wash or wipe body
- Do not wipe away dirt, semen or dried blood
- Stay with the victim and reassure her/him of safety

Suspected Physical Abuse or Severe/General Neglect:

- Notify appropriate staff and CPS immediately.
- Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.
- Notify immediate director/supervisor
- CPS Crisis Line (877) 881-1116

Remember: Caliber teachers, instructional aides, school employees, and school administers are all mandated reporters. Failure to report a suspected incident of child abuse, within 36 hours can result in criminal prosecution. Protect the victim and protect yourself.

For our full Child Abuse Reporting Policy please see page____in the Caliber Schools Policy Manual.

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME:

		Pursuant to Penal PLEASE PR			100	,	CACE NUM			
_		NAME OF MANDATED REPORTER	(INI OR	TITLE			CASE NUM	MANDATED REPORTE	P CATEGOR	V
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Q I	9	REPORTER'S TELEPHONE (DAYTIME)	SIGNATUR	RE				TODAY'S DATE		
Ω		()								
L	z	LAW ENFORCEMENT COUNTY PROP		AGENCY						
.K	E	COUNTY WELFARE / CPS (Child Protective	Services)							
Ä	CA	ADDRESS Street		City			Zip		DATE/TIM	E OF PHONE CALL
8	AGENCY COUNTY WELFARE / CPS (Child Protective Services) ADDRESS Street City OFFICIAL CONTACTED - TITLE						TELEPHONE			
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SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: http://www.leginfo.ca.gov/calaw.html (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

 Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

 Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes
 a child, in his or her professional capacity or within the
 scope of his or her employment, whom he or she knows or
 reasonably suspects has been the victim of child abuse or
 neglect shall report such suspected instance of abuse or
 neglect to a designated agency immediately or as soon as
 practically possible by telephone and shall prepare and send
 a written report thereof within 36 hours of receiving the
 information concerning the incident. (PC Section
 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

SECTION A - REPORTING PARTY: Enter the
mandated reporter's name, title, category (from PC Section
11165.7), business (agency) name and address, telephone
number, a signature and today's date. Also check yes-no
whether you (the mandated reporter) witnessed the
incident. The signature area is for either the mandated
report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- SECTION B REPORT NOTIFICATION: Complete
 the name and address of the designated agency notified,
 date of the written report, date/time of the phone call and
 the name, title and telephone number of the official
 contacted.
- SECTION C VICTIM (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- SECTION D INVOLVED PARTIES: Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- SECTION E INCIDENT INFORMATION: If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

V. DISTRIBUTION

- Reporting Party: After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- Designated Agency: Within 36 hours of receipt of Form SS 8572, send white copy to police or sheriff, blue copy to county welfare or probation, and green copy to district attorney.

ETHNICITY CODES

 Alaskan Native 	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

B. <u>Disaster Response Procedures</u>

Caliber Public Schools

<u>Caliber Change Makers</u> <u>Academy</u>

500 Oregon St. Vallejo, California 94590

Administrator's Redbook



Adapted from San Diego East Region
Readiness & Emergency Management for Schools
& Marin County Schools Model Emergency Management Plan

REDBOOK TABLE OF CONTENTS

Oath/Disaster Service Workers & Public Employees - Use of School Facilities B-1

Important Telephone Numbers

Situational Communication Plans

Plan for Loss of Technology

Evacuation Sites

Incident Command System Flow Chart

Staff Duties and Assignments

Incident Command Locations

Alarm Information/Utility Shut-Offs

Incident Command Post

Security, Search and Rescue Area Map

Student Release Team

Medical Team

Teacher Buddy List

Activity/Documentation Log

Student Emergency Evacuation Absence List

Support Personnel Absence List

Student Release Sign Out Sheet

Valve Shut-Off Location Map

On-Site Evacuation Map

Off-Site Evacuation Map

Sample Required School Emergency Drill Report

Optional Emergency Drill Planning Calendar

Site Emergency Procedures & Plans For Special Needs Students

EMERGENCY ACTIONS

0	All Clear
_	

- o Emergency Damage Assessment
- o Lockdown
- o Secure Campus
- o Shelter in Place
- o Take Cover
- o Duck, Cover and Hold On
- o Evacuation
- o Off-site Evacuation
- o Structured Reunification

EMERGENCY RESPONSES (Alphabetical Index)

- o Accident at School
- o Active Shooter/Armed Assailant
- o Aircraft Crash
- o Air Pollution Alert
- o Allergic Reaction
- Animal Disturbance
- o Biological Agent Release
- o Bomb Threat
- o Field Trip Accident
- o Chemical Accident (offsite)
- o Chemical Accident (onsite)
- o Civil Disobedience
- Death of a Student
- o Death of a Staff Member
- o Earthquake
- o Explosion
- o Fire (offsite)

- o Fire (onsite)
- o Flood
- o Gas Odor/Leak
- o Hazardous Materials
- o Hostage Situation
- o Intruder
- o Irrational Behavior
- o Kidnapping
- o Medical Emergency
- o Missing Student
- o Motor Vehicle Crash
- o Pandemic Influenza
- o Poisoning / Contamination
- o Public Demonstration
- Sexual Assault
- o Storm/Severe Weather
- o Student Riot
- o Suicide Attempt
- o Suspicious Package
- o Terrorist Attack/War
- Threat Level Red
- o Threats/Assaults
- o Utility Failure/Power Outage

2022-2023 SSO EMERGENCY CONTACTS

Office/Department	Name	Email	Phone Number
CEO	Terence Johnson	terence@caliberschools.org	901-826-3484
Child Nutrition	Devin Gross	devin@caliberschools.org	510-929-7655
Maintenance & Operations	Devin Gross	devin@caliberschools.org	510-929-7655
Information Technology and Finance	Markus Mullarkey	markus@caliberschools.org	415-860-4963
Communications	Sarah Strom	sarah@caliberschools.org	510-957-7417
Special Education	Edith Acevedo	eacevedo@caliberbetaacademy. org	510-680-0321

EMERGENCY TELEPHONE NUMBERS

EMERGENCY		911
LAW ENFORCEMENT		Phone
Vallejo Police Department		(707) 648-4321
American Canyon Police Depa	rtment	(707) 551-0600
Benecia Police Department		(707) 745-3411
Solano County Sheriff		(707) 784-7000
Federal Bureau of Investigation	(925) 671-7330	
FIRE		Phone
Vallejo Fire Department		(707) 648-4526
American Canyon Fire Departr	nent	(707) 551-0650
Benecia Fire Department		(707) 746-4275
·		,
HOSPITALS	Address	Phone
Kaiser Permanente Vallejo	975 Sereno Dr. Vallejo,CA 94589	707-651-1000
Kaiser Permanente Vacaville	1 Quality Dr. Vacaville,CA 95688	707-624-4000
Kaiser Permanente Walnut Creek	1425 S Main St. Walnut Creek,CA 94596	925-295-4000
OTHER SERVICES		
Animal Control		(925) 608-8400
Poison Control		(800) 222-1222
County Environmental Health		(707)784-6755
County Hazardous Materials and Wa		(707)-439-2817
County Public Health and Human Se	(707)784-8600	
County Office of Emergency Services	(707)-784-1600	
PG&E	(800) 743-5002	
Sewer / Waste Water	·	(707)-451-6090
Water		(866) 403-2683
Internet & Phone Services		???

SITE LEADERS PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	CELL PHONE
Upper School	Alesha Williams	707-563-9827	707-590-5718
Principal			
Lower School	Aisha Ford	707-563-9827	707-699-4976
Principal			
School Site Director of	Cecilia Garibay	707-563-9827	707-980-9023
Operations			

STAFF PHONE LIST

This information will be used only during a school emergency

Staff Directory Linked in E-file

Beta Staff Directory

SITUATIONAL COMMUNICATION PLANS

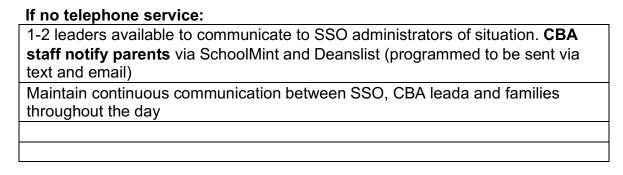
In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

911 Calls	 When placing a 911 call: give your name, school name, and school address Give specific location of shooter, intruder, fire, hazardous material or other emergency Indicate location of incident command post
Mass Notification to	Email and Text through SchoolMint and send DeansList blast Indicate situation After an emergency:
Parents	After an emergency:

CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:



If no Internet service:

1-2 leaders available to communicate to SSO administrators of situation. Obtain support from **SSO and notify parents** via SchoolMint and Deanslist (programmed to be sent via text and email)

Maintain continuous communication between SSO, CBA leaders and families throughout the day

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

1-2 leaders available to communicate to SSO administrators of situation. Obtain support from **SSO and notify parents** via SchoolMint and Deanslist (programmed to be sent via text and email)

Maintain continuous communication between SSO, CBA leaders and families throughout the day

List capability of backup power:

Account for students and staff
Use of flashlights to get around campus

INCIDENT COMMAND SYSTEM

School Site Assignments

Model Emergency Plan: Pages 24-34

Incident C	Commander		
		Alterna	ates
Safety Officer	Public Inform	ation Officer	Liaison Officer
	District	Office	
Alternates .	Alternat	es .	Alternates .
· ·			
· · · · · · · · · · · · · · · · · · ·	:		;
Operations	Planning	Logistics	Finance
Alternates .	Alternates	Alternates	Alternates

BUILDING INFORMATION

SCHOOL SITE		D	OCUMENT DATE
	СМА		

EMERGENCY UTILITY SHUT-OFFS

Refer to campus map for additional information

UTILITY		YE S	NO	LOCATION
Electrical	Total main electrical shutoff?			District contact
Gas	Total main gas shutoff?			Kitchen
Water	Total main water shutoff?			District contact
Knox Box		Υ		Outside front gate

ALARM COMPANY INFORMATION

Company Name	Bay Alarm	
Office Phone		
Emergency Phone	911	
Responsible Parties	Cecilia	
Locations of Control Panels	Room 1	

EMERGENCY SUPPLIES

TYPE	LOCATION

Emergency Supply Kit	Each Classroom and Main Office
Kit	

INCIDENT COMMAND POST

PREPARATION:

Principal, Office Staff, Support Staff

- 1. Update teacher Crisis Envelopes with:
 - a. Emergency evacuation plan
 - b. Evacuation Absence Lists
 - c. Class lists to be updated each trimester
 - d. ID tag
 - e. Teacher name sign
 - f. Pencil
- 2. Advise Staff/Parents of Emergency Plan.
- 3. Plan for students with special needs.
- 4. Meet with teachers and review duties and special assignments.
- 5. Conduct drills putting emergency teams into full operation.
- 6. Have message tapes prerecorded for use during an emergency.
- 7. Update Emergency Response Boxes with:
 - a. Student lists with parent phone numbers (each trimester)
 - b. Lists of students with special needs
 - c. Lists of staff members and phone numbers (cell and home)
- 8. Each year in October, review and update emergency plan.

EMERGENCY:

Principal or designee:

- 1. Enactment of entire school emergency operation.
- 2. Activate emergency alarms/announcements.
- 3. Activate all emergency teams
- 4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and district emergency radio.
- 5. Establish communication with the Superintendent as to the status of emergency. Report condition of students, staff, and school facilities.
- 6. Determine Student Release Area and communicate location to team members.

- 7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
- 8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
- 9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
- 10. Give the directive to begin documentation of the incident to assigned personnel. (See "Immediate Steps", page 4, #4)

SECURITY, SEARCH & RESCUE TEAM

Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.

Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

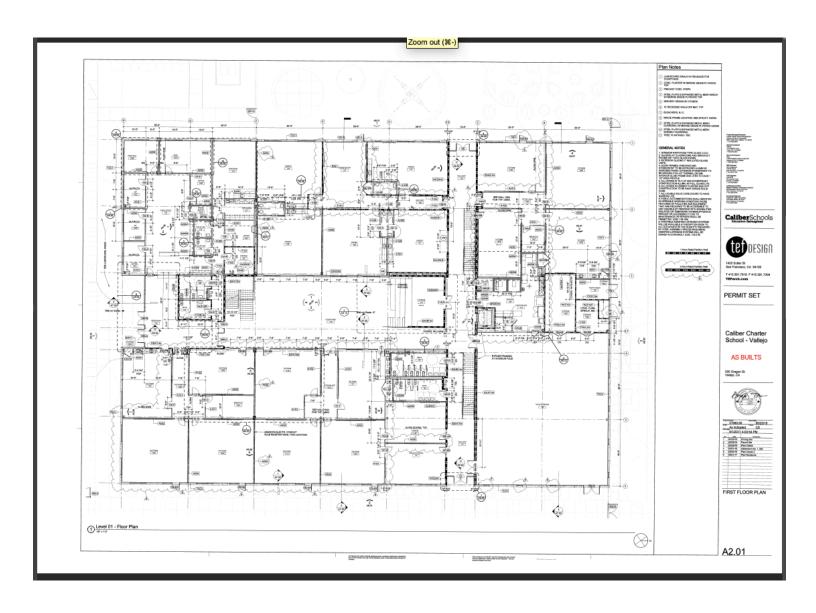
PREPARATION:

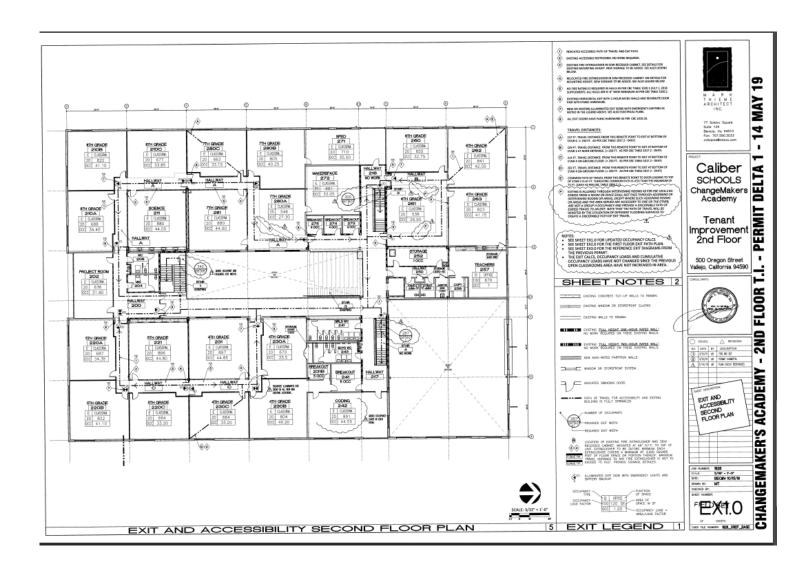
- 1. Know the location of:
 - a. fire extinguishers
 - b. central cut-off for water and electricity
 - c. emergency supply/tool barrels

EMERGENCY:

- 1. Check in with Operations Section Leader for sweep area assignment and master keys.
- 2. Get a walkie-talkie from office staff, if available. Take all other supplies needed.
- 3. Initiate sweep of your designated area (see Sweep Map, page 32.)
- 4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
- 5. Assigned areas will be explored visually, vocally, and physically.
- 6. Proceed as guietly as possible in order to hear calls for help.
- 7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
- 8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
- 9. If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
- 10. Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.
- 11. Sweep teams should always defer to directions from emergency personnel.
- 12. If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
- 13. When search and rescue is complete, check in at the Incident Command Post for next the assignment.

CMASecurity, Search and Rescue Area Map





STUDENT RELEASE TEAM

• See the Student Release Emergency Action.

MEDICAL TEAM

PREPARATION:

- 1. Keep all first aid kits updated and complete.
- 2. Develop triage procedures and forms.
- 3. Notify and update all team members of location of first aid supplies.

EMERGENCY:

- 1. Check in with evacuation area leader.
- 2. Report to the first aid center.
- 3. Take student "health logs" to the first aid/triage area.
- 4. Take a walkie-talkie for communication with Incident Command Post.
- 5. Activate triage and administer first aid as necessary.
- 6. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
- 7. Assist emergency services with injured.
- 8. Maintain complete records of staff and/or students injured; nature or first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
- 9. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
- 10. Medical Team should always defer to directions given by emergency personnel.

Activity/Documentation LogFinancial Section Members begins documentation of an incident at the direction of the Incident Commander

Name:			
Duty Positi	Duty Position:		
DATE	TIME	CHRONOLOGICAL LISTING OF EVENTS (Factual Information)	

*This page is to be revised annually.

STUDENT RELEASE SIGN OUT SHEET

This form is to be used in the event that the Student Release team is unable to check out students at the student release area. Should this occur, the classroom teachers will be responsible for checking out student by filling in the information below. (copies are located in your emergency folder.)

Student's Name	Signature of Parent/Guardian

SAMPLE: REQUIRED SCHOOL EMERGENCY DRILL REPORT

School Emergency Drill Report	
School Year	
hool:	

REQUIRED:

- 1. FIRE DRILLS-ONCE MONTHLY
- 2. EARTHQUAKE DRILLS FOUR ANNUALLY

	Fire Drills					quake Duck a		lls
		(One each r	month)			(Four and	nually)	
Month	Dat	Time	Evacuatio	Administrato	Month/Date/Yea	Time	Evacuatio	Administrato
	е	Conducte	n Time	r Signature	r	Conducte	n Time	r Signature
		d				d		
August					1.			
Septembe					2.			
r								
October					3.			
November					4.			
December						-		
January								
February								
March								
April								
May								
June								

The Fire Department will be conducting random visits to review site procedures and inspect this ongoing documentation record.

SUI	BMIT TO <mark>SSO</mark> AT i <mark>ncide</mark>	ents@caliberschools.org		
J anuary,		June,		
Principal's Signature	Date	Principal's Signature	Date	

OPTIONAL EMERGENCY DRILL PLANNING CALENDAR

The purpose of conducting monthly drills is to practice the efficiency and effectiveness of specific emergency procedures. Therefore, every drill should be evaluated for what worked and what did not and procedures should be modified as necessary. Staff should be notified of any problems or changes in procedure prior to the next scheduled drill.

The calendar below may be used to assist schools in scheduling a variety of drills to improve the site's emergency response protocols.

This calendar may be used to assist sites

Monthly Drills to include:	<u>Date of Drill</u>
A.M. Fire Drill (regular evacuation site on campus)	
P.M. Fire Drill (alternate evacuation site on campus)	
Recess Fire Drill (regular evacuation site on campus)	
A.M. Earthquake Drill/Evacuation (regular evacuation site on campus)	
P.M. Earthquake Drill/Evacuation (alternate evacuation site on campus)	
A.M. Lockdown Drill/Evacuation	
P.M. Lockdown Drill/Evacuation	
Fire Evacuation Drill (missing student(s))	
Earthquake Drill (missing classroom(s))	
Other:	
Annual Drills to include:	Date of Drill
Sweep and Rescue Team	
First Aid Team	
Family Reunion Team	
Site Command Post	
Other:	

SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

- 1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
- 2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments whomay require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
- 3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
- **4.** The Site Safety Specialist is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student
 - * Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.
- 5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Student	Room #:	Teacher:
Designated Specialized Assistants: (identify two staff in this area)		
Required Equipment or Physical Assistance below)	Needed to Evac	uate in a Timely Manner (complete

Student:	Room #:	Teacher:	
Designated Specialized Assistants: (identify two staff in this area)			
Required Equipment or Physical Assistance below)	Needed to Evac	uate in a Timely Manner (complete	

GENERAL EMERGENCY ACTIONS

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

Typ e	Definition
ST	ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.
A T U S	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RESTRICTEDMOVEMENT&A	LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings. Lock the doors; Close and lock windows, and close blinds or cover windows; Turn off lights; Silence all electronic devices; Remain silent; Use strategies to silently communicate with first responders if possible, Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and Remain in place until the release from lockdown by school administration or evacuated by law enforcement. SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured. SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until
C C E S	further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills. TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas
S	 within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados. Move students and staff into the school's permanent buildings, on the ground floor. Group students/staff together at the furthest point away from windows on the floor. ✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows ✓ Hands covering the back of their head/neck If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal.

	An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.
	DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.
EV	EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.
A C U A T	OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.
O N	EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.
RE	STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or
U	caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED
N	REUNIFICATION requires: Maintaining accurate information on the location of each child.
F I	 Preventing unauthorized individuals from having access to or removing children. Verifying the identity of individuals coming to take custody of children.
C	 Verifying each individual has the legal right to take custody the child for which they have asked. Keeping record of who each student is released to, the method used to verify their identity and the
T I O N	time of the pick-up.

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

DUCK, COVER and HOLD ON

SHELTER IN PLACE

EVACUATION and REVERSE EVACUATION

STANDBYTAKE COVER

LOCKDOWN

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

"Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation."

- 2. Use messengers with oral or written word as an alternate means of staff notification.
- 3. Use Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- Make the ALL CLEAR announcement.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- As soon as the ALL CLEAR announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- Use Parent Telephone Alert System, if appropriate.

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
 - Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers 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."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location, status of campus, all available details of situation.
- □ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- □ Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- □ Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.
- □ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access

to the room. Remain quiet until further instructions are provided by the principal or police.

EMERGENCY ACTION

SECURE CAMPUS

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of that event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

Potential threat of violence in the surrounding commun	ity
--	-----

□ Police activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases and students and staff follow **LOCKDOWN** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue.

SECURE CAMPUS:

Is intended to prevent a potential community threat from entering campus
Heightens school safety while honoring instructional time
Requires that all exterior classroom / office doors are locked
Requires that no one goes in or out for any reason

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
☐ Assume Incident Command role
■ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided
Example: "Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately." -REPEAT-
☐ Instruct Office Manager/Secretary to call law enforcement non emergency number, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor
 Designate assigned individual to lock all doors leading into administration building
☐ Designate assigned individual to close (NOT LOCK) all entrance and exit points on the campus perimeter
 Contact school resource officer or other security personnel and provide available information
☐ When able, alert Superintendent's office
■ Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to LOCKDOWN
☐ If students are out at break , recess, or lunch and situation is deemed imminent announce SECURE CAMPUS status and ask that all students return to assigned classrooms immediately
☐ If students are out at break, recess, or lunch and situation is NOT deemed imminent, initiate SECURE CAMPUS immediately upon conclusion of break

☐ Requires that students and staff remain in Secure Campus status

until **ALL CLEAR** is issued by administration

	If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation
PRIN	ICIPAL/SITE ADMINISTRATOR ACTIONS:
	Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists
	After the emergency has been neutralized, initiate ALL CLEAR
	Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath
STA	FF ACTIONS:
	Move to the door and instruct any passing students to return to assigned classroom immediately
	Close and lock the door
	Continue class instruction or activity as normal
	Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
	Be alert to the possibility that response may elevate to LOCKDOWN
	Do NOT call office to ask questions; Incident Command will send out periodic updates
	Wait for another action or, if ALL CLEAR is issued, return to normal class routine
	FF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY AN OUTLYING FIELD (PE OF OTHER ACTIVITY):
	Gather students together and organize into an orderly formation
	Inform students that as part of SECURE CAMPUS procedures, the class will move immediately to a pre-determined classroom location

☐ Proceed to on-campus shelter location as quickly as possible
STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):
☐ Once inside, take attendance to ensure all present students are accounted for
■ By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students
☐ Implement all classroom policies and procedures for SECURE CAMPUS status
■ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
■ Wait for another action or, if ALL CLEAR announcement is issued, return to normal class routine

EMERGENCY ACTION

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- □ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- □ Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

Immediately clear students from the halls. Stay away from all doors and windows.
Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

☐ Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

□ EMERGENCY ACTION

TAKE COVER

TAKE COVER is implemented when it is necessary to move to and take refuge in the best- shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

Enemy Attack

ANNOUNCEMENT:

- 1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
- 2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

<u>Example:</u> "Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Enemy attack imminent."

- 3. Sound continuing short buzzer or bell signals.
- 4. Use messengers with oral or written word as an alternate means of faculty notification.

Natural Disasters

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the school public address system:

<u>Example:</u> "Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Severe windstorm imminent."

- 2. Sound continuing short buzzer or bell signals.
- 3. Use messengers with oral or written word as an alternate means of faculty notification.

EMERGENCY ACTION

DUCK, COVER AND HOLD ON

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example:	"Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON
	procedures. Get under a table or desk, away from windows
	and anything that could fall and hurt you. Hold that position
	until the shaking stops or until you receive further
	instructions."

STAFF AND STUDENT ACTIONS:

Inside

- Arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- Instruct students to move away from buildings, trees, overhanging wires and DUCK, COVER and HOLD ON.
- Upon the command DUCK, COVER AND HOLD ON, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- Remain in place until shaking stops or for at least 20 seconds.

EMERGENCY ACTION

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation. See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

- 1. Fire alarm (bell or horn signal).
 - 2. Provided time is available, make an announcement over the public address system:

Example:	"Attention please. We need to institute an EVACUATION of
	all buildings. Teachers are to take their students to their
	designated Assembly Area. Students please remain with
	your teacher."

- 3. Implement Special Needs Evacuation Plan (see Section II Preparedness).
- 4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- □ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- □ When clearance to return to the buildings is determined or received from appropriate agencies, announce ALL CLEAR to return to classrooms and resume school activities.

Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- □ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- □ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- □ Remain in the Assembly Area until further instructions are given.
- □ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- □ Announce the type of emergency.
- Offer your arm for guidance.
- □ Tell person where you are going, obstacles you encounter.
- □ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- □ Turn lights on/off to gain person's attention -OR-
- □ Indicate directions with gestures −OR-
- □ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- □ Evacuate these individuals as injured persons.
- □ Assist and accompany to evacuation site, if possible -OR-
- □ Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- □ Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION

OFF-SITE EVACUATION

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. OFF-SITE EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**. See also EVACUATION and REVERSE EVACUATION, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

- 1. Fire alarm (bell or horn signal).
 - 2. Make an announcement over the public address system:

Example:	"Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain
	with their teacher."
i	

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

	Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
	Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
	When clearance is received from appropriate agencies, give the ALL CLEAR instruction and authorize students and staff to return to the classrooms.
	Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.
AF	F ACTIONS:

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U	Take attendance before leaving campus. Instruct students to evacuate the building,
	following designated routes, and assemble in their assigned offsite Assembly Area.
	Bring along the emergency classroom backpack.
	If walking to a nearby site, keep students lined up in an orderly fashion and walk awa

- It walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ☐ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.

Remain in place until further instructions are given.

STRUCTURED REUNIFICATION	

EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- o Accident at School
- o Active Shooter/Armed Assailant
- Aircraft Crash
- o Air Pollution Alert
- o Allergic Reaction
- o Animal Disturbance
- o Biological Agent Release
- o Bomb Threat
- o Bus Accident
- o Chemical Accident (offsite)
- o Chemical Accident (onsite)
- o Civil Disobedience
- o Death of a Student
- o Death of a Staff Member
- o Dirty Bomb
- o Earthquake
- o Explosion
- o Fire (offsite)
- o Fire (onsite)
- o Flood
- o Gas Odor/Leak
- o Hazardous Materials
- o Hostage Situation
- o Intruder
- o Irrational Behavior
- o Kidnapping
- o Medical Emergency
- o Missing Student
- o Motor Vehicle Crash
- o Pandemic Influenza
- o Poisoning / Contamination
- o Public Demonstration
- o Sexual Assault
- o Storm/Severe Weather
- o Student Riot
- o Suicide Attempt
- Suspicious Package
- o Terrorist Attack/War
- o Threat Level Red
- o Threats/Assaults
- o Tsunami
- Utility Failure

EMERGENCY RESPONSE

ACCIDENT AT SCHOOL

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

- () Report accident to principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, take students to school office or school nurse for assistance.
- Complete an Accident Report or Behavioral Incident Report to document what occurred.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- O Provide appropriate medical attention. Call 911, if needed.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- O Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

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EMERGENCY RESPONSE Active Shooter/Armed Assailant

IMPORTANT NOTES REGARDING THE USE OF THIS TEMPLATE:

The information presented in this template is intended to outline the emergency response options available to school personnel in an active shooter / armed assailant situation. This template should NOT be incorporated into Comprehensive School Safety Plans until school and district staff can be trained on these concepts.

When planning training and drills on the actions described in this template, school leaders should work with local law enforcement to incorporate the guidance provided in US Department of Education publication, <u>Guide for Developing High-Quality School Emergency Operations Plans</u>, and <u>Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills</u>, published by the National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO).

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"Active shooter situations" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS - ALL SCHOOL STAFF

- 1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
 - a. Act immediately if you or your students:
 - hear a sound that might be gunfire.
 - see something that <u>looks like</u> a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
 - c. **Be decisive.** Communicate your plan to your students and act quickly.
 - d. Call 911 and the School Office as soon as it is safe to do so.

2. Options: Run, Hide or Fight

a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.

- Do not evacuate unless you...
 - o know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - o <u>and</u> can visualize a route that will get your students and yourself safely off campus.
- Don't carry anything with you.
 - o Police may mistake an item in your hands as a weapon.
 - o Leave everything behind.
- If you encounter people along the way...
 - o <u>Adults</u>: Warn them and take them with if you can but don't stop if they refuse to come.
 - o <u>Students</u>: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you <u>if</u> you can do so without endangering yourself or the other students in your care.
- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
- **b. Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
 - Lock the doors
 - Close and lock windows and close blinds or cover windows;
 - Turn off lights;
 - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
 - Silence all electronic devices;
 - Remain silent:
 - Position occupants spread out and out of line of site from room entrance.
 - Prepare to take action if the assailant attempts to get in the room;
 - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
 - Call 911 as soon as it is safe to do so.
 - Remain in place until evacuated by identifiable law enforcement officers.
- c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.
 - If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - o Construct a strong barricade.
 - o If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - o If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant <u>and</u> running for the exit as soon as the assailant enters the room.

- a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.
- Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can
 do so safely. Work with the people you are with to do both calls simultaneously if
 possible.
 - a. Provide as much information as possible (slow down be calm):
 - State the emergency: "I hear gunfire." "I saw..."
 - o Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):
 - Your precise location: "room"
 - The number of children with you:
 - b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

- a. <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
 - Run If you encounter injured persons while you are trying to get out of danger...
 - o And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
 - *Hide* If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
 - Fight This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - o If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - o If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. Law Enforcement: If you encounter law enforcement officers...
 - Immediately raise your hands in the air and display your open palms.
 - Don't run up to officers or attempt to hug or talk to them.
 - Don't talk unless they ask you a question.

- Do exactly what they tell you to do.
- c. <u>Weapons</u>: If the assailant loses control of a weapon, exercise extreme care when securing it:
 - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
 - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. <u>Ongoing Communication</u>: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. <u>Extended Day Programs / After School Activities</u>: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
 - o Include as much actionable information on the announcement as possible.
 - Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."
 - o If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
 - Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."
- Notify the district office after you call 911.
- If possible assist emergency personnel.
 - o Assist police in entering the school;
 - o Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- Emergency Operations Center (EOC)
 - o Activate the district's Emergency Operations Center
 - Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.

Offsite Reunification

- o The Operations Section should prepare an off-site evacuation site for reunification.
 - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
 - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
 - School staff and students will remain in lockdown until evacuated on a room by room basis.

- Buses should be placed on standby for evacuation.
- Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

• Crisis Intervention

- o A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
- o This team will also provide ongoing support throughout the recovery phase of the emergency response.
- o Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
- **o** Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

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Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

Notify Principal.

Move students away from immediate vicinity of the crash.

EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

Check school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the Principal /designee and emergency response personnel.

- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.

Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify police and fire department (call 911).

Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION** that may include the use of busses or alternate transportation.

Notify District Superintendent, who will contact the Office of Emergency Services.

Arrange for first aid treatment and removal of injured occupants from building.

Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine extent of injuries.

Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

Notify Principal.

Move students away from immediate vicinity of the crash.

Remain inside with students unless subsequent explosions or fire endanger the building.

\PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- () Initiate **SHELTER IN PLACE**, if warranted.
- Initiate **Take Cover** for students and staff outside or direct them to designated area until further instructions are received.

Ensure that students and staff remain at a safe distance from the crash.

Notify District Superintendent, who will contact the Office of Emergency Services.

Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

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AIR POLLUTION ALERT

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- () Instruct employees to minimize strenuous physical activity.
- O Cancel any events that require the use of vehicles.
 - Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

- O Remain indoors with students.
- Minimize physical activity.
- () Keep windows and doors closed.
- Resume normal activities after the All Clear signal is given.

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ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- () If imminent risk, call 911.
- Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).
- O Notify principal.
- Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- O If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () If imminent risk, call 911 (always call 911 if using "Epi" pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Keep an "Epi" pen in the school office and notify staff as to location.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Provide bus drivers with information sheets for all known acute allergic reactors.

ADDITIONAL	STEPS	FOR THE	SCHOOL:
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EMERGENCY RESPONSE

ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute **Secure Campus**.
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- Contact the Marin Humane Society for assistance in removing the animal.
- () If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- () If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

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EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- Notify principal.
- Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- () Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Initiate SHELTER IN PLACE.
- O Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify District Superintendent of the situation.
- O Turn on a battery-powered commercial radio and listen for instructions.
- O Complete the Biological and Chemical Release Response Checklist

- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- Notify principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- () Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- () Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- O Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify District Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- O Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- Wash affected areas with soap and water.
- () Immediately remove and contain contaminated clothing
- O Do not use bleach on potentially exposed skins.
- Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.





In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- () Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

Telephone Bomb Threats

Remain calm/courteous.

Read phone's visual display.

Listen, don't interrupt.

Keen caller talking. Pretand bear

Keep caller talking. Pretend hearing difficulty.

Notice details: background noises, voice description.

Ask: When? Where? What? How? Don't touch any suspicious objects.

Call 911

PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- O Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTATOR ACTIONS:

- () Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.

- () Instruct staff and students to turn off any pagers, cellular phones ortwoway radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- O If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the District Superintendent of the situation.
- O Direct a search team to look for suspicious packages, boxes or foreign objects.
- O Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- O If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- © Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- O Do not return to the building until emergency response officials determine it is safe.

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSEBOMB THREAT CHECKLIST

The following checklist can be obtained in PDF form from FEMA at: http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

- Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
- Listen carefully. Be polite and show interest
- Try to keep the caller talking to learn more information.
- 4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
- 5. If your phone has a display, copy the number and/or letters on the window display
- 6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
- Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb
- Evacuate the building until police arrive and evaluate the threat

Poorly handwritten

Misspelled words

Incorrect titles

Foreign postage

Restrictive notes

- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police 1-877-4-FPS-411 (1-877-437-7411)

BOMB THREAT CHECKLIST Date: Time: Time Caller Phone Number Where Hung Up: Call Received: Ask Caller: Where is the bomb located? (Building, Floor, Room, etc.) When will it go of? What does it look like? What kind of bomb is it? What will make it explode? Did you place the borntr? No What is your name? Exact Words of Threat: Information About Caller: Where is the calter located? (Background and lever of noise). Estimated age is voice familiar? If so, who does it sound like? · Other points: Caller's Voice **Flackground Sounds:** Threat Language: ☐ Accent Animal Noises Incoherent Angry ☐ House Noises Message read Calm Kitchen Noises Taped Clearing tyroat □ Street Noises ☐ Imational Coughing Booth Profane Cracking voice PA system □ Well-spoken Conversation Crying Music Deep Deep breathing ☐ Motor Disgused Clear Distinct State Excited Office machinery Female Factory machinery D Laughter Local Lisp Long distance а Loud Male Other information: Nasai 0000 Normal Ragged Rapid Raspy Homeland 00 Slow Shirred Security Soft. Stutter

EMERGENCY RESPONSE

BUS ACCIDENT

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of

the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

- O Turn off power, ignition and headlights. Use safety lights, as appropriate.
- () Evaluate the need for evacuation.
- Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

- Call 911, if warranted.
- O Notify principal.
- () Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- O Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- O Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip

BUS DRIVER ACTIONS:

- () Issue DUCK, COVER and HOLD ON instruction.
- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- O Set brake, turn off ignition and wait for shaking to stop.
- O Check for injuries and provide first aid, as appropriate.
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- O Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.

- () If instructed to continue route,
- () Enroute to school, continue to pick up students.
- C) Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from site administrator.
- Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

- O Do not drive through flooded streets and/or roads.
- Take an alternate route or wait for public safety personnel to determine safe route.
- O If the bus is disabled, stay in place until help arrives
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- O Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- Account for all students and staff throughout the emergency.

ADDITIONAL STEPS:

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EMERGENCY RESPONSE CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:

- O Alert others in immediate area to leave the area.
- Close doors and restrict access to affected area.
- O Notify principal/site administrator.
- O DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released
 - Characteristics of spill (color, smell, visible gases)
 - Name of substance, if known
 - Injuries, if any
- Notify Maintenance/Building and Grounds Manager.
- Determine whether to implement SHELTER IN PLACE, EVACUATION and/or student release.
- O Post a notice on the school office door stating location of alternate school site.
- Notify District Superintendent of school status and location of alternate school site.

STAFF ACTIONS:

- If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

EMERGENCY RESPONSE CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- O Notify principal/site administrator.
- O DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released; name of substance, if known
 - Characteristics of spill (color, smell, visible gases)
 - Injuries, if any
 - Your name and telephone number
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- O Post a notice on the school office door stating location of alternate school site.
- Notify District Superintendent of school status and location of alternate site.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.

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- Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
- O not return to the building until emergency response personnel have determined it is safe.

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CIVIL DISTURBANCE

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

- O Report disruptive circumstances to principal/site administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.

- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- () Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.
- Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- care for the injured, if any.
- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

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DEATH of a STUDENT

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- O Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- O Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Go to each of the student's classes and notify his/her classmates in person.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Make arrangements with the family to remove the student's personal belongings from the school.

Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

EMERGENCY RESPONSE DEATH of a STAFF MEMBER

A reported death or serious illness among the school community may have a profound affect on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- O Determine whether additional resources are needed and make appropriate requests.
- O Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- () Facilitate classroom and small group discussions for students.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Thank all those who assisted.
- O Continue to monitor staff and students for additional supportive needs.

ADDITIONAL STEPS FOR THE SCHOOL:

DIRTY BOMB

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

Outside, close to the incident.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Set up decontamination station where students and staff may shower or wash with soap and water.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.
- O Turn on a battery-powered commercial radio and listen for instructions.
- O Notify District Superintendent of the situation.
- Arrange for medical attention for those injured by the explosion.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- Avoid touching any objects thrown off by the explosion—they might be radioactive.
- Follow standard student assembly, accounting and reporting procedures.
- Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.

- Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- O Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

Inside, close to the incident

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- O NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate SHELTER IN PLACE procedures. Turn off HVAC system.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- O Turn on a battery-powered commercial radio and listen for instructions.
- Notify District Superintendent of the situation.
 - Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- () Keep students calm. Instruct students to **DUCK and COVER**.
- Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- O Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

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EARTHQUAKE

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send search and rescue team to look for trapped students and staff. Post guards a safe distance away from building entrances to assure no one re-enters.

Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.

Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.

O Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- Give **DROP**, **COVER and HOLD ON** command. Instruct students to moveaway from windows, bookshelves and heavy suspended light fixtures. Getunder table or other sturdy furniture with back to windows.
- O Check for injuries, and render First Aid.
- After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.

- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- O Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- () Keep a safe distance from any downed power lines
- O Do NOT re-enter building until it is determined to be safe.
- O Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- O If school must be closed, notify staff members, students and parents.
 - Arrange for alternative learning arrangement such as portable classrooms
 - if damage is significant and school closing will be of some duration.
- Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE

EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.

Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.

Secure area to prevent unauthorized access until the Fire Department arrives.

Advise the District Superintendent of school status.

Notify emergency response personnel of any missing students.

Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.

Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

Determine if Student Release should be implemented. If so, notify staff, students and parents.

If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- () Initiate **DROP**, **COVER AND HOLD ON**.
- If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.

- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- O Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine if **EVACUATION** of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION**.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- () Monitor radio station for information.
- O Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return to.

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Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement **EVACUATION** of the building.
- () Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- O Direct search and rescue team to be sure all students and personnel have left the building.
- () Ensure that access roads are kept open for emergency vehicles.
- Notify District Office of situation.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
 - () If needed, notify bus dispatch for **OFF-SITE EVACUATION**.
 - O Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- c) **EVACUATE** students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Issue **STAND BY** instruction. Determine if evacuation is required.
- Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- O Delegate a search team to assure that all students have been evacuated.
 - lssue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.
 - Post a notice on the office door stating where the school has relocated and inform the District Office.
 - Monitor AM radio weather station for flood information.
 - Notify District Superintendent of school status and action taken.
 - O Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- () Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- O Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

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All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- Notify principal.
- O Move students from immediate vicinity of danger.
- O Do not turn on any electrical devices such as lights, computers, fans, etc.
- O If odor is severe, leave the area immediately.
- If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- O If gas leak is internal, evacuate the building immediately.
- () Call 911.
- O Notify utility company.
- O Determine whether to move to alternate building location.
- O If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- O Do not return to the building until it has been inspected and determinedsafe by proper authorities.

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HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- O Initiate **EVACUATION.** Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- O Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- () If time is available, initiate **Off Site Evacuation,** which may include the use of busses. Move students and staff away from the path of the hazardous materials.
- O Notify District Superintendent.
- O Wait for instructions from emergency responders-- Health or Fire Department.
- O Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- O Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- () Follow standard student assembly, accounting and reporting procedures.
- Report names of missing students to office.
- O Do not take unsafe actions such as returning to the building before it has been declared safe.

ADDITIONAL STEPS FOR THE SCHOOL:

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HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- O Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- O Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

STAFF ACTIONS:

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- Alert the principal/site administrator.
- Account for all students.

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INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Initiate LOCKDOWN.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:

"What can we do to make this better?"

"I understand the problem, and I am concerned."

"We need to work together on this problem."

- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- () Keep subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and building.
- O Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

() Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.

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IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Keep the individual under continuous adult supervision.
- Keep the individual on campus until parent/guardian has been notified.
- Arrange appropriate support services for necessary care of individual.
- If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
 - Provide parents/guardian with the names and phone numbers of mental health resources
 - Recommend that the parents make an immediate contact with a therapist.
 - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- Provide follow-up collaborative support for the student and parents (as indicated) within the school
- O Develop a safety plan prior to the student's return to school.
- O Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- O Notify principal/site administrator.
- Notify school nurse, school psychologist, counselor or social worker.
- O Protect individual from injury.

ADDITIONAL STEPS FOR THE SCHOOL

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PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- O Verify information with the source of the abduction report.
 - Contact law enforcement (call 911) for assistance.
 - Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
 - O Provide suspect information to the police, if known.
 - Contact the parents/guardian of the student involved and establish a communication plan with them.
 - Obtain the best possible witness information.
 - O Conduct a thorough search of the school/campus/bus.
 - Relay current information to police, parents and essential school staff.
 - Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
 - Advise the law enforcement dispatcher of the staff member key contact's name and number.
 - O Provide the key contact with access to school records.
 - Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
 - When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

O Notify principal, providing essential details:

Name and description of the student

- Description of the suspect
- Vehicle information
- Move students away from the area of abduction.

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MEDICAL EMERGENCY

Universal Precautions when

Treating a Medical Emergency

Always use non-latex or nitrile

gloves and, if necessary, mask and gown, to reduce the risk of

transmission of body fluids.

providing care.

Wash hands thoroughly after

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the victim (ABC Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
 - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
 - Exact location within the building
 - Nature of the emergency and how it occurred
 - Approximate age of injured person
 - Caller's name and phone number

Do not hang up until advised to do so by dispatcher.

- Assign staff member to meet rescue service and show medical responder where the injured person is.
- Assemble emergency care and contact information of victim
- Monitor medical status of victim, even if he or she is transported to the hospital.
- Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Advise staff of situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

- Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- Notify Principal/Site Administrator.
- Stay calm. Keep individual warm with a coat or blanket.
 - Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- O Do not give the individual anything to eat or drink.

ADDITIONAL STEPS FOR THE SCHOOL:

MISSING STUDENT

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- call 911 and explain the situation.
- Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- O Conduct an immediate search of the school campus/bus, as appropriate.
- Gather information about student to provide to law enforcement authorities:
 - photo
 - home address
 - parent contact numbers
 - class schedule
 - special activities
 - bus route /walking information
- Notify parents/guardians if the student is not found promptly.
- If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- O Double-check circumstances:
 - Did someone pick up the student?
 - Could the student have walked home?
 - Is he or she at a medical appointment or another activity?
- Assist police with investigation. Provide a photo and complete information the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police whenthey arrive.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact's name and number.
- If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- Have driver keep in communication with the transportation dispatcher.

 Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher

- Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

STAFF ACTIONS:

- O Confirm that student attended school that day. Notify Principal.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

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MOTOR VEHICLE CRASH

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify police and fire department (call 911).

Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION** which may include the use of busses or alternate transportation.

Arrange for first aid treatment and removal of injured occupants from building.

Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.

Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine extent of injuries.

Notify District Superintendent.

STAFF ACTIONS:

Notify Principal.

Move students away from immediate vicinity of the crash.

EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

Check school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the principal /designee and emergency response personnel.

- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.

Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

ADDI:	TIONAL	STEPS	FOR THE	SCHOOL:

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EMERGENCY RESPONSE PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- O Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- () Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- O Respond to media inquiries regarding school attendance status.
- () Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice "respiratory hygiene etiquette".
- O Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- () Implement online homework assignments so that students can stay home.

Respiratory Hygiene Etiquette

Cover your cough and sneeze with a tissue

Wash hands with soap and water or a waterless hand hygiene product

Place used tissues into a sealed bag

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities. Provide staff with information on possible poisonous materials in the building.

Notify District Superintendent of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- O Notify principal/site administrator.
- Call the Poison Center Hotline 1-800-222-1222.
- Administer first aid as directed by poison information center.
- Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- () Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- O Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

VDDITIONVI	STEDS EVE	THE SCHOOL :

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When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- Contact local police department for the school's jurisdiction and advise them of the situation.
- O Notify staff of the planned demonstration.
- O Develop an information letter to parents.
- Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- O Designate a staff member to handle incoming calls during the demonstration.
- Establish areas where demonstrators can set up without affecting the operation of the school
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

O Do not allow students to be interviewed by the media or join in the demonstration

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE

SEXUAL ASSAULT

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
 - vaginal, anal, or oral penetration
 - sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911 if the assault is physical. Close off the area to everyone.

- Assign a counselor/staff member to remain with the victim.
- Review possible need for a **Lockdown** or **Secure Campus** until circumstances surrounding the incident are known.
- O Notify victim's family.
- If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- O Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

- O Determine if immediate medical attention is needed. If so, call 911.
- () Isolate the victim from activity related to the incident.
 - Avoid asking any questions except to obtain a description of the perpetrator.

ADDITIONAL	STEPS F	OR THE	SCHOOL:
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EMERGENCY RESPONSE

Severe Weather

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Report to site by 6 a.m. to check for power outages, flooding, etc.
- O Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- O Post school status on school website.
- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- O Upon passage of the storm, return to normal routine.

Windstorm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- Notify utility companies of any break or suspected break in utility lines.
- () Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Take appropriate action to safeguard school property.
- O Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- Take attendance. Report any missing students to principal/site administrator.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE

STUDENT RIOT

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

- In a violent situation, immediately notify the first available adult.
- O Do not retaliate or take unnecessary chances.
- O Move away from the area of agitation.
- Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- Stay calm and reassure fellow students.
- Assist teachers and staff in accounting for students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Follow directions from school administrator or law enforcement directions about where to go.
- O Do not speculate to others or perpetuate rumors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- O Control student ingress and egress from campus.
- O Identify why the disruption is occurring. If necessary, notify police to request assistance.
- () If disruption is non-violent, notify school resource officer or school education officer.
- Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- O Notify parents about the incident, as appropriate.
- After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

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EMERGENCY RESPONSE

SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- O Call ambulance in event of overdose or injury requiring medical attention.
- Call 911 if immediate threat exists to the safety of the student or others.
- Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- () Cancel all outside activities.
- Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- () Inform the Principal of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

Steps for Suicide Intervention

Stabilize individual

Determine services needed

Inform

Follow-up

Assess risk

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE

SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
 No return address
- Restrictive markings, e.g., "Personal"
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- Excessive postage
- Excessive postage
- Excessive masking tape, string
- · Oily stains or discoloration
- · Protruding wires or tin foil
- Rigid envelope

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Call 911.
- Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- O Prevent others from coming into the area.
- Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- O If powder spills out, shut the ventilation system, heating system, or air
- Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

- O Do not open package. Do not pass it around to show it to other people.
- O Do not bend, squeeze, shake or drop package.
- O Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- () Leave the room promptly and prevent anyone from entering.
- Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:

- O Do not sniff, touch, taste, or look closely at the spilled contents.
- O Do not clean up the powder.
- Put the package on a stable surface.
- C) Leave the room promptly and prevent anyone from entering.
- Wash hands thoroughly with soap and water.
- Notify principal or Site Administrator.

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EMERGENCY RESPONSE TERRORIST ATTACK / WAR

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

Civil Defense Warning of Possible Enemy Attack

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Move students to closest suitable shelter.
- If the above is not advisable, remain in school building and initiate **Duck**, **Cover and Hold On**.

STAFF ACTIONS:

- () Keep students calm.
- Close all curtains and blinds.

Enemy Attack Without Warning

STAFF ACTIONS:

- () Keep students calm.
- O Close all curtains and blinds.
- () Instruct students to DUCK AND COVER.

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THREAT LEVEL RED

These are actions to take when the Homeland Security Advisory System risk is set at "Threat Level Red", specific to the community.

During school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- () Listen to radio and TV for current information and instructions.
- Initiate ACTION appropriate for the situation. Action may likely involve DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE or TAKE COVER.
- O Continue to monitor media for specific situation.
- O Be alert and immediately report suspicious activity to proper authorities.
- () If circumstances and time allow, move students to closest suitable shelter.

Location:	<u></u>
Procedure	e for movement to shelter:

- O If moving students is not advisable, remain in building as place of shelter.
- Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

- Require identification check for anyone entering school other than students, staff and faculty.
- Escort visitors to location in school building.

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THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
- 1) Is the individual moving towards violent action?
- 2) Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
 - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
 - Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
 - () Isolate the threatening person from other students and staff, if it is safe todo so. Initiate appropriate response actions, which may be LOCKDOWNor EVACUATION. Cancel all outside activities.
 - Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
 - If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
 - () Facilitate a meeting with student(s) and family to review expectations.
 - Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- O If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie downand cover their heads. Keep students calm.
- Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- O Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- () Remain with students until **ALL CLEAR** is given.

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• • Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Before

- () Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

During

- Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
- Monitor the NOAA Weather Radio Service for tsunami warnings: http://wcatwc.arh.noaa.gov/. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
- O Notify superintendent of school status.
- O Remain on safe ground until local authorities advise it is safe to return.

After

- Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- Expect debris.
- Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.

- Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

- If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
- Take attendance. Report any missing students to principal/site administrator.
- Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
- O Return to school only if authorities advise it is safe to do so.

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Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

- Notify utility company. Provide the following information:
 - Affected areas of the school site
 - Type of problem or outage
 - Expected duration of the outage, if known
- O Determine length of time service will be interrupted.
- O Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify District Office of loss of service.
- () Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets: Kennedy High School
Drinking Water: Kennedy High School

Food Service: Shelf stable itesm/early dismissal

Fire Suppression: early dismissal

Other:

C. Suspension & Expulsion Policies

The Caliber Board has adopted a suspension and expulsion policy which is outlined within the School's Charter and Board Policy No. 5. This Policy is available at the main office upon request.

C. Procedures for Notifying Teachers of Dangerous Pupils

The School Leader or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. When violence is directed against an employee by any individual and the employee notifies the School Leader or designee, the School Leader or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the School Leader or designee of a threat of bodily harm, Caliber shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The School Leader or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution. The Charter School requires its employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

- 1. Confiscate the object and deliver it to the principal immediately.
- 2. Immediately notify the school leader, who shall take appropriate action.
- 3. Immediately notify the local law enforcement agency and the school leader.

When informing the School Leader about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure. Pursuant to Education Code section 49334, school employees who notify law enforcement regarding students or adults who are in possession of injurious objects while on school grounds or under the jurisdiction of school personnel are immune from prosecution.

E. Discrimination & Harassment Policy

The Caliber Board has adopted Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy which is outlined within Board Policy No. 2. This Policy is available online at caliberbetaacademy.org at the main office upon request.

F. School-wide Dress Code Prohibiting Gang Attire

Dress and Grooming Policy

The School believes that appropriate dress and grooming contribute to a productive learning environment. The School expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the School activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The School seeks to provide educational experiences which assure that students are academically prepared, that they accept civic and social responsibilities and that they are qualified for future entry into the work place. The clothing and accessories worn by students and staff should reflect the serious goals of an academic environment.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year within the Family Handbook under the heading "Uniform Policy." A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

All students and staff of public primary, elementary, junior high and senior high schools have a right to attend campuses which are safe, secure and peaceful. Where there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities, the Board authorizes the principal, staff and parents/guardians at the school to establish a reasonable dress code that prohibits students from wearing gang-related apparel. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

G. Safe and Orderly Environment

Goal 1: Increasing the physical safety of adults and students on campus and student behavior in classrooms

Annual Objectives

- 1. Family re-entry meeting for typical suspension/expulsion behavior
- 2. Teachers notified when student re-enters classroom
- 3. Teachers have voice if and when students return to class
- 4. Conscious Discipline program for teachers
- 5. Restorative process with parents
- 6. Normalizing a system of communication with parents about student behavior

Goal 2: Monitor visitor and students access on campus

Annual Objectives

- 1. Visitor badges and ensure all visitors wear them while on campus
- 2. Policies and procedures for adult safety
- 3. One point of entry for the school
- 4. Cameras at all entry points- Adding cameras to open spaces like hallways, playground, bathrooms, etc. Monitor cameras and gates
- 5. Parent and student volunteers for campus security

Comprehensive School Safety Plan (CSSP) Template
Self-Monitoring Tool

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California Education Code Sections 32280–32289

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CSSP Requirements	Education Code	Located in Section	
Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.	32281.(b)		
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan. ✓ Identify tactical info.	32281. (b)(3)		
The Comprehensive School Safety Plan includes, but is not limited to:			
a. An assessment of the current status of school crime committed on the school campus and at school-related functions.	32282. (a)(1)		
You may accomplish this by reviewing the following types of information: Local law enforcement crime data Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System Behavior Referrals Attendance rates/School Attendance Review Board data California Healthy Kids Survey data School Improvement Plan Property Damage data			
 b. An identification of appropriate strategies and programs that provide/maintain a high level of school safety. 	32282. (a)(2)		
The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	32282. (a)(2)		
The Comprehensive School Safety Plan must include all of the following: A. Child Abuse Reporting procedures	32282. (a)(2) 32282. (a)(2)(A)		
B. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	32282. (a)(2)(B)		
 i. Earthquake emergency procedures that include: A school building disaster plan A drop procedure Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools Protective measures to be taken before, during, and after an earthquake 	32282. (a)(2)(B)(i) (I-IV)		

 A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system 		
ii. Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an	32282. (a)(2)(B)(ii)	
emergency which affects public health or welfare. C. Policies and procedures which lead to suspension and/or expulsion.	32282.	
C. I officies and procedures without lead to suspension and/or expulsion.	(a)(2)(C)	
D. Procedures to notify teachers of dangerous pupils.	32282. (a)(2)(D)	
E. Policy prohibiting discrimination, harassment, intimidation, and bullying.	32282. (a)(2)(E)	
F. Provisions of any school site dress code, including prohibition of "gang-related" apparel.	32282. (a)(2)(F)	
G. Procedures for safe ingress and egress of pupils, parents, and employees from school site; including procedures for visitor access to the school campus.	32282. (a)(2)(G)	
H. Goals and plans that create a safe and orderly environment conducive to learning at the school.	32282. (a)(2)(H)	
I. The rules and procedures on school discipline.	32282. (a)(2)(I)	
J. Hate crime reporting procedures and policies.		
The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.	32282.1	
The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.	32284.	
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	32286	
The plan should include documentation that school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.	32288	
The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.	32288. (b)	
Public View version available for review during business hours. NOTES: Remove Tactical Information from Public View copy. Recommended review procedures:	32288. (b)(2)	
i. ID check ii. Staff present during review. iii. No copies.		
Do need to comply with a CA Public Information Act request.		



SECTION 4: ADDITIONAL INFORMATION





Report/Ratification of Closed Session





Closed Session Item(s)

Disclosure of items to be discussed & call for comments

E1.CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION (Gov. Code section 54956.9(d)(2).): ([1]).



