



# Health Sciences High and Middle College

## HSHMC Board Meeting

Published on February 17, 2026 at 7:19 PM PST

Amended on February 19, 2026 at 2:23 PM PST

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### Date and Time

Monday February 23, 2026 at 8:00 AM PST

### Location

**Sharp Prebys Innovation and Education Center**  
**8695 Spectrum Center Blvd.**  
**San Diego, CA 92123**  
**3rd Floor - Boardroom 323**

Zoom Meeting

<https://hshmc.zoom.us/j/3720403229?omn=84046876389>

Meeting ID: 372 040 3229

Passcode: **Board**

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>8:00 AM</b>
<b>A.</b>	Record Attendance		1 m
<b>B.</b>	Call the Meeting to Order	Frederick Johnson	1 m

	Purpose	Presenter	Time	
<b>C.</b> Approve Minutes	Approve Minutes	Frederick Johnson	3 m	
Approve minutes for HSHMC Board Meeting on December 2, 2025				
<b>II.</b>	<b>Public Comment</b>			
<b>III.</b>	<b>Information Items</b>		<b>8:05 AM</b>	
<b>A.</b>	HSHMC Student Representative	FYI	Dea Milkani	5 m
<b>B.</b>	CEO Comments	FYI	Ian Pumpian	5 m
<b>IV.</b>	<b>Open Session: Action Items</b>		<b>8:15 AM</b>	
<b>A.</b>	2025-2026 Second Interim Financial Report	Vote	Greg Ottinger	5 m
<b>B.</b>	LCAP Mid-Year Progress Report	Vote	Dominique Smith	5 m
<b>V.</b>	<b>Open Session - Consent Agenda Items</b>		<b>8:25 AM</b>	
<b>A.</b>	2025-2026 Independent Auditor Contract		Ian Pumpian	5 m
<b>B.</b>	Suspension and Expulsion Policy		Dominique Smith	5 m
<b>C.</b>	Universal Access High School Charter Petition		Ian Pumpian	5 m
<b>D.</b>	Immigration Enforcement Policy		Dominique Smith	1 m
<b>E.</b>	Comprehensive School Safety Plan		Dominique Smith	1 m
<b>F.</b>	Consent Agenda Vote on Items A-E	Vote	Frederick Johnson	5 m
<b>VI.</b>	<b>CLOSED SESSION</b>			
<b>VII.</b>	<b>OPEN SESSION</b>			
<b>VIII.</b>	<b>Closing Items</b>		<b>8:47 AM</b>	
<b>A.</b>	Adjourn Meeting		Frederick Johnson	1 m

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for HSHMC Board Meeting on December 2, 2025

APPROVED



# Health Sciences High and Middle College

## Minutes

### HSHMC Board Meeting

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#### Date and Time

Tuesday December 2, 2025 at 8:00 AM

#### Location

**Sharp Prebys Innovation and Education Center**  
**8695 Spectrum Center Blvd.**  
**San Diego, CA 92123**  
**3rd Floor - Boardroom 323**

#### Zoom Meeting

<https://hshmc.zoom.us/j/3720403229?omn=84046876389>

Meeting ID: 372 040 3229

Passcode: Board

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#### Directors Present

B. Steineckert, D. Gross, D. White, F. Johnson, J. Broad, J. Kramer, M. Byrd, R. Essaian, S. Evans

#### Directors Absent

A. Carpenter

#### Ex Officio Members Present

D. Smith, I. Pumpian, S. Johnson

#### Non Voting Members Present

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D. Smith, I. Pumpian, S. Johnson

### Guests Present

G. Ottinger, J. Lei, J. Spoon, L. Hutchinson, O. Corrigan, S. Burton

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## I. Opening Items

### A. Record Attendance

### B. Call the Meeting to Order

F. Johnson called a meeting of the board of directors of Health Sciences High and Middle College to order on Tuesday Dec 2, 2025 at 8:02 AM.

### C. Approve Minutes

S. Evans made a motion to approve the minutes from HSHMC Board Meeting on 08-18-25.

B. Steineckert seconded the motion.

The board **VOTED** to approve the motion.

#### Roll Call

J. Kramer	Aye
F. Johnson	Aye
D. White	Aye
J. Broad	Abstain
A. Carpenter	Absent
R. Essaian	Aye
B. Steineckert	Aye
D. Gross	Aye
S. Evans	Aye
M. Byrd	Aye

## II. Information Items

### A. HSHMC Highlights and Student Representative Report

D. Smith noted that student board representative, Dea Milkani, could not make the meeting due to transportation issues.

### B. CEO's Comments

As part of the CEO's comments, I. Pumpian:

- Thanked the board for completing their Ethics training as part of a new legislation requirement.

- Provided a copy of the 2025 Williams Superintendent Report to the board.
  - Provided detailed background information on MTSS (Multi Tiered System of Support) and how HSHMC currently provides resources to help students grow under this system.
  - Shared that HSHMC is developing new partnerships and initiatives to further support MTSS at HSHMC. The newest partnership is through an MOU with Operations Samahan, Inc. (Opsam).
- 
- D. Gross shared the outcomes from a recent meeting with stakeholders from HSHMC and the San Diego Mid City Police Department. The meeting was very positive and a future partnership is planned.
  - The meeting was focused on creating community dialogue with other schools, revitalizing existing programs centered around violence prevention, and how to move education forward by involving stakeholders through different programs and career opportunities. Next steps include putting together a strategic plan and scheduling a follow-up meeting with stakeholders.
  - D. Smith shared his excitement around this new partnership and the positive effects it will have on HSHMC's school community.
  - It was noted that the Police Captain expressed interest in a position on the HSHMC board.

### **C. OPSAM Health**

I. Pumpian shared the OPSAM MOU with the board as mentioned in his comments above as part of a new partnership with HSHMC.

### **D. Draft 2024-2025 Independent Audit**

D. Gross provided a general overview of the 2024-2025 independent audit to the board.

## **III. Closed Session**

### **A. Independent Auditor Report**

Independent Auditor Report

## **IV. OPEN SESSION: Action Items**

### **A. 2025-2026 First Interim Report**

G. Ottinger provided an overview of the 2025-2026 First Interim Report, noting that HSHMC is financially stable, in compliance, and tracking well with budgeted projections.

D. Gross made a motion to approve the 2025-2026 First Interim Financial Report.

M. Byrd seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

S. Evans Aye  
J. Kramer Aye  
J. Broad Aye  
D. Gross Aye  
M. Byrd Aye  
R. Essaian Aye  
A. Carpenter Absent  
B. Steineckert Aye  
D. White Aye  
F. Johnson Aye

**B. 2024-2025 Draft Independent Audit**

D. Gross made a motion to approve the 2024-2025 Independent Audit.

J. Kramer seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

F. Johnson Aye  
A. Carpenter Absent  
S. Evans Aye  
J. Broad Aye  
D. Gross Aye  
J. Kramer Aye  
R. Essaian Aye  
B. Steineckert Aye  
D. White Aye  
M. Byrd Aye

**C. Confirmation of Lorraine Hutchinson to the HSHMC Board**

F. Johnson introduced Lorraine Hutchinson to the board. D. Smith commented on her nomination and recommended that Lorraine Hutchinson be confirmed as a new board member.

J. Kramer made a motion to accept the nomination of Lorraine Hutchinson to the board of directors.

R. Essaian seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

F. Johnson Aye  
J. Kramer Aye  
S. Evans Aye  
B. Steineckert Aye

**Roll Call**

A. Carpenter Absent  
R. Essaian Aye  
J. Broad Aye  
D. White Aye  
D. Gross Aye  
M. Byrd Aye

**D. Pupil Behavioral Health Policy (CA Ed Code 49428.1 and 49428.2)**

D. Gross suggested that an annual statistical report be provided to the board to highlight behavioral interventions outlined in the policy.

D. Gross made a motion to approve the Pupil Behavioral Health Policy.

M. Byrd seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

S. Evans Aye  
J. Broad Aye  
B. Steineckert Aye  
A. Carpenter Absent  
J. Kramer Aye  
D. Gross Aye  
D. White Aye  
R. Essaian Aye  
F. Johnson Aye  
M. Byrd Aye

**V. Closing Items**

**A. Adjourn Meeting**

D. Gross suggested that an information item be added to the next meeting's agenda regarding recruitment of San Diego Police Captain to the HSHMC board.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:11 AM.

Respectfully Submitted,  
S. Johnson

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**Documents used during the meeting**

- Health Sciences High and Middle College Williams 2025 Superintendent Report.pdf
- draft MOU\_Operation\_Samahan-HSHMC Draft (1).docx
- Draft Audit 24-25.pdf

- 37683380114462 Health Sciences High and Middle College (Preliminary Budget) (3).xlsx
- Draft Audit 24-25.pdf
- Lorraines Hutchinson Bio.pdf
- Policy on Behavioral Health- for Board Action.docx

# Coversheet

## 2025-2026 Second Interim Financial Report

**Section:** IV. Open Session: Action Items  
**Item:** A. 2025-2026 Second Interim Financial Report  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2nd Interim 2026 Health Sciences High and Middle College.xlsx  
Second Interim HSHMC 25-26.pdf

## Notice

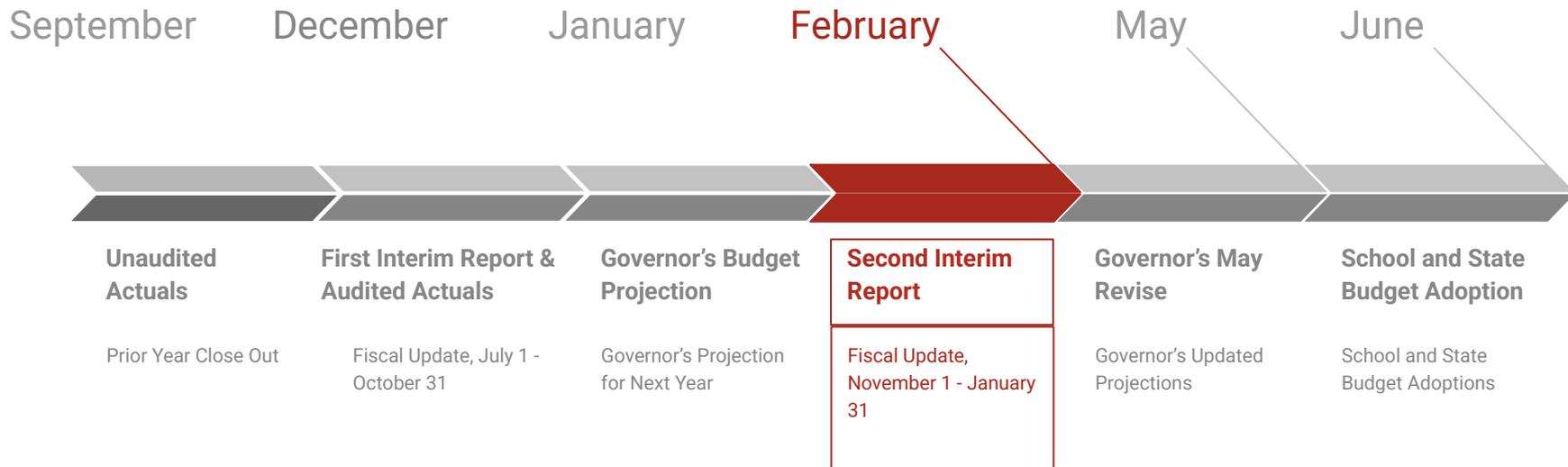
The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

2nd Interim 2026 Health Sciences High and Middle College.xlsx

# Second Interim Financial Report

2/23/2026





## Executive Summary

- Governor's Update
- Financials from **7/1/25 -1/31/26** tracking in line with board approved budget
- **2025-26 Planned use of reserves** to invest in key programs
- 2026-27 Projected back to a positive budget position

### Today's Action

- Approve Second Interim Report



## Governor's Update

- Local Control Funding Formula COLA of 2.41%
- Proposition 98 funding for 2026–27 is \$125.5B, but the Governor underfunds the guarantee by \$5.6B
- \$1.9B in prior deferrals are fully repaid in 2026–27
- \$2.8B one-time Discretionary Block Grant
- Special Education receives a 2.41% COLA
- Major Governance Shift



## Overview

- Certification: **Positive** (projecting ability to meet all obligations this year and two years out)
- HSHMC remains financially stable, compliant, and operating with a balanced financial position
- Enrollment holding at ~543, Average Daily Attendance (ADA) at ~92%, consistent with projections



## General Fund Outlook (2025–26 to 2027–28)

- Stable revenue trajectory under conservative assumptions
  - 2025-26 Planned reserve use (~1.1M)
  - 2027-28 Projected modest operating surplus
  - 2028-29 Projected modest operating surplus
- *Reserves > \$5M at year open*



Overall: HSHMC remains fiscally strong, stable, and strategically positioned for continued success.

- Positive Second Interim with stable revenues and controlled expenditures
- Strong liquidity and healthy reserves
- No structural deficit across the multi-year period



## Recommendation (Vote)

- Recommendation to approve the Second Interim Financial Report reflecting the school's financial status from July 1 through January 31, 2026.



# Coversheet

## LCAP Mid-Year Progress Report

**Section:** IV. Open Session: Action Items  
**Item:** B. LCAP Mid-Year Progress Report  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025-26 LCAP Mid-Year\_Update.pdf

**Health Sciences High and Middle College  
LCAP Mid-Year Annual Update for 2025-26**

The Mid-Year Annual Update to the 2025-26 Local Control and Accountability Plan (LCAP) is designed to provide information that informs the planning process for the remainder of the current year and provides direction in the development of the 2026-27 LCAP.

Within this document the LCAP Goal that is related to the metric is listed.

**I. Goal 1: All students will benefit from the maintenance of a strong base program that is foundational to building student academic and social/emotional success at HSHMC.**

Metric #	Metric and Baseline	Mid-Year Progress
1.1	Percent of teachers who are appropriately assigned and fully credentialed, including teachers of English Learners, as measured by Dashboard Local Indicator (Basics).  <b>Baseline:</b> 81.1 % of teachers (2021-2022 Data) 100% Teachers of English Learners	2025-26  All teachers -100% Teacher of English Learners - 100%
	<b>Year 2 Target:</b> All teachers -100% Teacher of English Learners - 100%	<b>Year 2 Target:</b> Met
1.2	Access to Standards aligned instructional materials, as measured by tools in Local Indicator (Basics).  <b>Baseline:</b> 100% of students have sufficient access	2025-26  100% of students have sufficient access
	<b>Year 2 Target:</b> 100%	<b>Year 2 Target:</b> Met
1.3	School facilities are in good repair, as measured by Local Indicator 1 (Basics)  <b>Baseline:</b> 100% of the facilities are safe, clean and functional, and maintained in good repair.	2025-26  100% of the facilities are safe, clean and functional, and maintained in good repair.
	<b>Year 2 Target:</b> 100%	<b>Year 2 Target:</b> Met

Green indicates growth compared to baseline.

SED – Socioeconomically Disadvantaged; SWD – Students with Disabilities; EL – English Learners

**Health Sciences High and Middle College  
LCAP Mid-Year Annual Update for 2025-26**

<p>1.4</p>	<p>Progress in implementing California state academic standards, as measured by sections 3 and 4 of the Reflection Tool in the Local Indicator for Implementation of Academic Standards This includes programs to enable English Learner students to access ELD standards</p> <p><b>Baseline:</b> ELA - 5 (Full Implementation and Sustainability)                  ELD - 5                  Math - 5                  Science - 5                  History- Social Science- 5                  CTE - 5                  Health - 5                  Physical Education - 5                  VAPA - 5                  World Languages - 5</p>	
	<p><b>Year 2 Target:</b>                  ELA - 5 (Full Implementation and Sustainability)                  ELD - 5                  Math - 5                  Science - 5                  History- Social Science - 5                  CTE - 5                  Health - 5                  Physical Education - 5                  VAPA - 5                  World Languages - 5</p>	<p><b>Year 2 Target: Met</b></p>
<p>1.5</p>	<p>Percent of students who have access to a Broad Course of Study, as measured by the narrative in the Local Indicator for this metric.</p> <p><b>Baseline:</b> 100% of all students have access, including unduplicated pupils and individuals with exceptional needs</p>	

Green indicates growth compared to baseline.

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**Health Sciences High and Middle College  
LCAP Mid-Year Annual Update for 2025-26**

	<b>Year 2 Target: 100%</b>	<b>Year 2 Target: Met</b>
1.6	<p>California Healthy Kids Survey: New Baseline was established in 2024 as the survey tool was changed from the original LCAP.</p> <p>(Year 2-3) <b>Baseline Q#</b> from Fall 2024 Based on Table A6.4, 70% of our students had school connectedness.</p> <p>Based on Table A6.5, 68.5% of respondents have caring relationships with adults in school.</p>	<p>We administered the California Healthy Kids Survey (CHKS) since we decided that CHKS was going to provide us with more detailed information about the overall health of our students.</p> <p>We administered the survey in the Fall of 2025 and will administer again in the Spring of 2026 to consider our growth.</p>
	<p><b>Year 2 Target:</b> <b>Goal</b> New Target for CHKS will be 76% for school connectedness and 74% for caring relationships with adults.</p>	<p><b>Year 2 Target:</b> In progress</p>

**II. Goal 2: Improve student achievement through a defined system of evidence based, high-quality instructional and social-emotional programs, supported by appropriate supplemental strategies and interventions for at-risk student groups.**

Metric #	Metric and Baseline	Mid-Year Progress
2.1	<p>CAASPP Results as shown on Dashboard - in math and English Language Arts (ELA), disaggregated by student groups</p> <p><b>Baseline (2023):</b> <b>ELA - 62.3 points below standard (all students)</b></p> <ul style="list-style-type: none"> <li>• EL - 140.4 pts below standard</li> <li>• Hispanic - 80.9 pts below</li> <li>• SED - 77 pts below</li> <li>• SWD - 121.9 pts below</li> <li>• African Am. - 36.3 pts below</li> </ul>	<p>CAASPP Results as shown on Dashboard <b>(2025)</b>- in math and English Language Arts (ELA), disaggregated by student groups</p> <p><b>2025:</b> <b>ELA - 54.1 points below standard (all students) (increased 8.2 pts)</b></p> <ul style="list-style-type: none"> <li>• EL - 113 pts below (increased 27.4 pts)</li> <li>• Hispanic - 64.3 pts below (increased 16.6 pts)</li> <li>• SED - 71.3 pts below (increased 5.7 pts)</li> <li>• SWD - 122.5 pts below</li> <li>• African Am. - 64.5 pts below</li> </ul>

Green indicates growth compared to baseline.

SED – Socioeconomically Disadvantaged; SWD – Students with Disabilities; EL – English Learners

**Health Sciences High and Middle College  
LCAP Mid-Year Annual Update for 2025-26**

	<p><b>Year 2 Target:</b> <b>ELA - 17 points below standard</b></p> <ul style="list-style-type: none"> <li>• EL - 65 pts below</li> <li>• Hispanic - 27 pts below</li> <li>• SED - 23 pts below</li> <li>•SWD - 68 pts below</li> <li>• African Am.- 47 pts below</li> </ul>	<p><b>Year 2 Target:</b> <b>ELA all students: Not Met</b></p> <ul style="list-style-type: none"> <li>• EL - Not Met</li> <li>• Hispanic - Not Met</li> <li>• SED - Not Met</li> <li>•SWD - Not Met</li> <li>• African Am. - Not Met</li> </ul>
	<p><b>Baseline:</b> <b>Math - 178.7 points below standard (all students)</b></p> <ul style="list-style-type: none"> <li>• EL - 254.5 pts below standard</li> <li>• Hispanic - 189.5 pts below</li> <li>• SED - 188.1 pts below</li> <li>• SWD - 224.3 pts below</li> <li>• African Am. - 156.5 pts below</li> </ul>	<p><b>Math - 137.3 pts below standard (all students) (increased 41.4 pts)</b></p> <ul style="list-style-type: none"> <li>• EL - 169.3 pts below (increased 85.2 pts)</li> <li>• Hispanic - 143.9 pts below (increased 45.6 pts)</li> <li>• SED - 150.6 pts below (increased 37.5 pts)</li> <li>• SWD - 183.5 pts below (increased 40.8 pts)</li> <li>• African Am. - 121.2 pts below (increased 25.3 pts)</li> </ul>
	<p><b>Year 2 Target:</b> <b>Math - 113 pts below standard</b></p> <ul style="list-style-type: none"> <li>• EL - 164 pts below</li> <li>• Hispanic - 114 pts below</li> <li>• SED - 113 pts below</li> <li>• SWD - 134 pts below</li> <li>• African Am.- 90 pt below</li> </ul>	<p><b>Year 2 Target:</b> <b>Math all students: Not Met</b></p> <ul style="list-style-type: none"> <li>• EL - Not Met</li> <li>• Hispanic - Met</li> <li>• SED - Not Met</li> <li>• SWD - Not Met</li> <li>• African Am. - Not Met</li> </ul>
2.2	<p>Other Pupil Outcomes - California Science Test (CAST) results, disaggregated by student groups if available</p> <p><b>Baseline:</b> 22.89% Met or Exceeded standards</p>	<p>Other Pupil Outcomes - California Science Test (CAST) results, disaggregated by student groups if available</p> <p><b>2025-26:</b> 13.33% Met or Exceeded</p>
	<p><b>Year 2 Target:</b> 35% met or exceeded</p>	<p><b>Year 2 Target:</b> Not Met</p>
2.3	<p>English Learner Progress</p> <p><b>Baseline:</b> 31.7% making progress Reclassification rate = 13.3%</p>	<p>English Learner Progress</p> <p><b>2025:</b> 35% making progress (increased 3.3%) Reclassification rate = 18.7% (increased 5.4%)</p>
	<p><b>Year 2 Target:</b> 52 % making progress Reclassification rate = 25%</p>	<p><b>Year 2 Target:</b> Not Met</p>
2.4	<p>College and Career Indicators- results from Dashboard (disaggregated if statistically appropriate):</p>	<p>2025 Dashboard</p>

Green indicates growth compared to baseline.

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**Health Sciences High and Middle College  
LCAP Mid-Year Annual Update for 2025-26**

	<ul style="list-style-type: none"> <li>• % Prepared on Dashboard</li> <li>• A-G Completion rate</li> <li>• CTE Pathway Completion rate</li> <li>• Advanced Placement (not offered)</li> </ul> <p><b>Baseline % Prepared:</b> All students - 86.9% (Very High on Dashboard)</p> <ul style="list-style-type: none"> <li>• EL - 80%</li> <li>• Hispanic - 85%</li> <li>• SED - 87 %</li> <li>• SWD - 54%</li> <li>• African Am. -89%</li> </ul> <p>A-G - 89.7% CTE - 26.7%</p>	<p><b>% Prepared:</b> All students - 89.6% (increased 2.7%)</p> <ul style="list-style-type: none"> <li>• EL - 82.2% (increased 2.2%)</li> <li>• Hispanic - 89.1% (increased 4.1%)</li> <li>• SED - 88.1% (increased 1.1%)</li> <li>• SWD - 73.7% (increased 19.7%)</li> <li>• African Am. - 85.7%</li> </ul> <p>A-G - 88% CTE - 34.% (increased 7.3%)</p>
	<p><b>Year 2 Target % Prepared:</b> All students - 88%</p> <ul style="list-style-type: none"> <li>• EL - 83%</li> <li>• Hispanic - 88%</li> <li>• SED - 88 %</li> <li>• SWD - 60%</li> <li>• African Am. - 89%</li> </ul> <p>A-G - 95% for all students CTE Pathway Completion - above 28% for all students</p>	<p><b>Year 2 Target:</b> Not Met</p>
2.5	<p>Graduation Rate, disaggregated</p> <p><b>Baseline 2023:</b> 97.2% graduated EL - 93.3% SED- 96.9% Hispanic - 98.1% SWD - 88.5% African-American - 92.6%</p> <p><b>Year 2 Target:</b> 98% all students 97% EL 98% SED 95% SWD</p>	<p>2025</p> <p>96.8% graduated EL - 93.3 % SED- 96.3% Hispanic - 95.8% SWD - 94.7% (increased 6.2%) African-American - 100% (increased 7.4%)</p> <p><b>Year 2 Target:</b> Not Met</p>

Green indicates growth compared to baseline.

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**Health Sciences High and Middle College  
LCAP Mid-Year Annual Update for 2025-26**

2.6	High School Dropout Rate	2025: 1.95%
	<b>Baseline:</b> 0.69%	
	<b>Year 2 Target:</b> maintain below 1%	<b>Year 2 Target:</b> Not Met
2.7	Suspensions and Expulsions	2025:
	<b>Baseline:</b> Suspensions 0.2% Expulsions 0	Suspensions: 0.3% Expulsions: 0%
	<b>Year 2 Target:</b> Suspensions < 1% Expulsions - < 1%	<b>Year 2 Target:</b> Met
2.8	<b>Baseline 2023-2024:</b> Attendance Rate - 90% Chronic Absenteeism - 37.4%	In progress
	<b>Year 2 Target:</b> Attendance rate > 95%	<b>Year 2 Target:</b> In progress
	Chronic Absenteeism <10%	
2.9	<b>Baseline:</b> California Healthy Kids Survey: New Baseline was established in 2024 as the survey tool was changed from the original LCAP.	We administered the California Healthy Kids Survey (CHKS) since we decided that CHKS was going to provide us with more detailed information about the overall health of our students.
	Baseline: Baseline Q# from Fall 2024 CHKS Table A8.1 School perceived as very safe or safe: 74% Table 8.1 connectedness A6.4 70%	We administered the survey in the Fall of 2025 and will administer again in the Spring of 2026 to consider our growth.
	<b>Year 2 Target:</b> School perceived as very safe or safe 80% School connectedness 76%	<b>Year 2 Target:</b> In progress

**III. Goal 3: Student and family voice, in partnership with HSHMC staff, will build engagement and enhance the welcoming and inclusive climate and culture at HSHMC.**

Metric #	Metric and Baseline	Mid-Year Progress
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Green indicates growth compared to baseline.

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**Health Sciences High and Middle College  
LCAP Mid-Year Annual Update for 2025-26**

3.1	The Local Indicator on Parent and Family Engagement, for Seeking Input in Decision Making, #10 and #11.  <b>Baseline:</b> #10 - Full implementation and Sustainability #11 - Full implementation and Sustainability	
	<b>Year 2 Target:</b> #10 - Full implementation and Sustainability #11 - Full implementation and Sustainability	<b>Year 2 Target:</b> In progress
3.2	Number of outreach events held, Number of parents who attended either one, or more, events  <b>Baseline:</b> New metric - baseline to be established in Year 1. Outreach event number - 2	9th Grade Orientation (new event), Open House, Bring Family to School Day (new event)  * Winter Open House on 2/26/26*
	<b>Year 2 Target:</b> Outreach event number - increase Percent of parents who attended at least one event = increase  Percent of parents who attended more than one event = increase	<b>Year 2 Target:</b> In progress
3.3	Responses on Parent/Family Survey regarding - • feeling valued • feeling welcomed  <b>Baseline:</b> Parent/Family Climate Survey - • feeling valued - 77% Agree or Strongly Agree • feeling welcomed - 68% Agree or Strongly Agree	
	<b>Year 2 Target:</b> • feeling valued - 83% Agree or Strongly Agree • feeling welcomed - 74% Agree or Strongly Agree	<b>Year 2 Target:</b> In progress

Green indicates growth compared to baseline.

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**Health Sciences High and Middle College  
LCAP Mid-Year Annual Update for 2025-26**

**HSHMC Mid-Year LCAP Budget**

Goal #	Action #	Action Title	Student Group	Contributing to Increased or Improved Services?	Total Funds	As of 12/31/25
1	1.A	Basic Services	All	No	\$3,275,000.00	\$1,381,515.91
1	1.B	Beyond Credentialing	All	No	\$115,500.00	\$63,167.80
1	1.C	Facilities and Safety	All	No	\$31,500.00	\$11,871.09
1	1.D	Academic Program	All	No	\$17,850.00	\$8,751.22
1	1.E	Social/emotional Safety	All	No	\$21,000.00	\$13,276.31
2	2.A	Attendance Support	English Learners, Foster Youth, Low Income	Yes	\$63,000.00	\$26,813.28
2	2.B	Professional Development	English Learners, Foster Youth, Low Income	Yes	\$147,525.00	\$93,362.03
2	2.C	Educational Options	English Learners, Foster Youth, Low Income	Yes	\$252,000.00	\$166,796.50
2	2.D	College and Career	English Learners, Foster Youth, Low Income	Yes	\$120,750.00	\$31,306.29
2	2.E	Positive School Environment	English Learners, Foster Youth, Low Income	Yes	\$147,000.00	\$36,176.00
2	2.F	Supplemental Support for at-risk students	English Learners, Foster Youth, Low Income	Yes	\$424,000.00	\$201,837.00
2	2.G	Supplemental Support for English Learners	English Learners	Yes	\$136,500.00	\$63,145.03
2	2.H	Supplemental Support for Students with Disabilities	Students with Disabilities	No	\$5,250.00	\$2,459.00
2	2.I	Supplemental Support for SEL	English Learners, Foster Youth, Low Income	Yes	\$57,750.00	\$13,276.31

Green indicates growth compared to baseline.

SED – Socioeconomically Disadvantaged; SWD – Students with Disabilities; EL – English Learners

**Health Sciences High and Middle College  
LCAP Mid-Year Annual Update for 2025-26**

3	3.A	Parent Leadership and Advisory Groups	All	No	\$31,500.00	\$33,626.98
3	3.B	Communication and Outreach	English Learners, Foster Youth, Low Income	Yes	\$21,050.00	\$25,300.85
3	3.C	Workshops and Trainings	English Learners, Foster Youth, Low Income	Yes	\$31,500.00	\$31,485.00

Green indicates growth compared to baseline.

SED – Socioeconomically Disadvantaged; SWD – Students with Disabilities; EL – English Learners

# Coversheet

## 2025-2026 Independent Auditor Contract

**Section:** V. Open Session - Consent Agenda Items  
**Item:** A. 2025-2026 Independent Auditor Contract

**Purpose:**  
**Submitted by:**

**Related Material:**

Eide Bailey Statement of Work - Audit Nonprofit CA Charter School Contract - Health Sciences.pdf  
Silver.silver 202641 HSHMC 2026.pdf  
Silver.Silver 202641 HSHMC 2026, 27, 28.pdf

February 18, 2026

#205723

Dr. Dominique Smith  
Principal  
Health Sciences High & Middle College  
3910 University Avenue, Suite 100  
San Diego, CA 92105

This document constitutes a statement of work ("SOW") under the most recently executed Master Services Agreement ("MSA"), made by and between Eide Bailly LLP ("Eide Bailly", "we," "us," and "our") and Health Sciences High & Middle College ("Client," "you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services Eide Bailly will provide for the entity as of and for the years ended June 30, 2026, with optional renewals at your discretion for the years ended June 30, 2027, and June 30, 2028.

Scott C. Gustafsson is the engagement partner for the audit services specified in this letter. The engagement partner's responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

### **Scope of Audit Services**

#### *Audit of the Financial Statements*

We will audit the financial statements of Health Sciences High & Middle College, which comprise the statement of financial position for the years ended June 30, 2026, June 30, 2027, and June 30, 2028, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements

#### *Audit of Major Program Compliance*

In addition, we will audit the entity's compliance over major federal award programs for the periods ended June 30, 2026, June 30, 2027, and June 30, 2028, as required.

#### *Schedule of Expenditures of Federal Awards*

We will subject the Schedule of Expenditures of Federal Awards (SEFA) to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the Schedule of Expenditures of Federal Awards is presented fairly in all material respects in relation to the financial statements as a whole.

### *Other Information*

The following other information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditor's report will not provide an opinion or any assurance on that other information. Our responsibility for other information included in documents containing the entity's audited financial statements and auditor's report does not extend beyond the financial information identified in the report. We have no responsibility for determining whether such other information contained in these documents is properly stated.

1. Local Education Agency Organization Structure

### **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 (GAAS), *Government Auditing Standards of the Comptroller General of the United States of America*, and the current *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the Education Audit Appeals Panel (Audit Guide), 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.

The objectives of our compliance audit are to obtain sufficient appropriate audit evidence to form an opinion and report at the level specified in the governmental audit requirement about whether the entity complied in all material respects with the applicable compliance requirements and identify audit and reporting requirements specified in the governmental audit requirement that are supplementary to GAAS and *Government Auditing Standards*, if any, and perform procedures to address those requirements.

Supplementary information, if and when included, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information will be subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS. Our auditor's report will provide an opinion on the supplementary information in relation to the financial statements as a whole.

1. Schedule of Expenditures of Federal Awards
2. Schedule of Average Daily Attendance (ADA)
3. Schedule of Instructional Time
4. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
5. Notes to Supplementary Information

### **Auditor Responsibilities, Procedures, and Limitations**

We will conduct our audit in accordance with GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the *Comptroller General of the United States of America*; the audit

requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and the requirements specified in the Audit Guide.

As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements, 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 opinion. The risk of not detecting a material misstatement 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 the system of internal control 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 concerning 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 may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards of the Comptroller General of the United States of America*, and the requirements specified in the Audit Guide. 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.

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. 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 also issue a written report on compliance in accordance with the requirements specified in the Audit Guide upon completion of our audit.

## **Audit of Major Program Compliance**

Our audit of your major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the provisions the Uniform Guidance; and will include tests of accounting records, a determination of major programs in accordance the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether material noncompliance with applicable laws and regulations, the provisions of contracts and grant agreements applicable to major federal award programs, and the applicable compliance requirements occurred, whether due to fraud or error, and express an opinion on the entity's compliance based on the audit. 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 GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists.

The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the entity's compliance with the requirements of the federal programs as a whole.

As part of a compliance audit in accordance with GAAS, *Government Auditing Standards of the Comptroller General of the United States of America*, and/or any state or regulatory audit requirements, we exercise professional judgment and maintain professional skepticism throughout the audit. We also identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks.

Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *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 and performing such other procedures as we considers necessary in the circumstances. The purpose of those 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.

Also, as required by the Uniform Guidance, we will obtain an understanding of the entity's internal control over compliance relevant to the audit in order to design and perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report. However, we will communicate to you regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we have identified during the audit.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

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 management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

- a. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
- b. For the design, implementation, and maintenance of the system of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error;
- c. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;
- d. For maintaining records that adequately identify the source and application of funds for federally funded activities;
- e. For preparing the Schedule of Expenditures of Federal Awards (including notes and noncash assistance received) in accordance with the Uniform Guidance requirements;
- f. For designing, implementing, and maintaining effective internal control over federal awards that provides reasonable assurance that the entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
- g. For identifying and ensuring that the entity complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
- h. For disclosing accurately, currently, and completely the financial results of each federal award in accordance with the requirements of the award;
- i. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
- j. For taking prompt action when instances of noncompliance are identified;
- k. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
- l. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
- m. For submitting the reporting package and data collection form to the appropriate parties;
- n. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
- o. To provide us with:
  - i. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, including the disclosures, such as records, documentation, and other matters;

- ii. Additional information that we may request from management for the purpose of the audit;
- iii. Unrestricted access to persons within the entity and others from whom we determine it necessary to obtain audit evidence;
- p. For identifying and ensuring that the entity complies with the laws and regulations applicable to its activities;
- q. For 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 current period under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
- r. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
- s. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets.
- t. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in the system of internal control and others where fraud could have a material effect on the financials; and
- u. For the accuracy and completeness of all information provided.
- v. If applicable, for including the auditor's report in any document containing financial statements that indicates that such financial statements have been audited by us, including:
  - i. A written acknowledgement of all the documents that management expects to issue that will be included in the annual report and the planned timing and method of issuance of that annual report; and
  - ii. A final version of the annual report (including all the documents that, together, comprise the annual report) in a timely manner prior to the date of the auditor's report.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

With regard to the Schedule of Expenditures of Federal Awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the Schedule of Expenditures of Federal Awards in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding the Schedule of Expenditures of Federal Awards, (c) to include our report on the Schedule of Expenditures of Federal Awards in any document that contains the supplementary information and that indicates that we have reported on such schedule, and (d) to present the Schedule of Expenditures of Federal Awards with the audited financial statements, or if the Schedule of Expenditures of Federal Awards will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule no later than the date of issuance by you of the supplementary information and our report thereon.

With regard to the supplementary information referred to above, if and when included with the financial statements, you acknowledge and understand your responsibility: (a) for the preparation of the supplementary information in accordance with the applicable criteria; (b) to provide us with the appropriate written representations regarding supplementary information; (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information; and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

In addition, it is management's responsibility to follow up and take corrective action on reported audit findings from prior periods and to prepare a summary schedule of prior audit findings, and follow up on current year audit findings and prepare a corrective action plan for such findings. Management is also responsible for submitting the reporting package to the appropriate parties. You agree that you will confirm your understanding of your responsibilities as defined in this letter to us in your management representation letter.

### **Responsibilities and Limitations Related to Nonattest Services**

For all nonattest services we may provide to you, management agrees to assume all management responsibilities for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) designing, implementing, and maintaining the system of internal control, including the process used to monitor the system of internal control.

We will provide the following nonattest services:

- Prepare or assist with the preparation of your financial statements and the related notes.
- Prepare or assist with the preparation of the Schedule of Expenditures for Federal Awards.
- Completion of the Auditee's portion of the Data Collection Form.
- Preparation of Federal and State income tax returns.

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the services previously outlined above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities.

You are also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

### **Reporting**

We will issue a written report upon completion of our audit of your financial statements. 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 opinion, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our 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 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, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

### **Data Collection Form**

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the Federal Audit Clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the Federal Audit Clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the earlier of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

### **Engagement Administration and Other Matters**

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. Details of information we expect to need for our audit and the dates required will be provided separately.

You agree to share all facts that may affect your financial statements, even if you first become aware of those facts after the date of the auditor's report but before the date your financial statements are issued.

*Government Auditing Standards* require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

Eide Bailly LLP has owners that are not licensed as certified public accountants as permitted under Section 5079 of the California Business Code. The nature of the services to be provided in conjunction with this engagement are such that non-licensee owners may be involved in performing our services.

### **Engagement Fees**

Our fees are based on the amount of time required at various levels of responsibility. We estimate that our fee for the audit will be \$32,000 for June 30, 2026 and \$33,000 for June 30, 2027, and \$34,000 for June 30, 2028, plus actual out-of-pocket expenses (including reimbursement of travel costs for hotels, meals, and mileage), administrative charges and a technology fee. All bills are payable upon receipt.

The final installment will represent the 10% withheld amount pursuant to *Education Code* 14505 and will be presented for payment upon certification by the Controller that the audit report conforms to the reporting provisions of the Audit Guide. All billings for additional audit fees or services will be billed as these services are provided. In accordance with *Education Code* Section 14505 (b), the entity shall withhold 50% of the audit fee

for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to reporting provisions of the Audit Guide. This contract shall be null and void if a firm or individual is declared ineligible pursuant to subdivision (c) of Section 41020.5. The withheld amount shall not be payable unless payment is ordered by the State Board of Accountancy or the audit report for that subsequent year is certified by the Controller as conforming to reporting provisions of the Audit Guide.

The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. To assist with this process, we will provide you with an itemized request list that identifies the information you will need to prepare and provide in preparation for our engagement, as well as the requested delivery date for those items. A lack of preparation, including not providing this information in an accurate and timely manner, unanticipated audit adjustments, and/or untimely assistance by your personnel may result in an increase in our fees and/or a delay in the completion of our engagement.

Other circumstances may arise under which Eide Bailly must perform additional audit work and may require additional billings for these services. Examples of such circumstances include, but are not limited to:

- Changes in professional standards or regulatory requirements (i.e., new GASB/FASB pronouncements or new auditing standards).
- Work caused due to the identification of, and management's correction of, inappropriate application of accounting pronouncements.
- Erroneous or incomplete accounting records. (i.e., audit adjustments).
- Failure to meet the statutory deadline for submission of the audit due to an extension.
- New or unusual transaction. (i.e., new debt issuance or debt refunding).
- Failure of the entity staff to prepare and provide information in a timely manner.
- Lack of availability of appropriate the entity personnel during the audit fieldwork.
- Additional federal programs requiring audit as a result the programs being identified as high or higher risk, or the entity not qualifying as a low risk auditee.
- New Federal or State programs requiring audit.

We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

### **Changes in Professional 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 the Statement of Work 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.

### **Use of Financial Statements**

Should you decide to include or incorporate by reference these financial statements and our auditors' report thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to reissue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will reissue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to reissue our report or consent to the use of our report, we will be required to perform certain

procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document, and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to reissue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials, and we will receive a complete set of final documents.

If we decide not to reissue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

**Termination**

The engagement contemplated by this Statement of Work shall terminate upon the earlier of completion of the services described herein or as described in the Master Services Agreement.

**Agreement**

We appreciate the opportunity to provide the services described in this SOW under the MSA. This SOW and the MSA constitute the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and Eide Bailly related to audit services. Please sign, date, and return this SOW 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. By signing this SOW, you represent and warrant that you are authorized to sign on behalf of and bind each client and any affiliate identified herein.

Sincerely,



**Eide Bailly LLP**

**AGREED TO AND ACCEPTED:**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

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

# SILVA & SILVA

CERTIFIED PUBLIC ACCOUNTANTS



February 10, 2026

Dr. Ian Pumpian, CEO  
Health Sciences High and Middle College  
3910 University Avenue, Suite 100  
San Diego, CA 92105

Dear Dr. Pumpian,

We are pleased to confirm our understanding of the services we are to provide for Health Sciences High and Middle College, Charter No. 0876 (the Organization) for the year ended June 30, 2026.

We will audit the financial statements of the Organization, which comprise the statement of financial position as of June 30, 2026, and the related statements of activities, functional expenses and cash flows for the year ended June 30, 2026, and the related notes to the financial statements. Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, in accordance with auditing standards generally accepted in the United States of America, and our auditor's report will provide an opinion on it in relation to the financial statements as a whole:

- 1) Schedule of Expenditures of Federal Awards, *if applicable*
- 2) Schedule of Average Daily Attendance
- 3) Schedule of Instructional Time
- 4) Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

We will also prepare the Organization's Federal and State information returns for the June 30 year-end.

## Audit Objectives

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations; and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on:

- Internal control over financial reporting and compliance with 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*.
- Internal control over compliance related to major programs and 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 Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance),

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

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of 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 such an opinion. We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Health Sciences High and Middle College We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or add an emphasis-of-matter or other-matter paragraph. If our opinions are other than unmodified, we will discuss the reasons with management 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 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, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

### **Audit Procedures - General**

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, 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 Organization or to acts by management or employees acting on behalf of the Organization. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. 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 of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will include such matters in the reports required for a Single Audit. Our responsibility as auditor 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.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from the Organization's attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; Schedule of Expenditures of Federal Awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

### **Audit Procedures - Internal Control**

Our audit will include obtaining an understanding of the Organization and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and 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 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.

## Health Sciences High and Middle College

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An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*, and the Uniform Guidance.

### **Audit Procedures - Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Organization's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures 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*.

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 applicable to 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 Organization's major programs. The purpose of these procedures will be to express an opinion on Imagine Schools compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

### **Other Services**

We will prepare the Organization's federal and state information returns for the June 30 year end based on information provided by you. We will assist in preparing the financial statements, Schedule of Expenditures of Federal Awards, and related notes of the Organization in conformity with U.S. generally accepted accounting principles and the Uniform Guidance based on information provided by you. We will prepare the trial balance for use during the audit. Our preparation of the trial balance will be limited to formatting information into a working trial balance based on management's chart of accounts. 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*.

We will perform the services in accordance with applicable profession standards, including the Statements on Standards for Tax Services issued by the American Institute of Certified Public Accountants. The other services are limited to the financial statement and tax services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities. We will advise management with regard to tax positions taken in the preparation of the tax return, but management must make all decisions with regard to those matters.

### **Annual Tax Return Preparation**

We will prepare the Exempt Organizations Tax Form 990 and the corresponding State Returns – Form 199 from information you furnish to us and we may process them with an outside computer service. We will not audit or otherwise verify the data you submit, although, we may ask you to clarify some of the information.

It is your responsibility, to provide us with all the information required for preparing complete and accurate returns including but not limited to the auto, travel, entertainment, and related expenses and the required documents to support charitable contributions. If you have questions as to the type of records required, please ask us for advice in that regard. It is also your responsibility to carefully examine and approve your completed tax returns before signing and mailing them to the tax authorities. We are not responsible for the disallowance neither of doubtful deductions or inadequately supported documentation nor for resulting taxes, penalties, and interest.

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You should retain all the documents, canceled checks, and other data that form the basis of the returns. These may be necessary to prove the accuracy and completeness of the returns to a taxing authority.

We must receive all audit and tax information to prepare your return (as detailed above) no later than October 15. If, for some unforeseen reason, your data is not complete at that time, please submit whatever is ready. Be aware that if you submit your data later, it may be necessary to apply for an extension to file these returns. Ultimately, you may be subjected to late penalties on your June 30 year-end returns because of this delay.

We are responsible for preparing only the returns listed above. Our fee does not include responding to inquiries or examination by taxing authorities. However, we are available to represent you and our fees for such services are at our standard rates and would be covered under a separate agreement. Any proposed adjustments by the examining agent are subject to certain rights of appeal. In the event of such government tax examinations, we will be available upon request to represent you and will render additional invoices for the time and expenses incurred. Fees and services will be communicated in a separate engagement letter.

We will use our professional judgment in preparing your returns. Whenever we are aware that a possible applicable tax law is unclear or that there are conflicting interpretations of the law by authorities (e.g., tax agencies and courts), we will explain the possible positions that may be taken on your return. In accordance with our professional standards, we will follow whatever position you request on your return so long as it is consistent with the codes and regulations and interpretations that have been promulgated. When possible, we will resolve questions involving application of tax rules in your favor, if there is reasonable justification for doing so. If the Internal Revenue Service (IRS) should later contest the position taken, there may be an assessment of additional tax plus interest and penalties. We assume no liability for such additional penalties, interest, or assessments. Additional services will be subject to arrangements made in writing at the time requested.

As your CPA, we collect information provided by you from your tax information, worksheets, documents, and will developed as part of this engagement. We are required to keep all information about our engagement confidential, so we will not disclose any information about you unless we have your approval or are required/permitted by law. This applies even if you are no longer a client. As your CPA, we are committed to the safekeeping of your confidential information and we maintain physical, electronic, and procedural safeguards to protect your information. Federal law has extended the attorney-client privilege to some, but not all, communications between a client and the client's CPA. The privilege applies only to non-criminal tax matters that are before the IRS or brought by or against the U.S. Government in a Federal court. The communications must be made in connection with tax advice. Communications solely concerning the preparation of a tax return will not be privileged.

In addition, your confidentiality privilege can be inadvertently waived if you discuss the contents of any privileged communication with a third party, such as a lending institution, a friend, or a business associate. We recommend that you contact us before releasing any privileged information to a third party.

It is our firm's policy to retain copies of your tax returns for seven years, after which they will be destroyed. However, we do not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. When records are returned to you, it is your responsibility to retain and protect your records for possible future use, including potential examination by any government or regulatory agencies.

By your signature below, you acknowledge and agree that upon the expiration of the seven-year period Silva & Silva CPAs shall be free to destroy our records related to this engagement.

## Management Responsibilities

Management is responsible for: (1) establishing and maintaining effective internal controls, including internal controls over federal awards, and for evaluating and monitoring ongoing activities; to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; and for the preparation and fair presentation of the financial statements, Schedule of Expenditures of Federal Awards, and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). 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.

Management is also responsible for making all financial records and related information available to us, and for the accuracy and completeness of that information. You are also 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, (2) access to personnel, accounts, books, records, supporting documents, 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 organization from whom we determine it necessary to obtain audit evidence.

Your responsibilities include 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.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Organization 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 Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the Organization complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we 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; promptly follow up and take corrective action on reported audit findings; and to prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review a week prior to the report date.

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You are responsible for identifying all federal awards received and 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 conformity with the Uniform Guidance. You agree to include our report on the Schedule of Expenditures of Federal Awards in any document that contains and indicates that we 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 Uniform Guidance; (2) that you believe the Schedule of Expenditures of Federal Awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) that 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.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. 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. Your responsibilities include acknowledging to us in the written representation letter that: (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) that you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) that 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 supplementary information.

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 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 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.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on the Organization's website, management understands that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

## Health Sciences High and Middle College

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You agree to assume all management responsibilities relating to the tax services, financial statements, Schedule of Expenditures of Federal Awards, and related notes, and any other nonattest services we provide. You will be required to acknowledge in the management representation letter the tax services provided and our assistance with preparation of the financial statements, the Schedule of Expenditures of Federal Awards, and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, the Schedule of Expenditures of Federal Awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to assume all management responsibilities for the tax services, financial statement preparation services, and any other nonattest services we provide; you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them.

**Engagement Administration, Fees, and Other**

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers; but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

Certain communications involving tax advice are privileged and not subject to disclosure to the IRS. By disclosing the contents of those communications to anyone, or by turning over information about those communications to the government, you, your employees, or agents may be waiving this privilege. To protect this right to privileged communication, please consult with us or your attorney prior to disclosing any information about our tax advice. Should you decide that it is appropriate for us to disclose any potentially privileged communication; you agree to provide us with written, advance authority to make that disclosure.

We understand that your employees will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, Schedule of Expenditures of Federal Awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for audit.

## Health Sciences High and Middle College

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The audit shall be completed, and the audit report shall be delivered in accordance with time requirements as specified in the *Standards and Procedures for Audits of California Office*, unless delayed by circumstances beyond the control of the Auditors. Eight (8) copies and an electronic version of the audit report may be rendered to the Organization, in addition to the copies required to be filed with the applicable governmental units; however, management is responsible for distribution of the reports and the financial statements. Copies in excess of the contract amount may be billed for an additional fee. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Silva & Silva CPA's and constitutes confidential 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 California Department of Education 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 Silva & Silva CPA's 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 California Department of Education.

Matt Miller is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit in May and to complete your information returns and issue our report no later than December 15.

To ensure that Silva & Silva CPA's independence is not impaired under the AICPA Code of Professional Conduct, you agree to inform the engagement partner before entering any substantive employment discussions with any of our personnel.

We estimate that our annual fees for the audit will be: \$22,000 for the Organization for the year ending June 30, 2026. We estimate that our annual fees for the Single Audit, *if applicable*, will be \$7,500 and \$1,750 for the SFSAC filings for the year ending June 30, 2026. Tax return preparation will be \$2,150 for the Organization information returns for the fiscal year ending June 30, 2026. Other services will be billed at an hourly rate. No additional expenses are estimated at this time. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. Our invoices for these fees 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 report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

Additional audit fees may be assessed if additional auditing services are provided for: (1) any changes in reporting format and/or audit requirements as stated in the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California State Controller's Office or Governmental Accounting Standards Board, (2) any changes in the number of funds or accounts maintained by the Organization during the period under this contract; and (3) additional audit procedures required due to the lack of preparation for the audit on the part of the Organization. These fees shall be in addition to the above maximum fee for audit services.

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The Organization shall pay the auditor in monthly installments throughout the year as the work progresses for the not to exceed amount. The monthly installments will represent up to 90% of the total contract. The final installment will represent the 10% withheld amount pursuant to *Education Code* Section 14505 and will be presented for payment upon certification by the Controller that the audit report conforms to the reporting provisions of the Audit Guide. All billings for additional audit fees or services will be billed as these services are provided. In accordance with *Education Code* Section 14505 (b), the Organization shall withhold fifty percent (50%) of the audit fee for any subsequent year of multi-year contract if the prior year's audit report was not certified as conforming to reporting provisions of the Audit Guide. This contract shall be null and void if a firm or individual is declared ineligible pursuant to subdivision (c) of Section 41020.5. The withheld amount shall not be payable unless payment is ordered by the State Board of Accountancy or the audit report for that subsequent year is certified by the controller as conforming to reporting provisions of the Audit Guide.

*Government Auditing Standards* require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our 2023 peer review accompanies this letter.

If any dispute arises among the parties hereto, the parties agree first to try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its Commercial Mediation Rules before resorting to litigation. The costs of any mediation proceedings shall be shared equally by all parties. The Organization and Auditors both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration in accordance with the rules of the American Arbitration Association. Such arbitration shall be binding and final. IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT, IN THE EVENT OF DISPUTE OVER FEES, EACH OF US IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION.

**Annual Report - Form and Content, Delivery**

The form and content of the annual audit shall be in conformity, to the extent practicable, with such form and content as may be prescribed by the State of California under Section 41020 of the *Education Code*, Audits of State of Local Governments, issued by the U.S. Office of Management and Budget, as issued pursuant to the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Health Sciences High and Middle College

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We appreciate the opportunity to be of service to the Organization and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy, and return it to us.

Very truly yours,



Matt Miller, Partner  
of Silva & Silva CPA's

MSM/cr

**RESPONSE:**

This letter correctly sets forth the understanding of the Organization.

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Signature

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Title

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Date



Member:  
American Institute of Certified Public Accountants  
California Society of Certified Public Accountants

880 Apollo Street, Suite 140, El Segundo, CA. 90245  
Tel: 310.563.1010 • Fax: 310.563.1011

## Report on the Firm's System of Quality Control

February 3, 2025

The Partners

Silva & Silva Accountancy Corp.

and the Peer Review Committee of the California Society of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Silva & Silva Accountancy Corp. in effect for the year ended December 31, 2023. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at [www.aicpa.org/prsummary](http://www.aicpa.org/prsummary). The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

### Firm's Responsibility

The firm is responsible for designing and complying with a system of quality control to provide the firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

### Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design and compliance with the firm's system of quality control based on our review.

### Required Selections and Consideration

Engagements selected for review included engagements performed under *Government Auditing Standards*, including an audit under the Single Audit Act.

Silva & Silva Accountancy Corp.  
and the Peer Review Committee of the California Society of CPAs  
February 3, 2025  
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As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

**Opinion**

In our opinion, the system of quality control for the accounting and auditing practice of Silva & Silva Accountancy Corp. in effect for the year ended December 31, 2023, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiencies*, or *fail*. Silva & Silva Accountancy Corp. has received a peer review rating of *pass*.

*Lawrence R. Mitchell & Company*

Lawrence R. Mitchell & Company  
Certified Public Accountants  
*A Professional Corporation*

# SILVA & SILVA

CERTIFIED PUBLIC ACCOUNTANTS



February 10, 2026

Dr. Ian Pumpian, CEO  
Health Sciences High and Middle College  
3910 University Avenue, Suite 100  
San Diego, CA 92105

Dear Dr. Pumpian,

We are pleased to confirm our understanding of the services we are to provide for Health Sciences High and Middle College, Charter No. 0876 (the Organization) for the years ended June 30, 2026, 2027, and 2028, respectively.

We will audit the financial statements of the Organization, which comprise the statement of financial position as of June 30, 2026, 2027, and 2028, respectively, and the related statements of activities, functional expenses and cash flows for the years ended June 30, 2026, 2027, and 2028, respectively, and the related notes to the financial statements. Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, in accordance with auditing standards generally accepted in the United States of America, and our auditor's report will provide an opinion on it in relation to the financial statements as a whole:

- 1) Schedule of Expenditures of Federal Awards, *if applicable*
- 2) Schedule of Average Daily Attendance
- 3) Schedule of Instructional Time
- 4) Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

We will also prepare the Organization's Federal and State information returns for the June 30 year-end.

## Audit Objectives

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations; and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on:

- Internal control over financial reporting and compliance with 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*.
- Internal control over compliance related to major programs and 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 Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance),

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

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of 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 such an opinion. We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Health Sciences High and Middle College We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or add an emphasis-of-matter or other-matter paragraph. If our opinions are other than unmodified, we will discuss the reasons with management 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 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, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

**Audit Procedures - General**

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, 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 Organization or to acts by management or employees acting on behalf of the Organization. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. 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 of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will include such matters in the reports required for a Single Audit. Our responsibility as auditor 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.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from the Organization's attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; Schedule of Expenditures of Federal Awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

**Audit Procedures - Internal Control**

Our audit will include obtaining an understanding of the Organization and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and 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 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.

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An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*, and the Uniform Guidance.

### **Audit Procedures - Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Organization's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures 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*.

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 applicable to 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 Organization's major programs. The purpose of these procedures will be to express an opinion on Imagine Schools compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

### **Other Services**

We will prepare the Organization's federal and state information returns for the June 30 year end based on information provided by you. We will assist in preparing the financial statements, Schedule of Expenditures of Federal Awards, and related notes of the Organization in conformity with U.S. generally accepted accounting principles and the Uniform Guidance based on information provided by you. We will prepare the trial balance for use during the audit. Our preparation of the trial balance will be limited to formatting information into a working trial balance based on management's chart of accounts. 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*.

We will perform the services in accordance with applicable profession standards, including the Statements on Standards for Tax Services issued by the American Institute of Certified Public Accountants. The other services are limited to the financial statement and tax services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities. We will advise management with regard to tax positions taken in the preparation of the tax return, but management must make all decisions with regard to those matters.

### **Annual Tax Return Preparation**

We will prepare the Exempt Organizations Tax Form 990 and the corresponding State Returns – Form 199 from information you furnish to us and we may process them with an outside computer service. We will not audit or otherwise verify the data you submit, although, we may ask you to clarify some of the information.

It is your responsibility, to provide us with all the information required for preparing complete and accurate returns including but not limited to the auto, travel, entertainment, and related expenses and the required documents to support charitable contributions. If you have questions as to the type of records required, please ask us for advice in that regard. It is also your responsibility to carefully examine and approve your completed tax returns before signing and mailing them to the tax authorities. We are not responsible for the disallowance neither of doubtful deductions or inadequately supported documentation nor for resulting taxes, penalties, and interest.

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You should retain all the documents, canceled checks, and other data that form the basis of the returns. These may be necessary to prove the accuracy and completeness of the returns to a taxing authority.

We must receive all audit and tax information to prepare your return (as detailed above) no later than October 15. If, for some unforeseen reason, your data is not complete at that time, please submit whatever is ready. Be aware that if you submit your data later, it may be necessary to apply for an extension to file these returns. Ultimately, you may be subjected to late penalties on your June 30 year-end returns because of this delay.

We are responsible for preparing only the returns listed above. Our fee does not include responding to inquiries or examination by taxing authorities. However, we are available to represent you and our fees for such services are at our standard rates and would be covered under a separate agreement. Any proposed adjustments by the examining agent are subject to certain rights of appeal. In the event of such government tax examinations, we will be available upon request to represent you and will render additional invoices for the time and expenses incurred. Fees and services will be communicated in a separate engagement letter.

We will use our professional judgment in preparing your returns. Whenever we are aware that a possible applicable tax law is unclear or that there are conflicting interpretations of the law by authorities (e.g., tax agencies and courts), we will explain the possible positions that may be taken on your return. In accordance with our professional standards, we will follow whatever position you request on your return so long as it is consistent with the codes and regulations and interpretations that have been promulgated. When possible, we will resolve questions involving application of tax rules in your favor, if there is reasonable justification for doing so. If the Internal Revenue Service (IRS) should later contest the position taken, there may be an assessment of additional tax plus interest and penalties. We assume no liability for such additional penalties, interest, or assessments. Additional services will be subject to arrangements made in writing at the time requested.

As your CPA, we collect information provided by you from your tax information, worksheets, documents, and will developed as part of this engagement. We are required to keep all information about our engagement confidential, so we will not disclose any information about you unless we have your approval or are required/permitted by law. This applies even if you are no longer a client. As your CPA, we are committed to the safekeeping of your confidential information and we maintain physical, electronic, and procedural safeguards to protect your information. Federal law has extended the attorney-client privilege to some, but not all, communications between a client and the client's CPA. The privilege applies only to non-criminal tax matters that are before the IRS or brought by or against the U.S. Government in a Federal court. The communications must be made in connection with tax advice. Communications solely concerning the preparation of a tax return will not be privileged.

In addition, your confidentiality privilege can be inadvertently waived if you discuss the contents of any privileged communication with a third party, such as a lending institution, a friend, or a business associate. We recommend that you contact us before releasing any privileged information to a third party.

It is our firm's policy to retain copies of your tax returns for seven years, after which they will be destroyed. However, we do not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. When records are returned to you, it is your responsibility to retain and protect your records for possible future use, including potential examination by any government or regulatory agencies.

By your signature below, you acknowledge and agree that upon the expiration of the seven-year period Silva & Silva CPA's shall be free to destroy our records related to this engagement.

## Management Responsibilities

Management is responsible for: (1) establishing and maintaining effective internal controls, including internal controls over federal awards, and for evaluating and monitoring ongoing activities; to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; and for the preparation and fair presentation of the financial statements, Schedule of Expenditures of Federal Awards, and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). 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.

Management is also responsible for making all financial records and related information available to us, and for the accuracy and completeness of that information. You are also 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, (2) access to personnel, accounts, books, records, supporting documents, 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 organization from whom we determine it necessary to obtain audit evidence.

Your responsibilities include 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.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Organization 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 Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the Organization complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we 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; promptly follow up and take corrective action on reported audit findings; and to prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review a week prior to the report date.

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You are responsible for identifying all federal awards received and 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 conformity with the Uniform Guidance. You agree to include our report on the Schedule of Expenditures of Federal Awards in any document that contains and indicates that we 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 Uniform Guidance; (2) that you believe the Schedule of Expenditures of Federal Awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) that 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.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. 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. Your responsibilities include acknowledging to us in the written representation letter that: (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) that you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) that 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 supplementary information.

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 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 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.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on the Organization's website, management understands that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

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You agree to assume all management responsibilities relating to the tax services, financial statements, Schedule of Expenditures of Federal Awards, and related notes, and any other nonattest services we provide. You will be required to acknowledge in the management representation letter the tax services provided and our assistance with preparation of the financial statements, the Schedule of Expenditures of Federal Awards, and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, the Schedule of Expenditures of Federal Awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to assume all management responsibilities for the tax services, financial statement preparation services, and any other nonattest services we provide; you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them.

**Engagement Administration, Fees, and Other**

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers; but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

Certain communications involving tax advice are privileged and not subject to disclosure to the IRS. By disclosing the contents of those communications to anyone, or by turning over information about those communications to the government, you, your employees, or agents may be waiving this privilege. To protect this right to privileged communication, please consult with us or your attorney prior to disclosing any information about our tax advice. Should you decide that it is appropriate for us to disclose any potentially privileged communication; you agree to provide us with written, advance authority to make that disclosure.

We understand that your employees will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, Schedule of Expenditures of Federal Awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for audit.

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The audit shall be completed, and the audit report shall be delivered in accordance with time requirements as specified in the *Standards and Procedures for Audits of California Office*, unless delayed by circumstances beyond the control of the Auditors. Eight (8) copies and an electronic version of the audit report may be rendered to the Organization, in addition to the copies required to be filed with the applicable governmental units; however, management is responsible for distribution of the reports and the financial statements. Copies in excess of the contract amount may be billed for an additional fee. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Silva & Silva CPAs and constitutes confidential 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 California Department of Education 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 Silva & Silva CPA's 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 California Department of Education.

Matt Miller is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit in May and to complete your information returns and issue our report no later than December 15.

To ensure that Silva & Silva CPA's independence is not impaired under the AICPA Code of Professional Conduct, you agree to inform the engagement partner before entering any substantive employment discussions with any of our personnel.

We estimate that our annual fees for the audit will be: \$22,000, \$23,000 and \$24,000 for the Organization for the years ending June 30, 2026, 2027, and 2028, respectively. We estimate that our annual fees for the Single Audit, *if applicable*, will be \$7,500 and \$1,750 for the SFSAC filings for the years ending June 30, 2026, 2027, and 2028, respectively. Tax return preparation will be \$2,150 for the Organization information returns for the fiscal years ending June 30, 2026, 2027, and 2028, respectively. Other services will be billed at an hourly rate. No additional expenses are estimated at this time. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. Our invoices for these fees 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 report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

Additional audit fees may be assessed if additional auditing services are provided for: (1) any changes in reporting format and/or audit requirements as stated in the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California State Controller's Office or Governmental Accounting Standards Board, (2) any changes in the number of funds or accounts maintained by the Organization during the period under this contract; and (3) additional audit procedures required due to the lack of preparation for the audit on the part of the Organization. These fees shall be in addition to the above maximum fee for audit services.

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The Organization shall pay the auditor in monthly installments throughout the year as the work progresses for the not to exceed amount. The monthly installments will represent up to 90% of the total contract. The final installment will represent the 10% withheld amount pursuant to *Education Code* Section 14505 and will be presented for payment upon certification by the Controller that the audit report conforms to the reporting provisions of the Audit Guide. All billings for additional audit fees or services will be billed as these services are provided. In accordance with *Education Code* Section 14505 (b), the Organization shall withhold fifty percent (50%) of the audit fee for any subsequent year of multi-year contract if the prior year's audit report was not certified as conforming to reporting provisions of the Audit Guide. This contract shall be null and void if a firm or individual is declared ineligible pursuant to subdivision (c) of Section 41020.5. The withheld amount shall not be payable unless payment is ordered by the State Board of Accountancy or the audit report for that subsequent year is certified by the controller as conforming to reporting provisions of the Audit Guide.

*Government Auditing Standards* require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our 2023 peer review accompanies this letter.

If any dispute arises among the parties hereto, the parties agree first to try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its Commercial Mediation Rules before resorting to litigation. The costs of any mediation proceedings shall be shared equally by all parties. The Organization and Auditors both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration in accordance with the rules of the American Arbitration Association. Such arbitration shall be binding and final. IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT, IN THE EVENT OF DISPUTE OVER FEES, EACH OF US IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION.

#### **Annual Report - Form and Content, Delivery**

The form and content of the annual audit shall be in conformity, to the extent practicable, with such form and content as may be prescribed by the State of California under Section 41020 of the *Education Code*, Audits of State of Local Governments, issued by the U.S. Office of Management and Budget, as issued pursuant to the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

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We appreciate the opportunity to be of service to the Organization and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy, and return it to us.

Very truly yours,



Matt Miller, Partner  
of Silva & Silva CPA's

MSM/cr

**RESPONSE:**

This letter correctly sets forth the understanding of the Organization.

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Signature

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Title

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Date



Member:  
American Institute of Certified Public Accountants  
California Society of Certified Public Accountants

880 Apollo Street, Suite 140, El Segundo, CA. 90245  
Tel: 310.563.1010 • Fax: 310.563.1011

## Report on the Firm's System of Quality Control

February 3, 2025

The Partners

Silva & Silva Accountancy Corp.

and the Peer Review Committee of the California Society of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Silva & Silva Accountancy Corp. in effect for the year ended December 31, 2023. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at [www.aicpa.org/prsummary](http://www.aicpa.org/prsummary). The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

### Firm's Responsibility

The firm is responsible for designing and complying with a system of quality control to provide the firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

### Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design and compliance with the firm's system of quality control based on our review.

### Required Selections and Consideration

Engagements selected for review included engagements performed under *Government Auditing Standards*, including an audit under the Single Audit Act.

Silva & Silva Accountancy Corp.  
and the Peer Review Committee of the California Society of CPAs  
February 3, 2025  
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As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

**Opinion**

In our opinion, the system of quality control for the accounting and auditing practice of Silva & Silva Accountancy Corp. in effect for the year ended December 31, 2023, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiencies*, or *fail*. Silva & Silva Accountancy Corp. has received a peer review rating of *pass*.

*Lawrence R. Mitchell & Company*

Lawrence R. Mitchell & Company  
Certified Public Accountants  
*A Professional Corporation*

# Coversheet

## Suspension and Expulsion Policy

**Section:** V. Open Session - Consent Agenda Items  
**Item:** B. Suspension and Expulsion Policy  
**Purpose:**  
**Submitted by:**  
**Related Material:** REDLINESuspension\_Expulsion Policy Rev\_2\_16\_26.docx  
CLEANSuspension\_Expulsion Policy Rev\_2\_16\_26.docx



## **Suspension/Expulsion Policy**

*(For Board Approved 28/2318/20265)*

**HSHMC regards suspension and expulsion as a last resort. As such, our first and proactive response is to implement restorative practices that seek to restore relationships that have been violated, property that has been damaged, and to repair the school culture.**

**Our goal is to maximize time spent learning for each student. However, restorative practices do include a consideration of a wide range of consequences and can be quite significant due to the nature of the violation. Student discipline is a critical factor in maintaining a safe environment for students and staff. Many student discipline issues are, resolved through one-to-one counseling with a teacher, counselor or school administrator. While it's important that students be held accountable for their conduct, it is equally important that students and families know of their right to appeal and understand the appeal process in order to be better prepared for it.**

**Criteria for suspension and expulsion of students are consistent with all applicable federal statutes and state and federal constitutional provisions. Governing law includes the procedures by which pupils can be suspended or expelled—California Education Code Sections 48900 and 48915. In addition, attention is focused on ensuring due process for students and their families. HSHMC follows expulsion and suspension guidelines as outlined in its charter. All related hearings will conform to the state and federal laws regarding discipline, special education, confidentiality, and access to records (IDEA 2004, California Education Code 47605).**

**The school Principal (or designee) may suspend or expel students who fail to comply with these policies at any time. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended and referred for expulsion to the HSHMC Governing Board upon recommendation of the School Principal.**

### **Grounds for Suspension and Expulsion of Students**

**A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance, occurring at the School or at any other school, or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.**

**(i) For suspensions of fewer than 10 days, the principal or principal's designee will provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story.**



**(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:**

**(I) The principal or principal's designee will provide timely, written notice of the charges against the student and an explanation of the student's basic rights.**

**(II) The principal or principal's designee will provide a hearing adjudicated by a neutral officer and/or impartial administrative panel within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.**

**(iii) No student shall be involuntarily removed by the HSHMC for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the student shall remain enrolled and shall not be removed until the HSHMC issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).**

~~In a case where expulsion from HSHMC is being processed by the governing board of the HSHMC, the CEO or other person designated by the CEO in writing may extend the suspension until the HSHMC governing board has rendered a decision in the action. However, an extension may be granted only if the CEO or the CEO's designee has determined, following a meeting in which the student and the student's parent or guardian are invited to participate, that the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. If the student is a foster child, as defined in Section 48853.5 of the Education Code, the CEO or the CEO's designee, shall also invite the student's attorney and an appropriate representative of the county child welfare agency to participate in the meeting.~~

**A "principal's designee" is one or more administrators at the HSHMC site who has been designated by the principal, in writing, to assist with disciplinary procedures. In the event that there is not an administrator in addition to the principal, a certificated employee (teacher, school psychologist, counselor, etc.) may be specifically designated by the principal, in writing, as a principal's designee to assist with disciplinary procedures.**



A student with exceptional needs, as defined in Education Code section 56026, may be suspended or expelled from the HSHMC in accordance with applicable laws and implementing regulations, including Section 1415(k) of Title 20 of the United States Code and the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations. The HSHMC shall immediately notify the student's parent/guardian of a decision to recommend expulsion, provide a procedural safeguards notice, inform the parent/guardian of his or her right to participate in the IEP team meeting. The IEP team meeting must be held within 10 school days of the decision to recommend expulsion, and at a time and place that is convenient to both the parent/guardian and HSHMC personnel. A telephone conference may be substituted for the IEP team meeting. A student with exceptional needs may not be expelled by the HSHMC unless the IEP team has determined that the student's conduct subject to discipline is not a manifestation of his or her disability.

### Enumerated Offenses

These enumerated offenses reflect 2015 changes to California Education Code 48900:

A pupil shall not be suspended from school or recommended for expulsion, unless the Executive Director or Principal of the charter school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a)
  - (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the school principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil's own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.



**(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.**

**(k) N/A**

**(l) Knowingly received stolen school property or private property.**

**(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.**

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

**(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.**

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

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

**(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:**

**(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:**

**(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.**

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

**(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.**

**(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.**

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

**(A) A message, text, sound, or image.**

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

**(C) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).**



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

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

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

**(4) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.**

**A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the CEO of the school district or school principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:**

- 1) While on school grounds.**
- 2) While going to or coming from school.**
- 3) During the lunch period whether on or off the campus.**
- 4) During, or while going to or coming from, a school-sponsored activity.**

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

**As used in this section, "school property" includes, but is not limited to, electronic files and databases.**

**For a pupil subject to discipline under this section, a CEO of the school district or school principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.**

**It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.**



## Notice to Parents/Guardians

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

## APPEAL OF SUSPENSION

Parents/guardians have 10 school days from the first day of the suspension to file a written request to appeal the disciplinary action to the CEO. During the period of appeal, the suspension remains in effect for the length of time designated. The CEO or CEO's designee shall review the suspension and issue a written decision within 10 school days of receiving the appeal. After considering the request, the CEO or CEO's designee shall render a written decision that shall be in the best interest of the student and the HSHMC. HSHMC may let the suspension remain on the student's record, remove the record of suspension by the end of the school year if no other offenses occur, or remove the record of suspension immediately without conditions. The decision of the CEO shall be final.

## Expulsions

~~In this section, Ed Code and conforming HSHMC policy details regarding expulsion decisions and hearings will be provided to describe the following 4 steps:~~

- ~~1. Principal determines whether student should be expelled.~~
- ~~2. Student is entitled to a hearing following principal's decision to expel. Notices, hearing procedures and timelines are specified further below.~~
- ~~3. The governing board of the school district may conduct the expulsion hearing itself or contract with the county hearing officer, or with the Office of Administrative Hearings for a hearing officer to conduct the hearing or appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the governing board of the school district or employed on the staff of the school in which the pupil is enrolled. The hearing shall be conducted in accordance with all of the procedures established under Ed Code.~~
- ~~4. Following the hearing, final action to expel a student shall be taken only by the board in a public session.~~



### Expulsion Hearing Structure

Expulsion hearings shall be conducted by a duly authorized Administrative Hearing Panel, rather than the Governing Board.

The Governing Board does not directly participate in expulsion hearings, does not hear testimony, and does not deliberate on evidence presented in individual cases.

This structure ensures timely hearings, protects student due process rights, and avoids delays associated with Governing Board meeting schedules.

### Authorization of Administrative Hearing Panels

The Governing Board authorizes the Chief Executive Officer (CEO) or designee to:

- Appoint one or more Administrative Hearing Panels;
- Ensure panel members are trained, impartial, and free from conflicts of interest; and
- Support the scheduling and conduct of expulsion hearings in compliance with applicable timelines and due process requirements.

### Role of the Governing Board

The Governing Board's role is limited to governance and oversight and includes:

- Adoption of student discipline policies and administrative regulations;
- Authorization of Administrative Hearing Panels;
- Receipt of written findings and decisions;
- Exercise of appeal or review authority, if provided by policy; and
- Annual oversight of discipline and expulsion procedures.

The Governing Board shall not:

- Sit as the hearing body;
- Hear testimony or review evidence in real time; or
- Delay the scheduling, conduct, or effectiveness of expulsion decisions.

### Role of the Principal or Administrative Designee

The Principal or Administrative Designee is responsible for:

- Investigating alleged misconduct;



- Implementing and documenting Other Means of Correction pursuant to §48900.5;
- Determining when expulsion may be warranted; and
- Making a written recommendation for expulsion to the Administrative Hearing Panel.

The Principal or Administrative Designee may serve as the Case Presenter at the expulsion hearing.

When serving as Case Presenter, the role is limited to presenting factual information and evidence. The Case Presenter shall not advocate for expulsion or participate in deliberations.

### Expulsion Hearing Scheduling & Timelines

#### A. Notice of Hearing

Pursuant to Education Code §48918(a), following a recommendation for expulsion, HSHMC shall provide written notice of the expulsion hearing to the student and parent/guardian.

#### B. Hearing Timelines

- The expulsion hearing shall be scheduled and held within 30 school days after the recommendation for expulsion, unless:
  - the student or parent/guardian requests a postponement; or
  - the student or parent/guardian agrees to a later date.
- The student or parent/guardian has the right to request that the expulsion hearing be held within 10 school days of receipt of the notice of hearing.

#### Administrative Scheduling Authority

Expulsion hearings are scheduled administratively by the Chief Executive Officer (CEO), Principal, or designee and are not dependent on the Governing Board meeting calendar.

The use of an Administrative Hearing Panel ensures that hearings are conducted promptly, student due process rights are protected, and hearing timelines are not delayed by the frequency or timing of Governing Board meetings.

#### Expulsion Hearing Procedures

Expulsion hearings shall be conducted by an Administrative Hearing Panel in accordance with Charter School procedures and due process requirements.

- The Case Presenter presents factual evidence only.
- The student and parent/guardian are afforded all rights provided by law.



- Attendance records, prior discipline history, and other contextual information shall not be reviewed unless and until findings are made and shall be used only for disposition and rehabilitation planning.

### Decision-Making Authority

#### The Administrative Hearing Panel shall:

- Determine whether the alleged conduct occurred;
- Decide whether expulsion is ordered; and
- Establish rehabilitation and readmission requirements pursuant to §48916.

### Evidence Standard

Findings shall be supported by substantial evidence and shall not be based solely on hearsay.

### Effectiveness of Expulsion Decision

When an expulsion hearing is conducted by an Administrative Hearing Panel, the expulsion decision is effective upon issuance of the Panel's written findings and decision.

The effectiveness of the expulsion decision shall not be delayed pending Governing Board review, ratification, or appeal, if any.

Any subsequent action by the Governing Board shall be limited to governance oversight, ratification, modification, or appeal review as permitted by Education Code §48918 and shall not constitute a rehearing or delay the effectiveness of the expulsion decision.

### Subpoenas and Sworn Declarations

The Administrative Hearing Panel may issue subpoenas and consider sworn declarations as permitted by law.

### Record of Hearing

A record of the expulsion hearing shall be made and maintained. The record may be preserved by electronic recording or other means sufficient to permit preparation of a reasonably accurate written record if required.



### **Role Separation & Conflict-of-Interest Safeguards**

- **Individuals involved in investigation or recommendation shall not participate in deliberations;**
- **SDRC members shall not serve as decision-makers in the same case; and**
- **All hearing roles shall be identified prior to the hearing.**

### **Educational Placement Following Expulsion**

**HSHMC shall ensure that students who are expelled are provided with educational options as required by applicable law.**

**Decisions regarding post-expulsion educational placement, if any, shall be made separately from the expulsion determination and in accordance with applicable policies governing such placements.**

**Nothing in this regulation shall be construed to require or guarantee any specific educational placement following expulsion.**

### **Recordkeeping**

**All expulsion documentation shall be maintained in the student's educational record in accordance with applicable law.**

### **Agreement and Stipulation in Lieu of Expulsion Hearing**

**In lieu of proceeding to an expulsion hearing, HSHMC may enter into a written Agreement and Stipulation for Expulsion with the student and parent/guardian, provided that all of the following conditions are met:**

#### **1. Voluntary Agreement**

**The student and parent/guardian voluntarily agree, in writing, to waive the right to an expulsion hearing after being fully informed of all procedural rights afforded under Education Code §48918.**

#### **2. Written Recommendation and Legal Basis**

**The Agreement and Stipulation shall identify:**

- **The specific sections of the California Education Code under which expulsion is recommended; and**
- **A statement that the recommendation is based on evidence obtained during the investigation and/or the student's admission.**

#### **3. Statement of Conduct**

**The Agreement and Stipulation shall include a written description of the suspendable and/or expellable conduct that forms the basis for the expulsion recommendation.**



#### **4. Parental Notification**

**The Principal or Administrative Designee shall document that the parent/guardian was informed of the reasons for the expulsion recommendation prior to execution of the Agreement and Stipulation.**

#### **5. Waiver of Hearing Rights**

**The Agreement and Stipulation shall include an express acknowledgment that the student and parent/guardian:**

- **Understand the right to an expulsion hearing;**
- **Understand the procedural safeguards associated with such hearing; and**
- **Knowingly and voluntarily waive those rights.**

#### **6. No Coercion or Conditioned Enrollment**

**Execution of an Agreement and Stipulation for Expulsion shall not be coerced and shall not be required as a condition of enrollment, re-enrollment, or access to educational services.**

#### **7. Decision and Effectiveness**

**Upon execution of a valid Agreement and Stipulation, the expulsion shall be deemed effective as of the date specified in the agreement, without the need for a formal expulsion hearing.**

#### **8. Rehabilitation and Readmission**

**Any Agreement and Stipulation for Expulsion shall include:**

- **Rehabilitation requirements consistent with Education Code §48916; and**
- **Information regarding eligibility and procedures for readmission.**

#### **9. Board Oversight**

**Agreements and Stipulations for Expulsion shall be reported to the Governing Board for oversight purposes in accordance with Charter School procedures, without disclosure of confidential student information.**

### **Appendices and Addenda**

**The Chief Executive Officer (CEO) or designee is authorized to adopt, revise, and maintain appendices and addenda to this policy, including but not limited to forms, notices, checklists, scripts, and templates, provided such materials are consistent with applicable law and Governing Board policy.**

**Appendices and addenda are incorporated by reference into this Administrative Regulation and shall be used to implement the procedures described herein. Revisions to appendices and addenda shall not require Governing Board approval unless otherwise required by law or Board policy.**

- **Appendix A - Expulsion Hearing Notice & Procedural Safeguards**
- **Appendix B - Expulsion Hearing Script**
- **Appendix C - Agreement and Stipulation for Expulsion**



**Appendix A- Expulsion Hearing Notice & Procedural Safeguards**

**NOTICE OF EXPULSION HEARING AND STATEMENT OF PROCEDURAL SAFEGUARDS**

**Health Sciences High and Middle College**

**Date of Notice:** \_\_\_\_\_

**To:**  
**Parent/Guardian of [Student Name]**  
**Address:** \_\_\_\_\_

**Re: Notice of Expulsion Hearing for [Student Name]**

Dear Parent/Guardian,

This letter serves as formal notice that [Charter School Name] has recommended expulsion for [Student Name] and that an expulsion hearing will be conducted pursuant to California Education Code §48918.

**I. Hearing Information**

*(Ed Code §48918(b)(1))*

**Student Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Date of Expulsion Hearing:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Location / Format:**  In Person  Virtual  Hybrid

o Location or Access Information:

\_\_\_\_\_

**Hearing Conducted By: Administrative Hearing Panel**

**Presiding Officer:** \_\_\_\_\_

**The Governing Board will not conduct the hearing and will not hear testimony.**

Health Sciences High & Middle College



## **II. Statement of Specific Facts and Charges**

*(Ed Code §48918(b)(2))*

The proposed expulsion is based on alleged violations of the California Education Code, including the following sections (as applicable):

- §48900(a)    §48900(b)    §48900(c)    §48900(d)    §48900(e)  
 §48900(f)    §48900(g)    §48900(h)    §48900(i)  
 §48900(j)    §48900(k)    §48900(l)    §48900(m)  
 §48900(n)    §48900(o)    §48900(p)    §48900(q)  
 §48915(c)(1)    §48915(c)(2)    §48915(c)(3)

A written expulsion recommendation describing the specific facts and charges upon which the proposed expulsion is based is enclosed with this notice or available upon request.

## **III. Disciplinary Rules**

*(Ed Code §48918(b)(3))*

A copy of the Charter School's disciplinary rules that relate to the alleged violation is available upon request.

## **IV. Hearing Timeline Rights**

*(Ed Code §48918(a))*

- The expulsion hearing will be held within **30 schooldays** of the recommendation for expulsion unless you request or agree to a later date.
- You have the **right to request**, in writing, that the hearing be held within **10 schooldays** of receipt of this notice.

## **V. Procedural Rights of the Student and Parent/Guardian**

*(Ed Code §48918(b)(5))*

At the expulsion hearing, the student and parent/guardian have the right to:

- Appear in person at the hearing

Health Sciences High & Middle College

3910 University Ave. Suite 100 San Diego, CA 92105 Tel: 619-528-9070 Fax: 619-528-9084 hshmc.org

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- Be represented by **legal counsel or a non-attorney adviser**
- Inspect and obtain copies of **all documents** to be used at the hearing
- Confront and question **all witnesses** who testify at the hearing
- Question **all other evidence** presented
- Present **oral and documentary evidence**, including witnesses, on the student's behalf

The student or parent/guardian is **not required** to be represented by legal counsel or a non-attorney adviser at the hearing.

### Special Procedural Safeguards — Sexual Assault or Sexual Battery Allegations

If the student is alleged to have committed or attempted to commit **sexual assault or sexual battery**:

- A complaining witness shall be given **five (5) calendar days' notice** before being called to testify;
- The complaining witness is entitled to have **up to two adult support persons** present during testimony, including but not limited to a parent/guardian or legal counsel;
- Support persons shall be admonished that the hearing is confidential;
- The Administrative Hearing Panel may remove a support person who is disrupting the hearing; and
- If a support person is also a witness, **Penal Code §868.5** shall be followed.

### VI. Obligation to Notify Next School

(Ed Code §48918(b)(4) & §48915.1(b))

Please be advised that the **parent/guardian or student is required to notify any school in which the student subsequently enrolls of the student's expulsion or discipline status**, as required by law.

### VII. Decision and Effectiveness

If the Administrative Hearing Panel orders expulsion:

- The decision is **effective upon issuance of the Panel's written findings and decision**.
- The decision is **not delayed** pending any subsequent Governing Board review, ratification, or appeal, if any.

### VIII. Language Access & Translation Services

The Charter School is committed to ensuring meaningful access to the expulsion hearing process.

Please indicate your language needs below:

- I request written translation of documents
- I request an interpreter for the hearing

Health Sciences High & Middle College

3910 University Ave. Suite 100 San Diego, CA 92105  Tel: 619-528-9070  Fax: 619-528-9084 [hshmc.org](http://hshmc.org)

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**Preferred language:** \_\_\_\_\_

No language assistance is needed at this time

**IX. Contact Information**

If you have questions regarding this notice or the hearing process, please contact:

**Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

Sincerely,

**Authorized Designee**  
**Health Sciences High and Middle College**

**Certificate of Service**

I certify that this Notice of Expulsion Hearing and Procedural Safeguards was provided as follows:

- Delivered in person
- Sent by U.S. mail
- Sent by certified mail
- Sent electronically (if permitted)

**Date of Service:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Signature:** \_\_\_\_\_



## Appendix B – Expulsion Hearing Script

### EXPULSION HEARING

#### Health Sciences High and Middle College

##### I. Call to Order

###### Presiding Officer states:

“This expulsion hearing is now called to order on [date] at [time] regarding [Student Name].”

##### II. Introductions and Roles

###### Presiding Officer states:

“My name is [Name], and I am serving as the Presiding Officer of the Administrative Hearing Panel.

Also present on the panel today are [Panel Member Names].

The Case Presenter for the Charter School is [Name and Title], who will present factual information related to the alleged conduct.

The student, [Student Name], is present / not present.

The parent/guardian, [Name], is present / not present.

The student is represented by [Counsel / Non-Attorney Advisor / None].”

##### III. Purpose and Authority of the Hearing

###### Presiding Officer states:

“The purpose of this hearing is to determine whether the alleged conduct occurred and, if so, whether expulsion is appropriate under California law and Charter School policy.

This hearing is being conducted by an Administrative Hearing Panel authorized by the Governing Board. The Governing Board is not conducting this hearing and will not hear testimony.”

##### IV. Closed vs. Public Hearing

###### Presiding Officer states:



**"This expulsion hearing is being conducted in closed session.**

**The student has the right to request that the hearing be conducted in public by submitting a written request at least five (5) calendar days prior to the hearing. No such request has been received / a request was received and addressed."**

#### **V. Procedural Safeguards and Rights**

**Presiding Officer states:**

**"The student and parent/guardian have the right to:**

- Be present at the hearing**
- Be represented by legal counsel or a non-attorney adviser**
- Inspect and obtain copies of all documents to be used at the hearing**
- Present evidence and witnesses**
- Confront and question witnesses presented by the Charter School**

**The student or parent/guardian is not required to be represented by counsel."**

#### **VI. Special Safeguards (If Applicable)**

**Presiding Officer states (only if applicable):**

**"If the allegations involve sexual assault or sexual battery, additional statutory safeguards apply to complaining witnesses, including advance notice prior to testimony and the right to support persons during testimony, as required by law."**

#### **VII. Subpoena Authority**

**Presiding Officer states:**

**"The Administrative Hearing Panel has authority to issue subpoenas and to consider sworn declarations as permitted by law."**

#### **VIII. Record of Hearing**

**Presiding Officer states:**

**"A record of this expulsion hearing is being made and will be maintained in accordance with Charter School procedures."**

#### **IX. Evidence Standard**



**Presiding Officer states:**

**“Any findings made by the Administrative Hearing Panel must be supported by substantial evidence and shall not be based solely on hearsay.”**

## **X. Presentation of the Case**

### **A. Case Presenter**

**Presiding Officer states:**

**“The Case Presenter may now present factual information and evidence related to the alleged conduct.”**

*(Case Presenter presents evidence and witnesses.)*

### **B. Student / Parent Response**

**Presiding Officer states:**

**“The student and parent/guardian may now respond, present evidence, and call witnesses.”**

### **C. Questions**

**Presiding Officer states:**

**“Panel members may now ask questions of the Case Presenter, student, or witnesses for clarification.”**

## **XI. Closing Statements**

**Presiding Officer states:**

**“The Case Presenter may make a brief closing statement.”**

**“The student or parent/guardian may make a brief closing statement.”**

## **XII. Deliberation**

**Presiding Officer states:**

Health Sciences High & Middle College



**“The Administrative Hearing Panel will now deliberate in closed session.”**

*(All non-panel participants exit unless otherwise permitted by law.)*

### **XIII. Decision**

**After deliberation, the Presiding Officer states:**

**“The Administrative Hearing Panel has completed its deliberations.**

**A written decision, including findings of fact and any rehabilitation requirements, will be issued.”**

### **XIV. Effectiveness of Decision**

**Presiding Officer states:**

**“If expulsion is ordered, the decision is effective upon issuance of the Panel’s written findings and decision and is not delayed pending any subsequent Governing Board action.”**

### **XV. Adjournment**

**Presiding Officer states:**

**“This expulsion hearing is now adjourned.”**

### **Appendix C – Agreement and Stipulation for Expulsion**

#### **AGREEMENT AND STIPULATION**

#### **FOR EXPULSION**

**In the matter of the Expulsion of: Case No.:**

**School of Attendance: Grade: ID #:**

**Address:**

#### **RECOMMENDATION**

**The expulsion recommendation is being made under the following sections of the California Education Code:**



**The evidence obtained in the investigation of the incident and/or by the student's own admission, indicates that the following**

**suspendable and expellable behavior occurred. Manager/designee informed parent of reason for Recommendation for**

**Expulsion as stated below:**

**School of Incident:**

**School Administrator:**

**Date of Incident:**

**Charge Narrative:**

**The recommendation for expulsion is also based on the following additional findings:**

- **Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.**
- **Due to the nature of the act the student presents a continuing danger to the physical safety of himself/herself or others.**

**I/we have been informed of and understand the right to due process with regard to the expulsion recommendation.**

**Parent Initial: \_\_\_\_\_ Student Initial: \_\_\_\_\_ Director/Designee Initial: \_\_\_\_\_**

**I/we have had the opportunity to review the reasons for the recommendation for expulsion and to discuss them with staff, and**

**agree to the facts as stated in the expulsion recommendation.**

**Parent Initial: \_\_\_\_\_ Student Initial: \_\_\_\_\_ Director/Designee Initial: \_\_\_\_\_**

**After careful consideration I/we request a waiver of the pending expulsion hearing before an Administrative Panel. I/we**

**understand that the purpose and function of the hearing would have been for fact finding and to submit a recommendation to the**

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**Governing Board.**

**Parent Initial:** \_\_\_\_\_ **Student Initial:** \_\_\_\_\_ **Director/Designee Initial:** \_\_\_\_\_

I/we understand that if our request for a stipulated expulsion is approved by the Governing Board, I/we make a knowing and

voluntary waiver of our rights to have an expulsion hearing and, therefore, waive the following rights:

The right to all notices and timelines required by statute, rule or regulation.

The right to be represented by legal counsel at such expulsion hearing.

The right to inspect and obtain copies of the documents which would have been used at the hearing.

The right to confront and question all witnesses who would have testified at the hearing.

The right to question all written evidence presented.

The right to present oral and documentary evidence on the student’s behalf including witnesses, and

The right to appeal to the county board of education if this stipulated expulsion is approved by the Board of Education as

agreed upon.

I/we understand that we may consult with an attorney about this stipulated expulsion process.

Dated this: \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_\_

\_\_\_\_\_

Parent Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Student Signature \_\_\_\_\_ Director/Designee \_\_\_\_\_

**RECOMMENDED EXPULSION ORDER**

**\_\_\_\_\_ is expelled until \_\_\_\_\_ (date). It is further recommended that**

**the student be placed at \_\_\_\_\_.**

**The expulsion order will be a stipulated agreement.**

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**Rehabilitation Plan: Education Code 48917 requires that a student must complete a rehabilitation program. The following**

**items that are checked must be completed to have an expulsion lifted for a return to the charter school.**

**1. Attendance during the period of expulsion at an accredited educational institute.**

**2. Participate in one or more of the following programs (completion must be certified by the program supervisor):**

**— Anger Management Program**

**— Drug/Alcohol Program**

**— Decision Making Program**

**— Grades, Attendance & Behavior**

**3. Other: \_\_\_\_\_**

**The terms and conditions of the Stipulated Expulsion are as stated herein.**

**By signing this document I/we confirm that I/we have received the above-mentioned information and documents, and to**

**the best of my/our knowledge, confirm that the facts of the incident as described in the information and documents are**

**true. I/we agree with the recommended expulsion order.**

**Dated this: \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_\_**

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Director/Designee

**A student shall be entitled to a hearing to determine whether he or she should be expelled. An expulsion hearing shall be held within 30 school days after the date the principal or principal's designee determines that the student has committed any of the above-listed expellable offenses, unless the student requests, in writing, that the hearing be postponed. The CEO or the CEO's designee may grant one or more postponements of the hearing. Within 10 school days after the**

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**conclusion of the hearing, the administrative panel shall decide whether to recommend expulsion. The board shall decide to accept the administrative panel's recommendation within 30 school days of the hearing. If compliance by the board of the time requirements is impracticable, the CEO or the CEO's designee may, for good cause, extend the time period for the holding of the expulsion hearing and/or accepting the administrative panel's recommendation for an additional 10 school days. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted.**

**Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay. Written notice of the hearing shall be forwarded to the student at least 10 calendar days before the date of the hearing. The notice shall include all of the following:**

- 1. The date, time, and place of the hearing.**
- 2. A statement of the specific facts and charges upon which the proposed expulsion is based.**
- 3. A copy of the disciplinary rules of the Charter School that relate to the alleged violation.**
- 4. A notice of the parent/guardian's or student's obligation to notify the school where the student next enrolls of the student's discipline status.**
- 5. Notice of the opportunity for the student or the student's parent/guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses. In a hearing in which a student is alleged to have committed or attempted to commit a sexual assault or sexual battery, a complaining witness shall be given five calendar days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. The administrative panel may call for the removal of a support person who is disrupting the hearing. If one or both of the support persons is also a witness, Penal Code section 868.5 shall be followed for the hearing. The student or parent/guardian is not required to to be represented by legal counsel or by a non-attorney adviser at the hearing.**

**The Charter School shall conduct a hearing to consider the expulsion of a student in a session closed to the public, unless the student requests, in writing, at least five calendar days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the administrative panel appointed to conduct the hearing may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. If the administrative panel appointed to conduct the hearing admits any other person to a closed deliberation session, the parent/guardian of the student, the student, and the counsel of the student also shall be allowed to attend the closed deliberations. If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault or sexual battery, a**



~~complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television. Instead of conducting an expulsion hearing itself, the board may appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the board or employed by the Charter School. Panel members may include staff from Ingenuity Charter School, other charter schools, and/or local educational agencies.~~

~~Within 10 school days after the hearing, the administrative panel shall determine whether to recommend the expulsion of the student to the board. If the administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the student immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made. The decision not to recommend expulsion shall be final. If the administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the board. The findings of fact and recommendation shall be based solely on the evidence adduced at the hearing. If the board accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendation submitted by the panel or upon the results of any supplementary hearing that the board may order.~~

~~The decision of the board to expel a student shall be based upon substantial evidence relevant to the charges adduced at the expulsion or supplementary hearings. Except as provided in this charter, no evidence to expel shall be based solely upon hearsay evidence. The board or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the board or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.~~

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

~~Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the board to expel shall be supported by substantial evidence showing that the student committed any of the acts listed above as expellable offenses.~~



**In hearings that include an allegation of committing or attempting to commit a sexual assault as or to commit a sexual battery, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the panel conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.**

**Before the hearing has commenced, the panel or board may issue subpoenas at the request of either the CEO, CEO's designee, or student, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the panel or board may, upon request of the CEO, CEO's designee, or student, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code. Any objection raised by the CEO, CEO's designee, or student to the issuance of subpoenas may be considered by the panel or board in closed session, or in open session, if so requested by the student before the meeting. Any decision by the panel or board in response to an objection to the issuance of subpoenas shall be final and binding.**

**If the board or panel determines that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration.**

**Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.**

**Final action to expel a student shall be taken only by the board in a public session. Written notice of any decision to expel shall be sent by the Charter School to the student or parent/guardian and shall be accompanied by all of the following:**

- 1. Notice that the decision of the board of the Charter School is final. There is no right to appeal the expulsion to the District or County.**
- 2. Notice of the education alternative placement to be provided to the student during the time of expulsion.**



- ~~3. Notice of the obligation of the parent/guardian or student under Education Code section 48915.1(b), upon the student's enrollment in a new school, to inform that school of the student's expulsion.~~

~~The Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records. The expulsion order and the causes for the expulsion shall be recorded in the student's mandatory interim record and shall be forwarded to any school in which the student subsequently enrolls upon receipt of a request from the admitting school for the student's records. Decision shall be final.~~



## **Suspension/Expulsion Policy** *(For Board Approval 2/23/2026)*

**HSHMC regards suspension and expulsion as a last resort. As such, our first and proactive response is to implement restorative practices that seek to restore relationships that have been violated, property that has been damaged, and to repair the school culture.**

**Our goal is to maximize time spent learning for each student. However, restorative practices do include a consideration of a wide range of consequences and can be quite significant due to the nature of the violation. Student discipline is a critical factor in maintaining a safe environment for students and staff. Many student discipline issues are, resolved through one-to-one counseling with a teacher, counselor or school administrator. While it's important that students be held accountable for their conduct, it is equally important that students and families know of their right to appeal and understand the appeal process in order to be better prepared for it.**

**Criteria for suspension and expulsion of students are consistent with all applicable federal statutes and state and federal constitutional provisions. Governing law includes the procedures by which pupils can be suspended or expelled—California Education Code Sections 48900 and 48915. In addition, attention is focused on ensuring due process for students and their families. HSHMC follows expulsion and suspension guidelines as outlined in its charter. All related hearings will conform to the state and federal laws regarding discipline, special education, confidentiality, and access to records (IDEA 2004, California Education Code 47605).**

**The school Principal (or designee) may suspend or expel students who fail to comply with these policies at any time. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended and referred for expulsion to the HSHMC Governing Board upon recommendation of the School Principal.**

### **Grounds for Suspension and Expulsion of Students**

**A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance, occurring at the School or at any other school, or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.**

**(i) For suspensions of fewer than 10 days, the principal or principal's designee will provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story.**



**(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:**

**(I) The principal or principal's designee will provide timely, written notice of the charges against the student and an explanation of the student's basic rights.**

**(II) The principal or principal's designee will provide a hearing adjudicated by a neutral officer and/or impartial administrative panel within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.**

**(iii) No student shall be involuntarily removed by the HSHMC for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the student shall remain enrolled and shall not be removed until the HSHMC issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).**

**If the student is a foster child, as defined in Section 48853.5 of the Education Code, the CEO or the CEO's designee, shall also invite the student's attorney and an appropriate representative of the county child welfare agency to participate in the meeting.**

**A "principal's designee" is one or more administrators at the HSHMC site who has been designated by the principal, in writing, to assist with disciplinary procedures. In the event that there is not an administrator in addition to the principal, a certificated employee (teacher, school psychologist, counselor, etc.) may be specifically designated by the principal, in writing, as a principal's designee to assist with disciplinary procedures.**

**A student with exceptional needs, as defined in Education Code section 56026, may be suspended or expelled from the HSHMC in accordance with applicable laws and implementing regulations, including Section 1415(k) of Title 20 of the United States Code and the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations. The HSHMC shall immediately notify the student's parent/guardian of a decision to recommend expulsion, provide a procedural safeguards notice, inform the parent/guardian of his or her right to participate in the IEP team meeting. The IEP team meeting must be held within 10 school days of the decision to recommend expulsion, and at a time and place that is convenient to both the parent/guardian and HSHMC personnel. A telephone conference may be substituted for the IEP**



team meeting. A student with exceptional needs may not be expelled by the HSHMC unless the IEP team has determined that the student's conduct subject to discipline is not a manifestation of his or her disability.

### Enumerated Offenses

These enumerated offenses reflect 2015 changes to California Education Code 48900:

A pupil shall not be suspended from school or recommended for expulsion, unless the Executive Director or Principal of the charter school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a)
- (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the school principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil's own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) N/A
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.



**(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.**

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

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

**(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:**

**(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:**

**(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.**

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

**(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.**

**(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.**

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

**(A) A message, text, sound, or image.**

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

**(C) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).**

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

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



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

**(4) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.**

**A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the CEO of the school district or school principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:**

- 1) While on school grounds.**
- 2) While going to or coming from school.**
- 3) During the lunch period whether on or off the campus.**
- 4) During, or while going to or coming from, a school-sponsored activity.**

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

**As used in this section, "school property" includes, but is not limited to, electronic files and databases.**

**For a pupil subject to discipline under this section, a CEO of the school district or school principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.**

**It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.**

#### **Notice to Parents/Guardians**

**At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask**



the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## **APPEAL OF SUSPENSION**

Parents/guardians have 10 school days from the first day of the suspension to file a written request to appeal the disciplinary action to the CEO. During the period of appeal, the suspension remains in effect for the length of time designated. The CEO or CEO's designee shall review the suspension and issue a written decision within 10 school days of receiving the appeal. After considering the request, the CEO or CEO's designee shall render a written decision that shall be in the best interest of the student and the HSHMC. HSHMC may let the suspension remain on the student's record, remove the record of suspension by the end of the school year if no other offenses occur, or remove the record of suspension immediately without conditions. The decision of the CEO shall be final.

## **Expulsions**

### **Expulsion Hearing Structure**

Expulsion hearings shall be conducted by a duly authorized Administrative Hearing Panel, rather than the Governing Board.

The Governing Board does not directly participate in expulsion hearings, does not hear testimony, and does not deliberate on evidence presented in individual cases.

This structure ensures timely hearings, protects student due process rights, and avoids delays associated with Governing Board meeting schedules.

### **Authorization of Administrative Hearing Panels**

The Governing Board authorizes the Chief Executive Officer (CEO) or designee to:

- **Appoint one or more Administrative Hearing Panels;**
- **Ensure panel members are trained, impartial, and free from conflicts of interest; and**
- **Support the scheduling and conduct of expulsion hearings in compliance with applicable timelines and due process requirements.**

### **Role of the Governing Board**

The Governing Board's role is limited to governance and oversight and includes:

- **Adoption of student discipline policies and administrative regulations;**

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- **Authorization of Administrative Hearing Panels;**
- **Receipt of written findings and decisions;**
- **Exercise of appeal or review authority, if provided by policy; and**
- **Annual oversight of discipline and expulsion procedures.**

**The Governing Board shall not:**

- **Sit as the hearing body;**
- **Hear testimony or review evidence in real time; or**
- **Delay the scheduling, conduct, or effectiveness of expulsion decisions.**

**Role of the Principal or Administrative Designee**

**The Principal or Administrative Designee is responsible for:**

- **Investigating alleged misconduct;**
- **Implementing and documenting Other Means of Correction pursuant to §48900.5;**
- **Determining when expulsion may be warranted; and**
- **Making a written recommendation for expulsion to the Administrative Hearing Panel**

**The Principal or Administrative Designee may serve as the Case Presenter at the expulsion hearing.**

**When serving as Case Presenter, the role is limited to presenting factual information and evidence. The Case Presenter shall not advocate for expulsion or participate in deliberations.**

**Expulsion Hearing Scheduling & Timelines**

**A. Notice of Hearing**

**Pursuant to Education Code §48918(a), following a recommendation for expulsion, HSHMC shall provide written notice of the expulsion hearing to the student and parent/guardian.**

**B. Hearing Timelines**

- **The expulsion hearing shall be scheduled and held within 30 school days after the recommendation for expulsion, unless:**
  - **the student or parent/guardian requests a postponement; or**
  - **the student or parent/guardian agrees to a later date.**
- **The student or parent/guardian has the right to request that the expulsion hearing be held within 10 school days of receipt of the notice of hearing.**



## **Administrative Scheduling Authority**

**Expulsion hearings are scheduled administratively by the Chief Executive Officer (CEO), Principal, or designee and are not dependent on the Governing Board meeting calendar.**

**The use of an Administrative Hearing Panel ensures that hearings are conducted promptly, student due process rights are protected, and hearing timelines are not delayed by the frequency or timing of Governing Board meetings.**

## **Expulsion Hearing Procedures**

**Expulsion hearings shall be conducted by an Administrative Hearing Panel in accordance with Charter School procedures and due process requirements.**

- **The Case Presenter presents factual evidence only.**
- **The student and parent/guardian are afforded all rights provided by law.**
- **Attendance records, prior discipline history, and other contextual information shall not be reviewed unless and until findings are made and shall be used only for disposition and rehabilitation planning.**

## **Decision-Making Authority**

**The Administrative Hearing Panel shall:**

- **Determine whether the alleged conduct occurred;**
- **Decide whether expulsion is ordered; and**
- **Establish rehabilitation and readmission requirements pursuant to §48916.**

## **Evidence Standard**

**Findings shall be supported by substantial evidence and shall not be based solely on hearsay.**

## **Effectiveness of Expulsion Decision**

**When an expulsion hearing is conducted by an Administrative Hearing Panel, the expulsion decision is effective upon issuance of the Panel's written findings and decision.**

**The effectiveness of the expulsion decision shall not be delayed pending Governing Board review, ratification, or appeal, if any.**

**Any subsequent action by the Governing Board shall be limited to governance oversight, ratification, modification, or appeal review as permitted by Education Code §48918 and shall not constitute a rehearing or delay the effectiveness of the expulsion decision.**



## **Subpoenas and Sworn Declarations**

**The Administrative Hearing Panel may issue subpoenas and consider sworn declarations as permitted by law.**

## **Record of Hearing**

**A record of the expulsion hearing shall be made and maintained. The record may be preserved by electronic recording or other means sufficient to permit preparation of a reasonably accurate written record if required.**

## **Role Separation & Conflict-of-Interest Safeguards**

- **Individuals involved in investigation or recommendation shall not participate in deliberations;**
- **SDRC members shall not serve as decision-makers in the same case; and**
- **All hearing roles shall be identified prior to the hearing.**

## **Educational Placement Following Expulsion**

**HSHMC shall ensure that students who are expelled are provided with educational options as required by applicable law.**

**Decisions regarding post-expulsion educational placement, if any, shall be made separately from the expulsion determination and in accordance with applicable policies governing such placements.**

**Nothing in this regulation shall be construed to require or guarantee any specific educational placement following expulsion.**

## **Recordkeeping**

**All expulsion documentation shall be maintained in the student's educational record in accordance with applicable law.**

## **Agreement and Stipulation in Lieu of Expulsion Hearing**

**In lieu of proceeding to an expulsion hearing, HSHMC may enter into a written Agreement and Stipulation for Expulsion with the student and parent/guardian, provided that all of the following conditions are met:**

### **1. Voluntary Agreement**

**The student and parent/guardian voluntarily agree, in writing, to waive the right to an**

Health Sciences High & Middle College



**expulsion hearing after being fully informed of all procedural rights afforded under Education Code §48918.**

**2. Written Recommendation and Legal Basis**

**The Agreement and Stipulation shall identify:**

- **The specific sections of the California Education Code under which expulsion is recommended; and**
- **A statement that the recommendation is based on evidence obtained during the investigation and/or the student's admission.**

**3. Statement of Conduct**

**The Agreement and Stipulation shall include a written description of the suspendable and/or expellable conduct that forms the basis for the expulsion recommendation.**

**4. Parental Notification**

**The Principal or Administrative Designee shall document that the parent/guardian was informed of the reasons for the expulsion recommendation prior to execution of the Agreement and Stipulation.**

**5. Waiver of Hearing Rights**

**The Agreement and Stipulation shall include an express acknowledgment that the student and parent/guardian:**

- **Understand the right to an expulsion hearing;**
- **Understand the procedural safeguards associated with such hearing; and**
- **Knowingly and voluntarily waive those rights.**

**6. No Coercion or Conditioned Enrollment**

**Execution of an Agreement and Stipulation for Expulsion shall not be coerced and shall not be required as a condition of enrollment, re-enrollment, or access to educational services.**

**7. Decision and Effectiveness**

**Upon execution of a valid Agreement and Stipulation, the expulsion shall be deemed effective as of the date specified in the agreement, without the need for a formal expulsion hearing.**

**8. Rehabilitation and Readmission**

**Any Agreement and Stipulation for Expulsion shall include:**

- **Rehabilitation requirements consistent with Education Code §48916; and**
- **Information regarding eligibility and procedures for readmission.**

**9. Board Oversight**

**Agreements and Stipulations for Expulsion shall be reported to the Governing Board for oversight purposes in accordance with Charter School procedures, without disclosure of confidential student information.**

## **Appendices and Addenda**

**The Chief Executive Officer (CEO) or designee is authorized to adopt, revise, and maintain appendices and addenda to this policy, including but not limited to forms, notices, checklists, scripts, and templates, provided such materials are consistent with applicable law and Governing Board policy.**



**Appendices and addenda are incorporated by reference into this Administrative Regulation and shall be used to implement the procedures described herein. Revisions to appendices and addenda shall not require Governing Board approval unless otherwise required by law or Board policy.**

- **Appendix A – Expulsion Hearing Notice & Procedural Safeguards**
- **Appendix B – Expulsion Hearing Script**
- **Appendix C – Agreement and Stipulation for Expulsion**

### **Appendix A- Expulsion Hearing Notice & Procedural Safeguards**

#### **NOTICE OF EXPULSION HEARING AND STATEMENT OF PROCEDURAL SAFEGUARDS**

**Health Sciences High and Middle College**

**Date of Notice:** \_\_\_\_\_

**To:**  
Parent/Guardian of **[Student Name]**  
**Address:** \_\_\_\_\_

**Re: Notice of Expulsion Hearing for [Student Name]**

Dear Parent/Guardian,

This letter serves as formal notice that **[Charter School Name]** has recommended expulsion for **[Student Name]** and that an expulsion hearing will be conducted pursuant to **California Education Code §48918**.

#### **I. Hearing Information**

*(Ed Code §48918(b)(1))*

**Student Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Date of Expulsion Hearing:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Location / Format:**  In Person  Virtual  Hybrid

Health Sciences High & Middle College



- o Location or Access Information:

**Hearing Conducted By:** Administrative Hearing Panel

**Presiding Officer:** \_\_\_\_\_

The Governing Board will **not** conduct the hearing and will **not** hear testimony.

## II. Statement of Specific Facts and Charges

*(Ed Code §48918(b)(2))*

The proposed expulsion is based on alleged violations of the California Education Code, including the following sections (as applicable):

- §48900(a)    §48900(b)    §48900(c)    §48900(d)    §48900(e)
- §48900(f)    §48900(g)    §48900(h)    §48900(i)
- §48900(j)    §48900(k)    §48900(l)    §48900(m)
- §48900(n)    §48900(o)    §48900(p)    §48900(q)
- §48915(c)(1)    §48915(c)(2)    §48915(c)(3)

A **written expulsion recommendation describing the specific facts and charges** upon which the proposed expulsion is based is **enclosed with this notice** or available upon request.

## III. Disciplinary Rules

*(Ed Code §48918(b)(3))*

A **copy of the Charter School’s disciplinary rules** that relate to the alleged violation is available upon request.

## IV. Hearing Timeline Rights

*(Ed Code §48918(a))*

- The expulsion hearing will be held within **30 schooldays** of the recommendation for expulsion unless you request or agree to a later date.
- You have the **right to request**, in writing, that the hearing be held within **10 schooldays** of receipt of this notice.

## V. Procedural Rights of the Student and Parent/Guardian

*(Ed Code §48918(b)(5))*

Health Sciences High & Middle College



At the expulsion hearing, the student and parent/guardian have the right to:

- Appear in person at the hearing
- Be represented by **legal counsel or a non-attorney adviser**
- Inspect and obtain copies of **all documents** to be used at the hearing
- Confront and question **all witnesses** who testify at the hearing
- Question **all other evidence** presented
- Present **oral and documentary evidence**, including witnesses, on the student's behalf

The student or parent/guardian is **not required** to be represented by legal counsel or a non-attorney adviser at the hearing.

### **Special Procedural Safeguards — Sexual Assault or Sexual Battery Allegations**

If the student is alleged to have committed or attempted to commit **sexual assault or sexual battery**:

- A complaining witness shall be given **five (5) calendar days' notice** before being called to testify;
- The complaining witness is entitled to have **up to two adult support persons** present during testimony, including but not limited to a parent/guardian or legal counsel;
- Support persons shall be admonished that the hearing is confidential;
- The Administrative Hearing Panel may remove a support person who is disrupting the hearing; and
- If a support person is also a witness, **Penal Code §868.5** shall be followed.

### **VI. Obligation to Notify Next School**

*(Ed Code §48918(b)(4) & §48915.1(b))*

Please be advised that the **parent/guardian or student is required to notify any school in which the student subsequently enrolls of the student's expulsion or discipline status**, as required by law.

### **VII. Decision and Effectiveness**

If the Administrative Hearing Panel orders expulsion:

- The decision is **effective upon issuance of the Panel's written findings and decision**.
- The decision is **not delayed** pending any subsequent Governing Board review, ratification, or appeal, if any.

### **VIII. Language Access & Translation Services**

The Charter School is committed to ensuring meaningful access to the expulsion hearing process.

Please indicate your language needs below:

Health Sciences High & Middle College

3910 University Ave. Suite 100 San Diego, CA 92105 Tel: 619-528-9070 Fax: 619-528-9084 hshmc.org

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- I request written translation of documents
- I request an interpreter for the hearing

**Preferred language:** \_\_\_\_\_

- No language assistance is needed at this time

**IX. Contact Information**

If you have questions regarding this notice or the hearing process, please contact:

**Name:** \_\_\_\_\_  
**Title:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_  
**Email:** \_\_\_\_\_

Sincerely,

**Authorized Designee**  
**Health Sciences High and Middle College**

**Certificate of Service**

I certify that this Notice of Expulsion Hearing and Procedural Safeguards was provided as follows:

- Delivered in person
- Sent by U.S. mail
- Sent by certified mail
- Sent electronically (if permitted)

**Date of Service:** \_\_\_\_\_

**Name:** \_\_\_\_\_  
**Title:** \_\_\_\_\_  
**Signature:** \_\_\_\_\_



## Appendix B – Expulsion Hearing Script

### EXPULSION HEARING

#### Health Sciences High and Middle College

##### I. Call to Order

**Presiding Officer states:**

**“This expulsion hearing is now called to order on [date] at [time] regarding [Student Name].”**

##### II. Introductions and Roles

**Presiding Officer states:**

**“My name is [Name], and I am serving as the Presiding Officer of the Administrative Hearing Panel.**

**Also present on the panel today are [Panel Member Names].**

**The Case Presenter for the Charter School is [Name and Title], who will present factual information related to the alleged conduct.**

**The student, [Student Name], is present / not present.**

**The parent/guardian, [Name], is present / not present.**

**The student is represented by [Counsel / Non-Attorney Advisor / None].”**

##### III. Purpose and Authority of the Hearing

**Presiding Officer states:**

**“The purpose of this hearing is to determine whether the alleged conduct occurred and, if so, whether expulsion is appropriate under California law and Charter School policy.**



**This hearing is being conducted by an Administrative Hearing Panel authorized by the Governing Board. The Governing Board is not conducting this hearing and will not hear testimony.”**

#### **IV. Closed vs. Public Hearing**

**Presiding Officer states:**

**“This expulsion hearing is being conducted in closed session.**

**The student has the right to request that the hearing be conducted in public by submitting a written request at least five (5) calendar days prior to the hearing. No such request has been received / a request was received and addressed.”**

#### **V. Procedural Safeguards and Rights**

**Presiding Officer states:**

**“The student and parent/guardian have the right to:**

- **Be present at the hearing**
- **Be represented by legal counsel or a non-attorney adviser**
- **Inspect and obtain copies of all documents to be used at the hearing**
- **Present evidence and witnesses**
- **Confront and question witnesses presented by the Charter School**

**The student or parent/guardian is not required to be represented by counsel.”**

#### **VI. Special Safeguards (If Applicable)**

**Presiding Officer states (only if applicable):**

**“If the allegations involve sexual assault or sexual battery, additional statutory safeguards apply to complaining witnesses, including advance notice prior to testimony and the right to support persons during testimony, as required by law.”**

#### **VII. Subpoena Authority**

**Presiding Officer states:**

**“The Administrative Hearing Panel has authority to issue subpoenas and to consider sworn declarations as permitted by law.”**

#### **VIII. Record of Hearing**



**Presiding Officer states:**

**“A record of this expulsion hearing is being made and will be maintained in accordance with Charter School procedures.”**

## **IX. Evidence Standard**

**Presiding Officer states:**

**“Any findings made by the Administrative Hearing Panel must be supported by substantial evidence and shall not be based solely on hearsay.”**

## **X. Presentation of the Case**

### **A. Case Presenter**

**Presiding Officer states:**

**“The Case Presenter may now present factual information and evidence related to the alleged conduct.”**

*(Case Presenter presents evidence and witnesses.)*

### **B. Student / Parent Response**

**Presiding Officer states:**

**“The student and parent/guardian may now respond, present evidence, and call witnesses.”**

### **C. Questions**

**Presiding Officer states:**

**“Panel members may now ask questions of the Case Presenter, student, or witnesses for clarification.”**

## **XI. Closing Statements**

**Presiding Officer states:**



**“The Case Presenter may make a brief closing statement.”**

**“The student or parent/guardian may make a brief closing statement.”**

## **XII. Deliberation**

**Presiding Officer states:**

**“The Administrative Hearing Panel will now deliberate in closed session.”**

*(All non-panel participants exit unless otherwise permitted by law.)*

## **XIII. Decision**

**After deliberation, the Presiding Officer states:**

**“The Administrative Hearing Panel has completed its deliberations.**

**A written decision, including findings of fact and any rehabilitation requirements, will be issued.”**

## **XIV. Effectiveness of Decision**

**Presiding Officer states:**

**“If expulsion is ordered, the decision is effective upon issuance of the Panel’s written findings and decision and is not delayed pending any subsequent Governing Board action.”**

## **XV. Adjournment**

**Presiding Officer states:**

**“This expulsion hearing is now adjourned.”**



## **Appendix C – Agreement and Stipulation for Expulsion**

### **AGREEMENT AND STIPULATION FOR EXPULSION**

**In the matter of the Expulsion of: Case No.:**

**School of Attendance: Grade: ID #:**

**Address:**

### **RECOMMENDATION**

**The expulsion recommendation is being made under the following sections of the California Education Code:**

**The evidence obtained in the investigation of the incident and/or by the student’s own admission, indicates that the following suspendable and expellable behavior occurred. Manager/designee informed parent of reason for Recommendation for**

**Expulsion as stated below:**

**School of Incident:**

**School Administrator:**

**Date of Incident:**

**Charge Narrative:**



**The recommendation for expulsion is also based on the following additional findings:**

- **Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.**
- **Due to the nature of the act the student presents a continuing danger to the physical safety of himself/herself or others.**

**I/we have been informed of and understand the right to due process with regard to the expulsion recommendation.**

**Parent Initial: \_\_\_\_\_ Student Initial: \_\_\_\_\_ Director/Designee Initial: \_\_\_\_\_**

**I/we have had the opportunity to review the reasons for the recommendation for expulsion and to discuss them with staff, and**

**agree to the facts as stated in the expulsion recommendation.**

**Parent Initial: \_\_\_\_\_ Student Initial: \_\_\_\_\_ Director/Designee Initial: \_\_\_\_\_**

**After careful consideration I/we request a waiver of the pending expulsion hearing before an Administrative Panel. I/we**

**understand that the purpose and function of the hearing would have been for fact finding and to submit a recommendation to the**

**Governing Board.**

**Parent Initial: \_\_\_\_\_ Student Initial: \_\_\_\_\_ Director/Designee Initial: \_\_\_\_\_**

**I/we understand that if our request for a stipulated expulsion is approved by the Governing Board, I/we make a knowing and voluntary waiver of our rights to have an expulsion hearing and, therefore, waive the following rights:**

- The right to all notices and timelines required by statute, rule or regulation.
- The right to be represented by legal counsel at such expulsion hearing.
- The right to inspect and obtain copies of the documents which would have been used at the hearing.
- The right to confront and question all witnesses who would have testified at the hearing.
- The right to question all written evidence presented.
- The right to present oral and documentary evidence on the student’s behalf including witnesses, and
- The right to appeal to the county board of education if this stipulated expulsion is approved by the Board of Education as agreed upon.

**I/we understand that we may consult with an attorney about this stipulated expulsion process.**

Health Sciences High & Middle College



Dated this: \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Director/Designee

**RECOMMENDED EXPULSION ORDER**

\_\_\_\_\_ is expelled until \_\_\_\_\_ (date). It is further recommended that

the student be placed at \_\_\_\_\_.

The expulsion order will be a stipulated agreement.

**Rehabilitation Plan: Education Code 48917 requires that a student must complete a rehabilitation program. The following items that are checked must be completed to have an expulsion lifted for a return to the charter school.**

**1. Attendance during the period of expulsion at an accredited educational institute.**

**2. Participate in one or more of the following programs (completion must be certified by the program supervisor).**

\_\_\_ **Anger Management Program**

\_\_\_ **Drug/Alcohol Program**

\_\_\_ **Decision Making Program**

\_\_\_ **Grades, Attendance & Behavior**

**3. Other:** \_\_\_\_\_

**The terms and conditions of the Stipulated Expulsion are as stated herein.**

**By signing this document I/we confirm that I/we have received the above-mentioned information and documents, and to the best of my/our knowledge, confirm that the facts of the incident as described in the information and documents are**

**true. I/we agree with the recommended expulsion order.**



**Dated this:** \_\_\_\_\_ **day of** \_\_\_\_\_ **20** \_\_\_\_\_

\_\_\_\_\_  
Parent Signature                      Parent Signature                      Student Signature                      Director/Designee

# Coversheet

## Universal Access High School Charter Petition

**Section:** V. Open Session - Consent Agenda Items  
**Item:** C. Universal Access High School Charter Petition  
**Purpose:**  
**Submitted by:**  
**Related Material:** petition a-0 feb 10.docx  
3-2 Board Meeting Petition Motion.docx

## **A. EDUCATIONAL PROGRAM**

### **A.1 Program Purpose and Student Population**

Universal Access High School operates a flex-based, nonclassroom-based educational program serving students in grades 9–12 whose learning has been disrupted by circumstances beyond their control. These circumstances may include extended periods of disengagement from school, high mobility, transitions between educational placements, chronic absenteeism, or other interruptions that compromise continuity of learning.

The purpose of the educational program is to re-engage students in rigorous academic learning, restore momentum toward graduation, and provide multiple, legitimate pathways to earning a California-recognized high school diploma and to postsecondary success. Universal Access High School is intentionally designed as a three-year secondary program that allows students to recover credits, accelerate progress where appropriate, and access sustained academic, counseling, and wellness supports.

The educational program prioritizes flexibility in pacing, scheduling, and access while maintaining:

- Clear academic expectations aligned to state standards
- Consistent, supportive relationships with credentialed educators
- Instructional rigor comparable to traditional comprehensive high schools

Universal Access High School is structured as a program delivered across multiple supervised instructional settings, rather than a single site-based campus model. This structure ensures continuity of instruction and accountability while allowing flexibility necessary to serve students with disrupted educational histories.

### **A.2 Core Design Principle: One Shared Core, Multiple Pathways**

All students at Universal Access High School participate in a shared academic core aligned to California state standards and graduation requirements. This core ensures that every student, regardless of entry point or pathway selection, engages in rigorous instruction in English, mathematics, science, and history/social science.

From this shared core, students may access multiple pathways that vary in pacing, application, and postsecondary alignment—but not in academic rigor or expectations. This structure ensures:

- Equity of access to high-quality, standards-aligned instruction
- Coherence across instructional models and learning experiences
- Accountability for diploma attainment and postsecondary readiness
- Flexibility to respond to individual student needs and goals

Pathways are choices, not tracks. Students may move between pathways as their circumstances, readiness, and aspirations evolve, based on demonstrated progress and individualized planning.

### **A.3 Instructional Model: Portfolio-Based Core Learning**

#### **Shared Academic Core (Grades 9–11)**

Students engage in interdisciplinary learning experiences organized around essential questions that connect academic content to real-world issues and civic life. Learning is demonstrated through portfolio defenses, which function as unit-level summative assessments and provide a transparent, cumulative record of academic growth over time.

Key characteristics of the shared academic core include:

- Standards-aligned instruction across English, mathematics, science, and history/social science
- Multiple forms of evidence, including analytical writing, research, problem-solving, projects, presentations, and media
- Mastery-based progression rather than seat-time accumulation
- Ongoing formative feedback and targeted instructional support, particularly for students re-entering learning after interruption

Portfolio defenses are evaluated by credentialed teachers employed by HSHMC, Inc. and assigned to Universal Access High School. Defenses are used to verify mastery, document progress, and ensure instructional accountability consistent with charter and state requirements.

### **A.4 Instructional Delivery Models (How Learning Occurs)**

Within the nonclassroom-based program, instruction is delivered through multiple coordinated instructional methods, applied intentionally based on student readiness, needs, and Individualized Learning Plans (ILPs). These delivery models function as methods within a single educational program, not as separate programs.

Instructional delivery may include:

- Independent Study: Individualized learning plans with flexible pacing, regular teacher interaction, and documented academic progress
- Seminars: Short-term, standards-aligned group instruction focused on specific skills, content, or portfolio preparation
- Small-Group Instruction and Workshops: Targeted intervention, acceleration, language development, or skill-building
- Advisory and Mentorship: Relationship-based guidance, monitoring, goal-setting, and re-engagement support

All instructional delivery models are:

- Supervised by credentialed teachers
- Aligned to ILPs and diploma pathways
- Documented for attendance and progress verification

- Integrated within the school's MTSS framework

## **A.5 Multi-Tiered System of Supports (MTSS) Framework**

Universal Access High School operates within a Multi-Tiered System of Supports (MTSS) that integrates instruction, assessment, and intervention to ensure all students make measurable progress toward graduation. MTSS is described explicitly and functions as a continuum of instructional intensity, not as a system of placement or tracking. Students move fluidly across tiers based on data, progress, and need.

### **Tier 1: Core Instruction for All Students**

Tier 1 instruction includes the shared academic core and instructional experiences provided to all students. Tier 1 instruction is standards-aligned and credit-bearing, delivered through portfolio-based core courses, seminars, and supervised independent study, and supported by advisory, mentoring, and routine progress monitoring. Tier 1 instruction is designed to produce annual academic progress toward a high school diploma, including steady course-credit accumulation and demonstrated growth in literacy and mathematics.

### **Tier 2: Targeted Academic and Language Interventions**

Tier 2 supports are implemented when formative data indicate a student is not on track to meet monthly or annual academic targets. Tier 2 interventions may include targeted small-group instruction in reading, writing, or mathematics; language development interventions aligned to identified skill gaps; additional workshops aligned to portfolio-defense competencies; and increased frequency of teacher feedback and progress check-ins. Tier 2 supports are time-bound, data-driven, and explicitly connected to course-credit completion and mastery benchmarks.

### **Tier 3: Intensive, Individualized Interventions**

Tier 3 supports are provided when students require intensive, individualized intervention to make progress toward diploma outcomes. Tier 3 interventions may include individualized academic intervention plans; one-to-one or very small-group instruction; coordinated academic, counseling, and wellness supports; and adjusted pacing or instructional strategies within credit-bearing courses. Tier 3 supports are designed to remove barriers that would otherwise prevent completion of monthly and annual academic targets.

## **A.6 Academic Outcomes, Progress Monitoring, and Intervention Cycles**

Universal Access High School is explicit about what academic progress means, how it is measured, and how instruction adjusts when students are not on track.

### **Annual Academic Outcomes**

The default academic expectation for students is annual progress toward completion of diploma-aligned course credits and greater than one year of growth in English language arts and mathematics for students entering below grade level, in order to close academic gaps over time.

### **Monthly Credit and Competency Targets**

Each student's Individualized Learning Plan (ILP) establishes annual course-credit targets aligned to graduation requirements, annual academic growth targets in literacy and mathematics, and monthly credit and competency benchmarks tied to course syllabi, portfolio-defense timelines, and isolated course requirements (e.g., Spanish, PE, CTE).

### **Weekly Progress Monitoring**

Student progress is monitored weekly through review of formative academic assessments, portfolio artifact completion and quality checks, literacy and mathematics skill diagnostics, and attendance and participation documentation. Weekly reviews allow instructional staff to identify early indicators that a student may not meet monthly or annual targets.

### **Formative Data and Intervention Triggers**

When formative data indicate a student is not on track to meet established benchmarks, instructional adjustments and interventions are implemented immediately. Responses may include increased instructional time in core academic areas; movement into Tier 2 or Tier 3 MTSS supports; targeted literacy or mathematics intervention blocks; modified pacing within credit-bearing courses; and additional one-to-one instructional support. All interventions are documented within the ILP, monitored for effectiveness, and adjusted based on ongoing data.

## **A.7 Integrated Student Support Services (Tier 2 and Tier 3)**

Universal Access High School serves students whose academic progress is often affected by significant non-academic barriers. As part of MTSS, the school integrates student support services directly into the educational program to address barriers that interfere with learning, engagement, and persistence.

Tier 2 and Tier 3 supports may include individual and small-group counseling focused on emotional regulation, conflict resolution, and coping strategies; social work services addressing attendance barriers, family engagement, and access to community resources; targeted interventions related to anger management, substance use prevention, and risk reduction; support for students affected by housing instability, food insecurity, or other basic needs challenges; and coordination with community-based organizations, mental health providers, and public agencies, as appropriate.

These services are integrated with academic instruction, aligned to ILPs, and coordinated through MTSS teams. Support intensity is adjusted based on student need and progress. UAHS does not require participation in any specific service as a condition of enrollment, and all supports are provided consistent with student rights, confidentiality, and applicable law.

## A.8 Grade-Level Structure and Course of Study

Universal Access High School provides a coherent grade-level sequence aligned to graduation requirements while allowing flexibility for students entering at different points. Upon enrollment, students are assessed to determine credit status, graduation pathway, and instructional needs.

### Year 1

**Courses:** Ethnic Studies · English 1 · Integrated/Essential Math 1 · Biology · VAPA (Visual / Media Arts) · Spanish 1 · Physical Education

### Instructional Model:

The core academic subjects follow a **six-portfolio-defense structure** functioning as unit-level summative assessments. Each defense generates discipline-specific artifacts evaluated by credentialed teachers.

Year 1 Grade Portfolio Defense × Standards Crosswalk					
Defense Question	English 1 (CCSS ELA)	Integrated/Essential Math 1 (CA CCSS)	Biology (NGSS)	Ethnic Studies (CA ES Principles)	VAPA (CA Arts)
<b>D1 – Identity &amp; Lived Experience</b> <i>How does identity shape how people understand the world?</i>	<b>W.9-10.3</b> – Narrative writing (personal experience) <b>W.9-10.2</b> – Explanatory writing <b>L.9-10.6</b> – Academic vocabulary	<b>HSS.ID.A</b> – Represent data about real contexts <b>MP4</b> – Model with mathematics	<b>HS-LS1-3</b> – Structure & function (human systems) Science practice: explanation	Identity & agency; lived experience as knowledge	<b>VA:Cr1.1</b> – Create artwork expressing identity <b>VA:Re8.1</b> – Interpret meaning
<b>D2 – Community &amp; Belonging</b> <i>How do communities form and sustain themselves?</i>	<b>RI.9-10.2</b> – Central idea & summary <b>W.9-10.8</b> – Integrate sources	<b>RP.A</b> – Ratio reasoning in context <b>HSS.ID.B</b> – Summarize data sets	<b>HS-LS2-1</b> – Interactions in biological systems	Community & culture; migration; belonging	<b>VA:Cn11.1</b> – Cultural context <b>VA:Cr2.1</b> – Develop visual narratives

<p><b>D3 – Systems of Power</b> <i>How do systems create unequal outcomes?</i></p>	<p><b>W.9-10.1 –</b> Argument writing (claims &amp; evidence) <b>RI.9-10.8 –</b> Evaluate reasoning</p>	<p><b>F.IF.B –</b> Interpret functions (intro) <b>MP2 –</b> Quantitative reasoning</p>	<p><b>HS-LS2-6 –</b> Human impacts on ecosystems</p>	<p>Power, inequality, institutions</p>	<p><b>VA:Re7.2 –</b> Analyze visual persuasion Propaganda &amp; messaging</p>
<p><b>D4 – Historical Context</b> <i>How do past systems shape present conditions?</i></p>	<p><b>RI.9-10.3 –</b> Analyze interactions over time <b>W.9-10.2 –</b> Informational writing</p>	<p><b>HSS.ID.C –</b> Trends over time <b>MP3 –</b> Construct arguments</p>	<p><b>HS-LS4-5 –</b> Environmental change over time</p>	<p>Historical consciousness; continuity &amp; change</p>	<p><b>VA:Re9.1 –</b> Evaluate historical art/media</p>
<p><b>D5 – Resistance &amp; Change</b> <i>How do individuals and groups respond to injustice?</i></p>	<p><b>SL.9-10.4 –</b> Present claims clearly <b>W.9-10.1 –</b> Argument</p>	<p><b>HSS.ID.A –</b> Compare data sets <b>MP6 –</b> Precision</p>	<p><b>HS-LS4-6 –</b> Adaptation &amp; response</p>	<p>Resistance &amp; collective action</p>	<p><b>VA:Cr3.1 –</b> Refine expressive work Art as resistance</p>
<p><b>D6 – Contemporary Application</b> <i>How do these systems affect life today?</i></p>	<p><b>W.9-10.9 –</b> Synthesis across sources <b>W.9-10.10 –</b> Extended writing</p>	<p><b>F.IF.C –</b> Interpret models in context <b>MP4 –</b> Modeling</p>	<p><b>HS-ESS3-4 –</b> Solutions &amp; mitigation</p>	<p>Civic engagement; relevance</p>	<p><b>MA:Cr1.2 –</b> Create media for audience/purpose</p>

**Year 2 Courses:** World History · English 2 · Integrated/Essential Math 2 · Earth Science · VAPA (Media Arts – entry/recovery if needed) · Spanish 2 · PE (entry/recovery if needed)

**Instructional Model:**

The core 4 subjects will follow a six portfolio defenses function as unit-level summative assessments. Each defense generates discipline-specific artifacts graded by credentialed

teachers. For Spanish and PE, students will have singleton courses assigned and will be assessed on unit competencies.

Year 2 Portfolio Defense × Standards Crosswalk					
Defense Question	English 10 (CA CCSS ELA)	Integrated / Essential Math 2 (CA CCSS)	Earth Science (CA NGSS)	World History (CA HSS)	VAPA (CA Arts)
D1 – Defining Progress <i>How have societies defined progress, and at what cost?</i>	RI.9-10.2 – Central ideas & objective summaries W.9-10.2 – Explanatory writing (historical/scientific ideas) L.9-10.6 – Academic vocabulary	F.IF.B – Interpret functions in context MP2 – Quantitative reasoning	HS-ESS3-1 – Human population growth & Earth systems Earth as an interconnected system	Compare civilizations; historical definitions of progress	VA:Cr1.1 – Generate artistic ideas Visual metaphor & artist statement
D2 – Measuring Growth <i>How can growth be measured and predicted over time?</i>	W.9-10.8 – Integrate quantitative & textual evidence RI.9-10.7 – Analyze charts/graphs	F.LE.A – Linear vs exponential growth models F.IF.C – Interpret models in context MP4 – Modeling	HS-ESS2-1 – Climate patterns & Earth processes Data analysis of Earth systems	Population growth, industrial expansion, global change	VA:Cr2.1 – Organize and develop work in infographic & data visualization

<p>D3 – Costs &amp; Consequences <i>What environmental and social costs accompany growth?</i></p>	<p>W.9-10.1 – Argument writing (claims &amp; counterclaims)RI.9-10.8 – Evaluate reasoning &amp; evidence</p>	<p>HSS.ID.C – Interpret trends &amp; associationsMP3 – Construct mathematical arguments</p>	<p>HS-ESS3-2 – Human impacts on natural systems Resource use &amp; degradation</p>	<p>Industrialization, imperialism, environmental impact</p>	<p>VA:Re7.2 – Analyze visual messages Persuasive media project</p>
<p>D4 – Power, Resources &amp; Geography <i>How does geography shape power and access?</i></p>	<p>RI.9-10.3 – Analyze interactions among ideas/eventsW.9-10.9 – Synthesize sources</p>	<p>F.IF.B – Key features of functions (rate of change) MP4 – Model inequality &amp; distribution</p>	<p>HS-ESS2-2 – Earth materials &amp; natural resources Geographic distribution</p>	<p>Colonialism, resource extraction, global inequality</p>	<p>VA:Cn11.1 – Relate art to context Historical visual analysis</p>
<p>D5 – Resistance &amp; Sustainability <i>How have people responded to environmental harm?</i></p>	<p>SL.9-10.4 – Present claims &amp; evidence clearlyW.9-10.1 – Argument writing</p>	<p>HSS.ID.B – Compare data setsMP6 – Precision</p>	<p>HS-ESS3-4 – Solutions to reduce human impact Sustainability strategies</p>	<p>Reform movements, environmental resistance</p>	<p>VA:Cr3.1 – Refine and complete work Art as resistance</p>
<p>D6 – Future Decisions <i>What lessons should guide future global decisions?</i></p>	<p>W.9-10.7 – Research projects W.9-10.10 – Extended writing</p>	<p>F.LE.B – Construct &amp; interpret predictive modelsMP4 – Modeling assumptions</p>	<p>HS-ESS3-5 – Mitigation &amp; adaptation to climate change</p>	<p>Global interdependence; modern challenges</p>	<p>MA:Cr1.2 – Create media for audience/purpose Public-facing media</p>

**Year 3**

**Courses:** U.S. History · English 11 · Statistics · (VAPA and Spanish available as entry or recovery options for students enrolling after Grade 10.)

**Instructional Model:**

Portfolio defenses emphasize evidence-based argumentation, quantitative reasoning, and applied scientific analysis.

11th Grade Portfolio Defense × Standards Crosswalk					
Defense Question	English 11 (CA CCSS ELA)	Statistics (CA CCSS Math)	U.S. History (CA HSS)	Government (CA HSS–PoAD)	Economics (CA HSS–PoE)
<p><b>D1 – Rights &amp; Truth</b></p> <p><i>How do truth and evidence shape democracy?</i></p>	<p><b>RI.11-12.1</b> – Cite strong textual evidence</p> <p><b>RI.11-12.6</b> – Author’s purpose &amp; POV</p> <p><b>W.11-12.1</b> – Argument writing</p>	<p><b>HSS.IC.A</b> – Data sources &amp; sampling methods</p> <p><b>MP3</b> – Critique statistical reasoning</p>	<p><b>11.1</b> – Founding ideals &amp; constitutional principles</p>	<p><b>12.1</b> – Principles of constitutional democracy</p>	<p><b>12.1</b> – Scarcity, incentives, decision-making</p>
<p><b>D2 – Policy &amp; Impact</b></p> <p><i>How do policies affect communities differently?</i></p>	<p><b>W.11-12.2</b> – Informative/explanatory writing</p> <p><b>W.11-12.8</b> – Research &amp; source integration</p>	<p><b>HSS.ID.A</b> – Distributions (center &amp; spread)</p> <p><b>HSS.IC.B</b> – Evaluate claims using data</p>	<p><b>11.10</b> – Civil rights, voting rights, policy outcomes</p>	<p><b>12.3</b> – Structure and roles of government</p>	<p><b>12.2</b> – Role of government in the national economy</p>
<p><b>D3 – Economy &amp; Opportunity</b></p> <p><i>How do economic systems shape mobility?</i></p>	<p><b>RI.11-12.3</b> – Analyze interactions among ideas</p> <p><b>W.11-12.9</b> – Synthesize sources</p>	<p><b>HSS.ID.C</b> – Trends &amp; associations</p> <p><b>MP4</b> – Model with mathematics</p>	<p><b>11.6 / 11.7</b> – Industrialization, reform, modern economy</p>	<p><b>12.6</b> – Public policy and economic outcomes</p>	<p><b>12.3</b> – Markets, competition, inequality</p>
<p><b>D4 – Power &amp; Voice</b></p> <p><i>Who has power and whose voices</i></p>	<p><b>RI.11-12.4</b> – Rhetoric &amp; tone</p> <p><b>SL.11-12.4</b> – Present claims clearly</p>	<p><b>HSS.IC.B</b> – Bias in data representation</p>	<p><b>11.2 / 11.5</b> – Voting rights, courts, civic inclusion</p>	<p><b>12.7</b> – Media, interest groups, elections</p>	<p><b>12.4</b> – Macroeconomic indicators &amp; policy trade-offs</p>

<i>are marginalized?</i>					
<b>D5 – Persuasion &amp; Public Opinion</b>  <i>How are people influenced in a democracy?</i>	<b>RI.11-12.8</b> – Evaluate arguments & evidence  <b>W.11-12.1</b> – Argument with counterclaims	<b>HSS.ID.B</b> – Compare data sets  <b>MP6</b> – Precision in interpretation	<b>11.7 / 11.8</b> – War, media, propagan da	<b>12.9</b> – Media and public opinion	<b>12.5</b> – Regulation, market failure
<b>D6 – Civic Action &amp; Constitutional Tensions</b>  <i>What change is realistic within a democracy?</i>	<b>W.11-12.7</b> – Sustained research  <b>W.11-12.10</b> – Extended writing	<b>HSS.IC.C</b> – Making inferences & predictions	<b>11.11</b> – Contemporary domestic policy	<b>12.10</b> – Constitutiona l tensions & civic debate	<b>12.6</b> – Personal finance & economic responsibility

### A.9 Required Isolated Courses and Structured Experiences

To ensure clarity and compliance, the following are provided as isolated courses or structured experiences rather than embedded within portfolio defenses: World Language; Physical Education; Career Technical Education; Dual Enrollment College Courses; and Internships and Work-Based Learning. These experiences are scheduled, supervised, and tracked separately to maintain transparency and fidelity to graduation and postsecondary requirements.

### A.10 Graduation and Postsecondary Pathways

All students complete the shared academic core and may pursue one or more pathways based on goals and circumstances: Flexible California High School Diploma; A–G/College-Ready; Dual Enrollment; Acceleration and Early Completion; Career Technical Education; and Alternative Diploma (IEP-determined). Placement is based on student goals, demonstrated progress, and legal requirements, and may be adjusted over time.

## **A.11 College and Career Planning Framework**

A core foundation of the UAHS program is the development of a College and Career Plan for every student. Upon enrollment, each student develops an individualized plan aligned to diploma pathway, career interests, participation in CTE/work-based learning, industry certification opportunities, and dual enrollment or community college coursework. Plans are integrated into the ILP, reviewed and updated regularly, and used to guide course selection, portfolio development, and pathway participation. Evidence of career readiness may be included in the cumulative portfolio.

## **A.12 Alignment to California Nonclassroom-Based Education Code**

The UAHS program is designed in accordance with Education Code §51747.3 and affirms compliance with all requirements of Education Code §47605(c) notwithstanding nonclassroom-based delivery.

## **A.13 Program Outcomes**

The educational program at Universal Access High School meets California graduation requirements; supports students with disrupted educational histories; provides clear access to college, career, and civic pathways; maintains academic rigor across instructional models; and prepares students for college, career, and adult life.

## **A.14 Instructional Time, Calendar, and Grade-Level Access**

Universal Access High School provides a full year of instruction that meets or exceeds the minimum instructional days and instructional time required for California public high schools. The school operates on an annual instructional calendar adopted by the Governing Board that reflects at least the statutory minimum number of instructional days for grades 9–12. The adopted calendar, instructional days, and instructional time framework are included in the appendices and updated annually.

In the flex-based, nonclassroom instructional model, instructional time is accumulated through a combination of supervised learning activities, including but not limited to portfolio-based coursework, scheduled seminars and workshops, verified independent study with regular teacher interaction, and supervised community-based instruction such as internships or work-based learning. Credentialed teachers verify participation and instructional engagement through Individualized Learning Plans (ILPs), documented work products, portfolio artifacts, and records of teacher interaction. These verification processes ensure that instructional time is purposeful, standards-aligned, and auditable.

Universal Access High School ensures full instructional access for all students across grades 9–12, regardless of entry point during the school year or credit status at enrollment. Instructional pacing, course sequencing, and pathway placement are differentiated through the ILP process so that students entering behind grade level, mid-year, or with interrupted schooling have access to the full scope of instruction required to earn a high school diploma within the program's design.

## **B. MEASURABLE PUPIL OUTCOMES**

### **B.1 Purpose**

Universal Access High School defines measurable pupil outcomes that reflect its mission to re-engage students with disrupted educational histories and support them in making sustained progress toward earning a California-recognized high school diploma. Outcomes are designed to be clear, measurable, and evaluable, and to demonstrate both academic growth and progress toward graduation.

Because the school serves students who frequently enter below grade level or off track to graduate, outcomes emphasize growth over time rather than end-point achievement alone, while maintaining accountability for diploma attainment and postsecondary readiness.

### **B.2 Graduation and Diploma Attainment Outcomes**

The primary long-term outcome for students enrolled at Universal Access High School is graduation with a high school diploma aligned to California graduation requirements.

Measurable graduation outcomes include:

- Percentage of students earning a California high school diploma
- Annual student progress toward completion of diploma-aligned course credits
- Reduction in the number of students exiting the program without a diploma
- Successful completion of diploma pathways described in Section A

Graduation outcomes are monitored annually and disaggregated by student entry point, grade level, and diploma pathway to ensure equity and to inform continuous improvement.

### **B.3 Academic Growth Outcomes**

Universal Access High School expects all students to demonstrate annual academic growth, with differentiated expectations based on entry-level performance.

Default academic growth outcomes include:

- Greater than one year of growth in English language arts and mathematics for students entering below grade level, in order to close academic gaps over time
- At least one year of academic growth for students entering at or near grade level
- Demonstrated mastery of course competencies aligned to California state standards

Academic growth is measured using multiple data sources, including formative assessments, portfolio defenses, and diagnostic tools, as described in Section C.

## **B.4 Credit Accumulation and Course Completion Outcomes**

To support timely progress toward graduation, Universal Access High School establishes clear expectations for course credit accumulation aligned to each student's Individualized Learning Plan (ILP).

Measurable credit and course completion outcomes include:

- Monthly completion of course-credit and competency benchmarks identified in the ILP
- Successful completion of portfolio defenses aligned to core academic courses
- Completion of isolated course requirements (e.g., world language, physical education, career technical education) according to program timelines

Credit accumulation outcomes are reviewed regularly to ensure students remain on track for diploma completion within their identified pathway.

## **B.5 MTSS-Aligned Outcomes**

Universal Access High School measures outcomes across its Multi-Tiered System of Supports (MTSS) to assess instructional effectiveness at varying levels of intensity.

MTSS-aligned outcomes include:

- Student progress within Tier 1 core instruction
- Reduction in the number of students requiring sustained Tier 2 or Tier 3 interventions over time
- Successful transition of students from intensified supports back to Tier 1 instruction

These outcomes demonstrate the effectiveness of targeted academic and support interventions and the school's capacity to respond to student needs in a timely and differentiated manner.

## **B.6 Postsecondary Readiness and Career Outcomes**

In addition to diploma attainment, Universal Access High School measures outcomes related to students' preparation for postsecondary education, training, and employment, consistent with the College and Career Planning Framework described in Section A.

Measurable postsecondary and career outcomes may include:

- Completion of an individualized College and Career Plan
- Participation in Career Technical Education pathways
- Participation in work-based learning, internships, or structured career exploration experiences
- Completion of industry certifications or articulated coursework, often in partnership with community colleges
- Enrollment in dual enrollment or early college coursework

- Successful transition to postsecondary education, training programs, or employment aligned to student goals

Postsecondary and career outcomes are reviewed alongside academic and graduation data to ensure students exit the program with a clear, supported transition plan.

## **B.7 Continuous Improvement**

Outcome data is reviewed regularly by instructional staff, MTSS teams, program leadership, and the Governing Board to:

- Identify trends and performance gaps
- Adjust instruction, interventions, and student supports
- Refine diploma pathways and postsecondary preparation strategies

This continuous improvement process ensures that measurable pupil outcomes remain meaningful, achievable, and aligned to the educational program described in Section A.

# **C. METHODS FOR MEASURING PUPIL PROGRESS**

## **C.1 Purpose**

Universal Access High School employs a comprehensive, data-driven system for measuring pupil progress toward the measurable outcomes described in Section B. Progress measurement is designed to be timely, transparent, and actionable, enabling instructional adjustments and interventions before students fall significantly behind.

## **C.2 Individualized Learning Plans (ILPs) and College & Career Plans**

Each student has an Individualized Learning Plan (ILP) that serves as the primary tool for documenting, monitoring, and measuring academic and career-related progress.

ILPs incorporate the student's College and Career Plan and include:

- Diploma pathway and graduation targets
- Annual and monthly course-credit benchmarks
- Academic growth goals in literacy and mathematics
- Planned participation in Career Technical Education (CTE), work-based learning, internships, or dual enrollment
- Postsecondary transition goals and timelines
- MTSS tier designation and intervention history

ILPs and College and Career Plans are reviewed and updated regularly and guide instructional, counseling, and pathway decisions.

### **C.3 Portfolio Defenses and Course-Based Evidence**

Student progress in core academic courses is measured through portfolio defenses, which function as summative demonstrations of mastery.

Measurement methods include:

- Evaluation of portfolio artifacts using standards-aligned rubrics
- Documentation of successful portfolio defenses
- Teacher verification of competency and credit completion

Portfolio defenses provide a cumulative, auditable record of academic progress over time.

### **C.4 Monthly Progress Monitoring**

Student progress toward course credit and academic growth targets is monitored on a monthly basis.

Monthly monitoring includes:

- Review of completed portfolio artifacts
- Assessment of progress toward course-credit benchmarks
- Monitoring of isolated course completion (e.g., world language, physical education)

Monthly reviews ensure alignment between instructional pacing and graduation requirements.

### **C.5 Weekly Formative Assessment and Review**

Progress is monitored weekly through formative assessments and instructional checkpoints, including:

- Literacy and mathematics skill diagnostics
- Writing samples, problem-solving tasks, and content checks
- Attendance and participation documentation

Weekly reviews allow instructional staff to identify early indicators that students may not meet monthly or annual targets.

### **C.6 MTSS Data Review and Intervention Triggers**

Formative and summative data are reviewed collaboratively by instructional staff and MTSS teams.

When data indicate a student is not on track, the school implements immediate instructional responses, which may include:

- Increased instructional time
- Movement into Tier 2 or Tier 3 supports
- Targeted academic or language interventions
- Adjustments to pacing or instructional strategies

Intervention effectiveness is monitored through ongoing data collection, and supports are adjusted as needed.

## **C.7 Reporting, Career Tracking, and Accountability**

Progress data—including academic, credit, and career-related indicators—is documented in student records and used for:

- Internal instructional and pathway planning
- Monitoring completion of College and Career Plans
- Verification of CTE participation, work-based learning hours, certifications, and dual enrollment coursework
- Communication with students and families regarding progress toward graduation and postsecondary transition
- Compliance with district and state reporting requirements

Universal Access High School ensures that both graduation outcomes and postsecondary transition indicators are tracked and reviewed to support continuous improvement and accountability.

## **D. GOVERNANCE STRUCTURE AND DECISION-MAKING**

### **D.1 Governing Board Authority**

Universal Access High School is operated by HSHMC, Inc., a California nonprofit public benefit corporation. The HSHMC, Inc. Board of Directors serves as the governing board for Universal Access High School and holds ultimate authority and fiduciary responsibility for the school.

The Governing Board is responsible for:

- Ensuring compliance with the charter, applicable law, and authorizer requirements
- Approving and overseeing school policies and procedures
- Monitoring pupil outcomes, including graduation, academic growth, and postsecondary transitions
- Approving budgets, financial reports, and independent audits
- Hiring, evaluating, and supporting the Chief Executive Officer
- Providing strategic direction and oversight of the educational program

The Board operates in compliance with the Ralph M. Brown Act, the California Public Records Act, and all applicable conflict-of-interest laws.

## **D.2 Executive Leadership and Organizational Oversight**

HSHMC, Inc. employs an executive leadership team responsible for organizational oversight and shared services across programs, including Universal Access High School.

Executive leadership responsibilities include:

- Oversight of instructional quality and program implementation
- Fiscal management and internal controls
- Human resources, compliance, and legal oversight
- Coordination of data, reporting, and accountability systems

The Chief Executive Officer serves as the primary liaison to the authorizer and ensures alignment between Governing Board direction and school-level implementation.

## **D.3 Program Leadership and Program-Level Authority**

Universal Access High School is led by a Principal, who is an employee of HSHMC, Inc. and serves as the primary instructional and program leader.

The Principal is responsible for:

- Implementing the educational program described in Section A
- Supervising and evaluating instructional and support staff assigned to the program
- Overseeing Individualized Learning Plan (ILP) implementation, MTSS processes, and intervention coordination
- Monitoring pupil progress and ensuring alignment with Sections A, B, and C
- Ensuring compliance with attendance, assessment, health and safety, and reporting requirements

The Principal reports to the Chief Executive Officer and works collaboratively with organizational leadership to ensure consistent implementation across programs.

## **D.4 Decision-Making and Delegation of Authority**

Decision-making authority is clearly delineated to balance organizational oversight with program-level responsiveness.

- The Governing Board retains authority over policy adoption, budget approval, charter compliance, and executive leadership.
- Executive leadership oversees systems, fiscal integrity, legal compliance, and shared services.

- Program leadership exercises authority over instructional design, daily operations, staffing assignments, and intervention implementation within Board-approved policies.

Delegations of authority are documented through Governing Board policies, administrative procedures, and job descriptions.

## **D.5 Parent, Student, and Community Engagement**

Universal Access High School serves students and families whose circumstances may limit participation in traditional school governance structures. Accordingly, the school implements flexible, relationship-based engagement practices designed to ensure that student and family perspectives inform program implementation and continuous improvement.

Student engagement occurs primarily through advisory structures, Individualized Learning Plans (ILPs), portfolio defenses, and ongoing counseling interactions. These structures provide regular opportunities for students to articulate goals, reflect on progress, and provide feedback on instructional and support experiences.

Family engagement is designed to be accessible and responsive to varying levels of availability and stability. Engagement methods may include flexible meeting formats, phone and virtual communication, translation services, and coordination with social work and counseling staff to reduce participation barriers.

Community engagement may include collaboration with community-based organizations, workforce partners, and service providers that support student learning, wellness, and postsecondary transitions.

Input gathered through these engagement practices is reviewed by program leadership and organizational leadership to inform instructional adjustments, support strategies, and program refinement. While engagement structures do not confer formal decision-making authority, they play a critical role in ensuring the program remains responsive to the needs of the students it serves.

## **D.6 Relationship to the Authorizer**

Universal Access High School operates under the oversight of the San Diego Unified School District.

The school and Governing Board:

- Provide required reports and documentation in a timely manner
- Permit access to records as required by law
- Engage collaboratively with the authorizer to address concerns and ensure compliance

This governance structure ensures transparency, accountability, and alignment with authorizer expectations.

## **E. EMPLOYEE QUALIFICATIONS**

### **E.1 Purpose**

Universal Access High School employs qualified, appropriately credentialed, and properly supervised staff to implement its flex-based, non-classroom instructional program. Employee qualifications and staffing structures are designed to ensure instructional quality, student safety, legal compliance, and effective implementation of the academic, MTSS, and College & Career Planning systems described in Sections A–D.

All employees supporting Universal Access High School are employees of HSHMC, Inc., the nonprofit public benefit corporation operating the school, and are assigned to the program based on qualifications, credentials, and student needs.

### **E.2 Teachers and Instructional Staff**

All teachers assigned to Universal Access High School:

- Hold appropriate California teaching credentials for their instructional assignments (single subject, multiple subject, or education specialist, as applicable)
- Meet all state and federal requirements for credentialing and assignment
- Are qualified to deliver instruction aligned to state standards, graduation requirements, and portfolio-based assessment systems

Teachers are responsible for:

- Delivering standards-aligned, credit-bearing instruction
- Supervising instruction across multiple learning environments consistent with non-classroom-based requirements
- Evaluating portfolio defenses and verifying mastery
- Monitoring academic progress and credit accumulation
- Participating in MTSS data reviews and intervention planning

### **E.3 Program Leadership and Administrative Staff**

Universal Access High School is led by a Principal, employed by HSHMC, Inc., who holds appropriate administrative credentials and serves as the primary instructional and program leader.

The Principal is responsible for:

- Implementing the educational program described in Section A
- Supervising and evaluating instructional and support staff
- Overseeing ILP implementation, MTSS processes, and intervention coordination

- Ensuring compliance with attendance, assessment, health and safety, and reporting requirements
- Coordinating College & Career Planning and postsecondary transition supports

The Principal reports to HSHMC, Inc.'s executive leadership and works collaboratively to ensure consistency with Board-approved policies.

#### **E.4 Counseling, Social Work, and Student Support Staff**

Universal Access High School employs or contracts with qualified student support professionals, which may include:

- Pupil Personnel Services (PPS) credentialed counselors
- Licensed social workers, therapists, or mental health clinicians
- Behavioral intervention specialists
- Case managers and family engagement staff

These staff:

- Hold appropriate licenses or credentials
- Support Tier 2 and Tier 3 MTSS interventions
- Coordinate academic, behavioral, and wellness supports
- Assist with College & Career Planning, postsecondary transitions, and access to community resources

#### **E.5 Special Education Staff and Related Service Providers**

Students with disabilities are served by appropriately credentialed education specialists and related service providers, consistent with their Individualized Education Programs (IEPs) and applicable law.

Special education staff:

- Hold valid credentials and authorizations
- Collaborate with general education teachers and MTSS teams
- Monitor progress toward academic, transition, and diploma outcomes
- Ensure compliance with IDEA and state special education requirements

#### **E.6 Professional Development and Supervision**

Universal Access High School provides ongoing professional development aligned to the instructional model, including:

- Portfolio-based assessment and calibration
- MTSS implementation and data use
- Trauma-informed and restorative practices

- Non-classroom-based instructional compliance
- College & Career Planning integration

All staff are supervised and evaluated in accordance with HSHMC, Inc. policies and applicable law.

## **E.7 Background Checks, Clearances, and Staff Eligibility**

Consistent with the requirements and practices established in the approved HSHMC charter, all individuals who work with or have contact with students—including certificated staff, classified staff, administrators, substitutes, contractors, consultants, interns, volunteers, and work-based learning supervisors acting on behalf of the school—are subject to required background checks and clearances.

Specifically:

- All employees and contracted personnel complete Department of Justice and Federal Bureau of Investigation fingerprinting prior to assignment
- All personnel meet tuberculosis (TB) clearance requirements
- Mandated reporter training is completed prior to service and refreshed as required

No individual may provide instruction, supervision, or student support services without completion and verification of all required clearances. HSHMC, Inc. maintains documentation of compliance and ensures that background check procedures apply uniformly across classroom-based and non-classroom-based instructional settings.

## **F. HEALTH AND SAFETY PROCEDURES**

### **F.1 Purpose**

Universal Access High School is committed to providing a safe, secure, and supportive learning environment for students, staff, and families. Health and safety procedures are designed to protect student welfare across a flex-based, nonclassroom instructional model and to ensure compliance with all applicable federal, state, and local laws.

### **F.2 Comprehensive School Safety Planning**

Universal Access High School adopts and implements a Comprehensive School Safety Plan consistent with Education Code §§32280–32289.

The plan includes procedures for:

- Emergency response (fire, earthquake, lockdown, shelter-in-place)
- Crisis response and threat assessment
- Student supervision and accountability

- Communication with families and emergency responders

The plan is reviewed annually and updated as needed.

### **F.3 Staff Clearances and Training**

All employees and contractors:

- Complete fingerprinting and background checks
- Meet tuberculosis (TB) clearance requirements
- Receive mandated reporter training
- Participate in safety and emergency preparedness training

Training requirements align with district expectations and HSHMC, Inc. policies.

### **F.4 Health and Wellness Supports**

Universal Access High School integrates health and wellness supports into its MTSS framework, including:

- Counseling and mental health services
- Crisis intervention and referral protocols
- Coordination with community-based providers

These supports are delivered in a manner consistent with confidentiality requirements and student rights.

### **F.5 Facilities, Supervision, and Compliance**

Universal Access High School operates across multiple supervised instructional settings. All facilities and instructional locations:

- Comply with fire, health, safety, and ADA requirements
- Are secured and approved prior to use
- Are supervised by credentialed staff

### **F.6 Reporting and Oversight**

The school cooperates fully with district and regulatory oversight related to health and safety and promptly addresses any identified concerns.

### **F.7 Health and Safety Procedures in Nonclassroom-Based and Community Settings**

Because Universal Access High School operates a flex-based, nonclassroom instructional model, health and safety procedures extend beyond a single campus and apply to all instructional and school-connected settings, including community-based locations and worksites.

Procedures include, but are not limited to:

- Verification that all community and worksite instructional settings are approved prior to use and are appropriate for student participation
- Clear designation of responsible credentialed staff for supervision and oversight in each setting
- Documentation of student schedules, locations, and supervision arrangements through Individualized Learning Plans (ILPs) and attendance systems
- Communication protocols for students, families, staff, and site supervisors, including emergency contact procedures
- Incident reporting and response procedures consistent with school and district policies

Work-based learning and internship placements are governed by written agreements that outline roles, supervision expectations, safety requirements, and communication protocols. Students are oriented to safety expectations prior to participation, and placements are monitored by school staff.

## **F.8 Student Supervision and Emergency Procedures Across Settings**

Universal Access High School maintains procedures to ensure continuous student supervision and emergency preparedness across all instructional settings.

These procedures include:

- Supervision plans identifying responsible staff during instructional activities
- Emergency response protocols adapted to community-based and worksite environments
- Coordination with local emergency responders when appropriate
- Reunification procedures for students participating in off-site instruction

These procedures mirror the health and safety practices approved in the HSHMC charter and are adapted as necessary to support nonclassroom-based instruction.

## **F.9 Operational Health and Safety Planning and Implementation**

Universal Access High School implements health and safety procedures through an operational planning process that ensures policies are translated into daily practice.

Operational planning includes:

- Staff training on site-specific and nonclassroom-based safety procedures
- Pre-approval and review of instructional settings
- Ongoing monitoring of compliance with safety protocols

- Documentation and review of incidents, near-misses, and corrective actions

Health and safety procedures are reviewed regularly by program leadership and organizational leadership to ensure continuous improvement and alignment with the approved HSHMC charter framework.

## **G. RACIAL, ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNER BALANCE**

### **G.1 Purpose and Legal Context**

Universal Access High School is committed to operating a public charter school that does not result in unlawful racial or ethnic segregation and that provides equitable access to educational opportunity for all students, including students with disabilities and English learners. This section describes how the school's admissions practices, outreach, program design, and service delivery support compliance with applicable federal and state law while remaining responsive to the needs of a highly mobile and educationally disrupted student population.

### **G.2 Community Context and Anticipated Enrollment Patterns**

Universal Access High School is designed to serve students residing within the San Diego Unified School District. The communities from which the school expects to draw students are characterized by significant racial, ethnic, linguistic, and socioeconomic diversity, including students from historically underserved populations.

Because enrollment is open and non-selective, the racial and ethnic composition of Universal Access High School is expected to reasonably reflect the demographics of the surrounding communities and the referral patterns that result from student and family choice, rather than from any selective admissions criteria or program prerequisites.

### **G.3 Open Enrollment, Non-Discrimination, and Equal Access**

Universal Access High School admits students without regard to race, ethnicity, national origin, primary language, disability, gender, gender identity, sexual orientation, immigration status, housing status, or any other protected characteristic. The school does not employ academic screening, testing, interviews, or selective admissions practices.

If the number of students seeking enrollment exceeds capacity, admission is determined through a public random drawing (lottery) conducted in accordance with Education Code requirements and the admissions procedures described in Section H.

### **G.4 Program Design and Racial/Ethnic Balance**

The school's flex-based, nonclassroom instructional model is intentionally designed to remove barriers to access, not to shape enrollment by race or ethnicity. Features such as flexible

scheduling, individualized learning plans, integrated academic and support services, and community-based instruction are intended to support engagement and persistence for students with disrupted educational histories.

Universal Access High School does not target, recruit, or exclude students based on racial or ethnic characteristics. Academic and support services are provided after enrollment in response to student need and are not conditions for admission.

### **G.5 Students with Disabilities (Special Education Balance)**

Universal Access High School actively seeks to enroll and serve students with disabilities and does not discourage enrollment of students who have Individualized Education Programs (IEPs) or Section 504 plans. Special education services are provided in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and applicable state law.

Students with disabilities have full access to all educational programs, diploma pathways, and extracurricular opportunities offered by the school. Placement decisions are made by IEP teams based on individual student needs, not programmatic limitations. Enrollment, participation, and outcome data for students with disabilities are reviewed periodically to ensure equitable access and appropriate service delivery.

### **G.6 English Learners (EL Balance)**

Universal Access High School actively seeks to enroll and serve English learners and does not discourage enrollment based on primary language or English proficiency. English learners are identified, assessed, and served in accordance with state and federal law.

Instructional supports for English learners may include designated and integrated English language development, sheltered instruction strategies, and additional academic or language interventions as determined through the Individualized Learning Plan (ILP) and MTSS processes. English learners have full access to all diploma pathways, CTE opportunities, and postsecondary preparation activities.

### **G.7 Monitoring, Review, and Continuous Improvement**

The school monitors enrollment, participation, and outcome data related to race, ethnicity, disability status, and English learner status to ensure that its practices do not result in unlawful segregation or disproportionate representation. Data are reviewed periodically by program leadership and organizational leadership.

If enrollment or participation patterns indicate significant disparities inconsistent with community demographics or legal requirements, the school will review outreach, admissions, and service delivery practices and consult with the authorizer, as appropriate, to ensure continued compliance and equitable access.

## **G.8 Alignment with HSHMC and Continuous Improvement**

This approach to racial, ethnic, special education, and English learner balance mirrors the equity-focused practices approved in the HSHMC charter and reflects the school's commitment to access, inclusion, and lawful operation. Ongoing monitoring and review support continuous improvement and alignment with district and state expectations.

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# **H. ADMISSIONS POLICIES AND PROCEDURES**

## **H.1 Purpose and Legal Context**

Universal Access High School (UAHS) is committed to operating an open, non-selective admissions process consistent with California Education Code §47605(d), Title 5 §11967.5, and the FCMAT Charter Petition Evaluation Matrix. Admissions policies are designed to ensure equitable access for all eligible students while avoiding any form of selective enrollment, counseling out, or practices that would result in unlawful discrimination or segregation.

## **H.2 Eligibility for Admission**

Universal Access High School is open to all students who reside within the State of California and who are eligible to attend grades 9–12. Admission is not conditioned on academic performance, credit status, language proficiency, disability status, behavioral history, referral source, or participation in any particular program or service.

Referrals from schools, community agencies, courts, or other entities do not determine eligibility and do not confer priority for admission.

## **H.3 Open Enrollment Period**

The school establishes a defined annual open enrollment period, which is published in advance and communicated through the school's website, outreach materials, and authorizer-approved notification channels. The enrollment period is designed to allow broad access while supporting program planning and cohort development.

Following the conclusion of the primary enrollment period, the school may accept applications on a rolling basis to fill remaining vacancies, consistent with the procedures described below.

## **H.4 Admissions Preferences**

If the number of applications received during the enrollment period exceeds the school's capacity, students shall be admitted through a public random drawing (lottery) conducted in accordance with Education Code requirements.

Admissions preferences shall be applied only as permitted by law and, when applicable, in the following order of priority:

1. Students who reside within the San Diego Unified School District
2. Children of employees of HSHMC, Inc.
3. Children of employees of formally affiliated or co-founding partner institutions operating pursuant to a memorandum of understanding with the school, including healthcare or workforce partners such as Sharp HealthCare
4. Other preferences permitted by law

No admissions preference shall be based on academic ability, prior achievement, disability, language status, participation in support services, or referral source.

## **H.5 Public Random Drawing (Lottery)**

### **Public Random Drawing (Lottery)**

The lottery shall be conducted in a transparent manner at a publicly noticed time and location, with procedures documented and available for review. If applications exceed capacity, all eligible applicants shall have an equal chance of admission within their applicable preference category.

A waiting list shall be established following the lottery and maintained in the order determined by the random drawing.

## **H.6 Rolling Enrollment and Filling Vacancies**

After the completion of the lottery, and throughout the school year as vacancies occur, Universal Access High School may admit students from the waiting list or, if no waiting list exists, through rolling enrollment.

Vacancies are filled by grade level based on available capacity. When vacancies occur in a specific grade, the school admits students from the corresponding grade-level waiting list or, if no waiting list exists for that grade, through rolling enrollment.

Rolling enrollment is used solely to fill vacancies and does not alter the non-selective nature of admissions or the priority order established through the lottery.

## **H.7 Non-Discrimination and Equal Access**

### **Non-Discrimination and Equal Access**

Universal Access High School admits students without regard to race, ethnicity, national origin, primary language, disability, gender, gender identity, sexual orientation, immigration status, housing status, or any other protected characteristic.

The school does not discourage or counsel out students based on the intensity of services they may require, including special education, English learner services, behavioral supports, or mental health supports.

## **H.8 Students with Disabilities and English Learners**

Students with disabilities and English learners have equal access to admission at Universal Access High School. The availability or nature of special education services, English language development services, or other supports shall not be used as a basis for admission decisions.

Upon enrollment, students shall be appropriately identified, assessed, and served in accordance with IDEA, Section 504, and applicable state and federal law.

## **H.9 Admissions Transparency and Oversight**

Admissions policies, enrollment timelines, lottery procedures, and waiting list practices are reviewed periodically by program leadership and the Governing Board to ensure compliance with law and authorizer expectations. The school cooperates fully with the authorizer in reviewing admissions practices and addressing any identified concerns.

# **I. ANNUAL INDEPENDENT FINANCIAL AUDITS**

## **I.1 Purpose and Fiscal Accountability**

Universal Access High School is committed to maintaining sound fiscal practices, transparency, and accountability in the use of public funds. Financial oversight is designed to ensure the long-term sustainability of the educational program, protect public resources, and support effective implementation of the charter.

Fiscal accountability practices for Universal Access High School mirror those approved for Health Sciences High & Middle College and are implemented through the governance and administrative systems of HSHMC, Inc.

## **I.2 Annual Independent Financial Audit Requirement**

Universal Access High School shall obtain an annual independent financial audit in accordance with applicable provisions of the California Education Code and generally accepted accounting principles.

The audit shall:

- Be conducted by a California-licensed Certified Public Accountant with experience auditing public charter schools
- Include a review of financial statements, internal controls, and compliance with applicable laws and regulations

- Cover all funds received and expended by Universal Access High School

### **I.3 Audit Scope and Review Process**

The annual audit shall assess:

- The accuracy and completeness of the school's financial statements
- Compliance with accounting standards and fiscal reporting requirements
- The adequacy of internal controls and fiscal oversight procedures

The HSHMC, Inc. Governing Board shall review audit findings and ensure that any material weaknesses, findings, or recommendations are addressed in a timely manner.

### **I.4 Submission and Reporting**

The annual independent financial audit shall be completed and submitted by the statutory deadline, unless otherwise required by law.

Copies of the audit report shall be submitted to:

- San Diego Unified School District
- San Diego County Office of Education
- California Department of Education
- State Controller's Office

### **I.5 Corrective Action and Continuous Improvement**

If an audit identifies findings or deficiencies, Universal Access High School shall:

- Develop a written corrective action plan
- Implement corrective actions within timelines acceptable to oversight agencies
- Monitor progress toward resolution through Board oversight

These procedures ensure continuous fiscal improvement and alignment with the financial accountability standards established in the HSHMC charter.

## **J. SUSPENSION AND EXPULSION PROCEDURES**

### **J.1 Purpose and Philosophy**

Universal Access High School is committed to maintaining a safe, supportive learning environment while addressing student behavior in a manner that is fair, restorative, and consistent with law. Suspension and expulsion are measures of last resort, implemented only when required to protect student safety or when mandated by statute.

Consistent with the approach approved in the HSHMC charter, Universal Access High School emphasizes positive behavior supports, restorative practices, and MTSS-aligned interventions as the primary means of addressing behavioral challenges, while fully complying with all applicable due process requirements.

## **J.2 Grounds for Suspension and Expulsion**

A student may be suspended or expelled only for acts related to school activity or attendance that occur:

- While on school grounds
- While going to or coming from a school activity
- During the lunch period, whether on or off campus
- During, going to, or coming from a school-sponsored activity

The grounds for suspension and expulsion are limited to those specified in Education Code §48900, including but not limited to:

- Causing, attempting to cause, or threatening to cause physical injury to another person
- Willful use of force or violence
- Possession, use, sale, or furnishing of a firearm, knife, explosive, or other dangerous object
- Possession, use, sale, or furnishing of a controlled substance or alcohol
- Robbery or extortion
- Damage to or theft of school or private property
- Possession or use of tobacco products
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Unlawful possession or use of drug paraphernalia
- Disruption of school activities or willful defiance, as limited by law
- Harassment, threats, intimidation, bullying, or cyberbullying
- Sexual harassment or hate violence
- Making terrorist threats

Suspension for willful defiance shall be imposed only in accordance with current statutory limitations, including restrictions applicable to students in grades K–8.

## **J.3 Mandatory Expulsion Considerations**

Pursuant to Education Code §48915, the Principal or designee shall recommend expulsion for the following acts:

- Possession of a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit sexual assault or battery
- Possession of an explosive

The Governing Board may order expulsion in such cases unless it determines that expulsion is inappropriate based on the specific circumstances.

#### **J.4 Authority to Suspend or Expel**

The Principal or designee may suspend a student in accordance with law and Governing Board policy.

Expulsion decisions are made by the HSHMC, Inc. Governing Board following required procedures and due process.

#### **J.5 Due Process for Suspension**

Prior to suspension, a student shall be afforded due process, including:

- Oral or written notice of the charges
- An explanation of the evidence if the student denies the charges
- An opportunity to present the student's side of the story

In emergency situations where a student poses a clear and present danger, suspension may occur immediately, with due process provided as soon as practicable.

#### **J.6 Expulsion Procedures and Due Process**

Expulsion procedures shall include:

- Written notice of the expulsion hearing
- Opportunity for the student and parent or guardian to inspect evidence
- Opportunity to appear and be heard
- A written decision following the hearing

Expulsion hearings shall be conducted in accordance with Education Code §§48918–48919.

#### **J.7 Students with Disabilities**

Disciplinary actions involving students with disabilities shall comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and applicable state law.

Manifestation determination reviews shall be conducted when required, and no student with a disability shall be disciplined in a manner inconsistent with their legal protections.

#### **J.8 Alternative Means of Correction and Restorative Practices**

Consistent with its educational philosophy and MTSS framework, Universal Access High School utilizes alternative means of correction prior to suspension or expulsion whenever appropriate.

Alternative means of correction are implemented in accordance with Education Code §§48900.5, 48900.6, and 48900.7, which authorize schools to address behavioral issues through positive, restorative, and instructional interventions before resorting to exclusionary discipline, except where suspension or expulsion is otherwise required by law.

These practices may include:

- Restorative conferences and mediation
- Counseling and behavioral interventions
- Academic and social-emotional supports
- Behavior contracts or support plans

These practices are intended to address underlying causes of behavior, support student growth, and maintain engagement in learning, while preserving the school's authority and obligation to impose suspension or expulsion when required by statute.

## **J.9 Continuity of Instruction**

When a student is suspended or expelled, Universal Access High School shall make reasonable efforts to ensure continuity of instruction consistent with law, including access to alternative educational placements or instructional supports, as appropriate.

## **J.10 Records, Reporting, and Appeals**

All disciplinary actions shall be documented in accordance with law. Parents and guardians shall be informed of applicable appeal rights and procedures.

# **K. RETIREMENT PROGRAMS**

## **K.0 Purpose and Legal Context**

This section describes the retirement systems applicable to employees assigned to Universal Access High School. The purpose of this element is to clarify retirement participation, employer responsibilities, and the relationship between the charter school and public retirement systems, consistent with California law and the framework approved in the HSHMC charter.

## **K.1 Employer of Record and Retirement Eligibility**

Universal Access High School is operated by HSHMC, Inc., a California nonprofit public benefit corporation. All employees assigned to Universal Access High School are employees of HSHMC, Inc., not employees of the San Diego Unified School District.

As a charter school employer, HSHMC, Inc. participates in public retirement systems as required by law and applicable to employee classifications.

## **K.2 State Retirement Systems**

Eligible employees of HSHMC, Inc. assigned to Universal Access High School shall participate in one of the following retirement systems, as applicable:

- California State Teachers' Retirement System (CalSTRS) for certificated employees
- California Public Employees' Retirement System (CalPERS) for classified employees

Participation in these systems is governed by statute and the rules of the respective retirement systems.

## **K.3 Additional Retirement Options**

Where permitted by law, HSHMC, Inc. may offer additional retirement options, such as defined contribution plans, to eligible employees. Any such options shall be implemented in compliance with applicable law and Board-approved policies.

## **K.4 No District Retirement Obligations**

Employees assigned to Universal Access High School do not participate in retirement programs offered by the San Diego Unified School District, and the District bears no responsibility for the retirement benefits of charter school employees.

This provision mirrors the retirement language approved in the HSHMC charter and clarifies the separation of employer responsibilities.

# **L. ATTENDANCE ACCOUNTING AND PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

## **L.1 Purpose and Attendance Philosophy**

Universal Access High School maintains an attendance accounting system that ensures accurate documentation of student participation, compliance with California law, and alignment with the school's flex-based, nonclassroom instructional model. Attendance practices are designed to support student engagement, academic progress, and fiscal accountability, while remaining auditable and transparent to the authorizer.

Attendance accounting mirrors the systems approved for Health Sciences High & Middle College and is adapted as necessary to support nonclassroom-based instruction.

## L.2 Legal Framework

Universal Access High School complies with all applicable attendance and Average Daily Attendance (ADA) requirements under California Education Code, California Code of Regulations, and guidance issued by the California Department of Education.

The school's attendance accounting practices are implemented consistent with its final instructional designation and meet the requirements applicable to nonclassroom-based charter schools, including Education Code §51747.3.

## L.3 Definition of Attendance and Participation

Attendance at Universal Access High School is based on documented participation in supervised instructional activities, rather than mere physical presence at a single site.

Attendance may be generated through:

- Participation in supervised, standards-aligned instruction
- Completion of assigned instructional activities verified by credentialed teachers
- Documented engagement in portfolio-based learning, seminars, and workshops
- Supervised participation in approved community-based instructional settings, including work-based learning and internships

No attendance is claimed for unsupervised or undocumented activities.

## L.4 Attendance Documentation and Verification

Attendance is verified and documented by credentialed teachers and program leadership employed by HSHMC, Inc.

Attendance documentation includes:

- Records of instructional activities aligned to Individualized Learning Plans (ILPs)
- Teacher verification of participation and progress
- Documentation of instructional settings and supervision
- Entry of attendance data into the school's student information system

Attendance records are maintained in accordance with audit requirements and are available for district and state review.

## L.5 Attendance Monitoring and Intervention

Attendance data is reviewed regularly as part of the school's MTSS and ILP processes.

When attendance patterns indicate disengagement or risk of chronic absenteeism, the school implements timely interventions, which may include:

- Increased student check-ins and outreach
- Adjustment of instructional pacing or delivery models
- Coordination with counseling and social work staff
- Family engagement to address attendance barriers

Attendance interventions are documented and monitored for effectiveness.

## L.6 Attendance in Community-Based and Worksite Settings

Because Universal Access High School operates across multiple instructional settings, attendance accounting procedures apply to all approved instructional environments, including community-based locations and worksites.

Attendance in these settings requires:

- Prior approval of the instructional setting
- Clear assignment of supervisory responsibility
- Documentation of student schedules and participation
- Verification of instructional activity by credentialed staff

Work-based learning and internship attendance is governed by written agreements and monitored by school staff to ensure compliance with attendance and safety requirements.

## L.7 Reporting and Oversight

Universal Access High School submits required attendance and ADA reports to the authorizer and oversight agencies in accordance with law.

The school cooperates fully with attendance audits and reviews and promptly addresses any identified discrepancies or concerns.

## M. EMPLOYEE RETURN RIGHTS

### M.1 Purpose and Legal Context

This section describes the employment status and return rights of employees assigned to Universal Access High School. The purpose of this element is to clarify that employment at the charter school does not create return rights to positions within the authorizing school district or any other public school employer, consistent with California charter school law.

## M.2 Employer of Record

Universal Access High School is operated by HSHMC, Inc., a California nonprofit public benefit corporation. All individuals employed to support Universal Access High School are employees of HSHMC, Inc., not employees of the San Diego Unified School District or any other school district.

Employment assignments, supervision, evaluation, and personnel decisions are administered by HSHMC, Inc. in accordance with applicable law and Governing Board-approved policies.

## M.3 No District Return Rights

Employees of HSHMC, Inc. assigned to Universal Access High School do not have return rights to positions within the San Diego Unified School District or any other school district as a result of their employment at the charter school.

Employment at Universal Access High School does not confer any right of reassignment, reinstatement, or placement within the authorizing district or any other local educational agency.

## M.4 Employment Status

All employees assigned to Universal Access High School are employed by HSHMC, Inc. on an at-will basis or pursuant to individual employment agreements, consistent with applicable law and the Educational Employment Relations Act (EERA).

Nothing in this charter shall be construed to alter or expand employee rights beyond those provided by law or applicable employment agreements.

## M.5 Alignment with HSHMC Charter

This approach to employee return rights mirrors the provisions approved in the HSHMC charter and ensures clarity regarding employer responsibility, labor relations, and district obligations.

## N. DISPUTE RESOLUTION

### N.1 Purpose

The purpose of this section is to establish a clear, orderly, and fair process for resolving disputes between Universal Access High School, operated by HSHMC, Inc., and the authorizing agency. The parties agree to use these procedures to promote cooperation, transparency, and resolution at the lowest possible administrative level before resorting to formal legal action.

## N.2 Informal Resolution

In the event of a dispute arising under this Charter, the parties shall first attempt to resolve the dispute through informal discussions between appropriate representatives of Universal Access High School, HSHMC, Inc., and the authorizing agency. Informal resolution may include meetings, written correspondence, or other communications intended to clarify issues and identify mutually acceptable solutions.

## N.3 Formal Dispute Resolution Process

If the dispute cannot be resolved through informal discussions, either party may initiate a formal dispute resolution process by providing written notice to the other party. Upon receipt of such notice, the parties shall meet in good faith within a reasonable time to review the dispute, exchange relevant information, and attempt to resolve the matter.

The formal dispute resolution process may include, but is not limited to:

- Review of relevant Charter provisions and supporting documentation
- Meetings between designated representatives of the parties
- Identification of corrective actions, amendments, or agreements, where appropriate

## N.4 Preservation of Legal Rights

If the dispute remains unresolved following the procedures described above, either party may pursue any legal remedies available under applicable law. Nothing in this section shall be construed to limit, waive, or delay the exercise of any legal rights or remedies available to either party.

---

# O. SCHOOL CLOSURE PROCEDURES

## O.1 Purpose

The purpose of this section is to describe the procedures to be followed in the event that Universal Access High School ceases operation for any reason, including but not limited to non-renewal, revocation, or voluntary surrender of the Charter. These procedures are intended to ensure the orderly closure of the school and the protection of the interests of students, parents or guardians, staff, the authorizer, and the public.

## O.2 Closure Notification

In the event of school closure, Universal Access High School shall provide written notice of the closure to all parents or guardians and students, and to the following entities, as required by law:

- San Diego Unified School District
- San Diego County Office of Education
- California Department of Education
- State Controller's Office

Notification shall be provided in a timely manner and shall include information regarding the timeline and procedures for closure.

### O.3 Transfer and Maintenance of Student Records

Universal Access High School shall ensure the timely transfer and secure maintenance of all student records, including cumulative records, transcripts, special education records, and health and immunization records, in accordance with applicable state and federal laws, including the Family Educational Rights and Privacy Act (FERPA).

Student records shall be transferred to San Diego Unified School District or to another appropriate local educational agency, as directed by the authorizer.

### O.4 Financial Closure and Asset Disposition

HSHMC, Inc. shall conduct a final independent audit and ensure that all outstanding financial obligations are satisfied. All assets purchased with public funds shall be disposed of in accordance with applicable law and authorizer direction.

Any remaining assets shall be transferred to a public agency, as required by law.

### O.5 Staff and Contractual Obligations

Universal Access High School shall comply with all applicable employment laws and contractual obligations related to staff notice, compensation, and separation. All contracts, leases, and memoranda of understanding shall be resolved, assigned, or terminated in an orderly manner.

### O.6 Governing Board Oversight

The HSHMC, Inc. Governing Board shall oversee the school closure process to ensure compliance with all legal, fiscal, and contractual obligations and to protect the interests of students and the public.

It is recommended that the Board ratify the prior submission of the Universal Access High School charter petition and authorize continued revision and engagement with the district approval process.”

Ian Pumpian recommended the board consider taking action on the following motion.

**Motion:**

The Board ratifies the prior submission of the Universal Access High School Charter Petition to the San Diego Unified School District and authorizes continued development, revision, and engagement in the district and state approval process. Final authorization to open the school shall be subject to subsequent Board approval following district action.

**Universal Access High School – Charter Update**

- **Submitted Petition**
- **Received District Feedback**
- **Revisions in Process**
- **Recommended Board Action**

---

 **Script Aligned to Slide**

**1  Submitted Petition**

“We submitted the Universal Access High School charter petition to initiate the district review process and begin the statutory timeline.”

---

**2  Received District Feedback**

“We’ve had constructive informal conversations with district staff. As expected in this process, they identified areas where structural alignment and additional legal assurances would strengthen the petition.”

---

**3  Revisions in Process**

“We’ve completed substantial revisions aligned to the FCMAT A–O framework and nonclassroom requirements. The revised draft is currently with a technical charter reviewer for final refinement.”

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#### **4□□ Recommended Board Action**

“Today’s action simply ratifies the prior submission and authorizes continued revision and engagement with the district approval process. Final authorization to open the school will return to this Board following district approval.”

# Coversheet

## Immigration Enforcement Policy

**Section:** V. Open Session - Consent Agenda Items  
**Item:** D. Immigration Enforcement Policy  
**Purpose:**  
**Submitted by:**  
**Related Material:** D - Immigration Enforcement Policy.docx



(For Board Approval 2/23/2026)

### Responding to On-Campus Immigration Enforcement

As early as possible, Health Sciences High and Middle College School (HSHMC) personnel shall notify the school CEO or designee of any request by an immigration or law-enforcement officer seeking access to the school site or any student to conduct immigration enforcement, or any requests for review of school documents (including for the service of lawful subpoenas, petitions, complaints etc.).

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, HSHMC personnel must take the following actions:

1. Advise the officer that before proceeding with the request, and absent exigent circumstances, school personnel must first receive notification and direction from the CEO;
2. Ask to see (and make a copy of or note) the officer's credentials (name and badge number), and ask for, and copy or note, the phone number of the officer's supervisor;
3. Ask the officer for her/his reason for being on school grounds and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, school personnel should comply with the officer's orders and immediately contact the CEO.

If the officer does not declare that exigent circumstances exist, school personnel shall respond to the requirements of the officer's documentation as follows. If the officer has:

- **An ICE (Immigration and Customs Enforcement) administrative warrant:** HSHMC personnel shall inform the officer that they cannot consent to any request without first consulting with the our school's legal counsel or other designated agency official;
- **A federal judicial warrant (search-and-seizure warrant or arrest warrant):** Prompt compliance with such a warrant is usually legally required. If feasible, consult with HSHMC's legal counsel or designated administrator before providing the officer/agent access to the person or materials specified in the warrant;
- **A subpoena for production of documents or other evidence:** Immediate compliance is not required. Therefore, the Charter School personnel shall inform the HSHMC's legal counsel or other designated official of the subpoena and await further instructions on how to proceed.

School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters the premises without consent, personnel shall document his or her actions while on campus and if feasible, accompany them at all times.

After the encounter with the immigration officer, HSHMC personnel shall promptly take written notes of all interactions with the officer. The HSHMC personnel shall provide notes, and associated documents

Health Sciences High & Middle College

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collected, of the interaction to the legal counsel or designated administrator. HSHMC's legal counsel or designated administrator shall submit a timely report to the governing board regarding the officer's requests and actions and school's response(s). The notes taken by personnel must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all school personnel who communicated with the officer;
3. Details of the officer's request;
4. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
5. Charter School personnel's response to the officer's request;
6. Any further action taken by the officer/agent;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes will be reported to the Bureau of Children's Justice in the California Department of Justice at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov)

#### Parental Notification

Before a student can be interviewed or searched by any officer seeking to enforce civil immigration laws at HSHMC, school personnel must receive consent from the student's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or presents a valid, effective court order.

HSHMC personnel must immediately notify the student's parents or guardians if a law-enforcement officer or employee of an agency requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

#### Training

HSHMC will establish training regarding immigration issues for teachers, school administrators, and school staff, including information on responding to a request from an officer enforcing immigration law to visit a school site or to have access to a student. HSHMC has designated an HR Director, Oscar Corrigan, to facilitate training programs for staff, help provide non-legal advice to families and assist in communications with HSHMC and other stakeholders in local and state government.

# Coversheet

## Comprehensive School Safety Plan

**Section:** V. Open Session - Consent Agenda Items  
**Item:** E. Comprehensive School Safety Plan  
**Purpose:**  
**Submitted by:**  
**Related Material:** ★UPDATED HSHMC Safety Plan 25-26.pdf

**HSHMC, Inc.**

**School Site Safety Plan**

**2025-2026**

*(Board Approved 8/18/2025)*

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**HSHMC, Inc.**

## **School Site Safety/Emergency Preparedness Plan 2025-2026**

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# **HSHMC, Inc. School Site Safety Plan 2025-2026**

## **Criterion 1, Assessing the Current Status of School Crime**

Health Sciences High and Middle College Inc. (HSHMC, Inc.) is in the eighteenth year of its Charter. HSHMC, Inc. will provide a safe and orderly school environment while addressing safety issues. This plan is a work in progress, as the building is being remodeled and is still under construction. The final plans will be revised once the building facility is complete and all plans are signed off by the Fire Marshal. The new safety plans and procedures will be presented to both the staff and students in the August and September school site safety training sessions.

An assessment of the current status of crime at HSHMC can be accomplished by reviewing the California Dashboard's suspension and expulsion rate which remains consistently in the "Blue" indicating HSHMC's low-level of suspensions and expulsions. HSHMC's student "MyVoice Survey" indicates 82% of students feel that HSHMC is a welcoming and safe place to learn.

## **2. Identifying safe school strategies and programs**

### **Criterion 2, Child Abuse Reporting Procedures**

#### **1. Addressing the school's procedures for complying with existing laws relating to school safety, which shall include the development of all the following:**

##### **1. Child abuse reporting procedures consistent with Penal Code Section 11164 et seq.**

(1) All teachers, instructional aides, teacher's assistants, classified employees, administrative officers, supervisors of child welfare and attendance, certificated staff, students' personnel employees, day care center administrators, licensed day care workers, physicians, psychiatrists, psychologists, dentists, and licensed nurses are required to report suspected child abuse.

(2) A known or suspected instance of child abuse must be reported by telephone, immediately or as soon as practically possible, to one of the child protective agencies. Following the telephoned report, a written report shall be sent within 36 hours of receiving the information concerning the incident.

(a) Child abuse Team; San Diego Police Department  
Phone: (619) 531-2260

(b) Integrated Child Protected Services

Department of Social Services  
(619) 560-2191. (24-hour response number)

- (3) Persons observing evidence of suspected child abuse may inform the Principal or designee. Although not required, it is strongly suggested that employees inform the Principal of the incident. Students and parents shall be aware that students also may report instance of child abuse on themselves or others to any faculty and staff of HSHMC, Inc..

All staff are notified of the above procedure at a scheduled meeting or as soon as possible after employment. This information is also included in the Faculty Handbook provided to all staff members.

### **Criterion 3, Disaster Procedures, Routine and Emergency**

#### **Disaster Response Procedures**

- (1) The site disaster plan has been developed to provide for the safety of students, staff, buildings, equipment, and supplies. It includes the organization of staff to meet an emergency, a system of warning, instruction, and preparation of students, and appropriate drills. See attached Site Emergency Preparedness Plan.
- (2) A “No False Drills” policy has been adopted at HSHMC, Inc. In the event of a “false alarm”, all staff members are aware that staff and students will evacuate the building and complete an orderly and safe evacuation of the classrooms and building. Staff and students will remain in the safe outdoor assembly areas until the all clear signal is made to return to the school building.
- (3) 911 Telephone Calls can be made by any adult staff member based on the emergency need. When a staff member makes a 911 emergency telephone call the following procedures will be adhered to:
  - Staff member making the telephone call identifies him/herself and gives the location from where the call is made from.
  - The staff member placing the call should remain on the telephone, with an open line, as long as the emergency dispatcher needs them.After completing the emergency telephone call the staff member will notify the administration of the emergency and request any additional support needed. If the staff member needs to remain on the telephone line during the emergency, that staff member should send a responsible student to a neighboring teacher for help. That teacher should immediately notify the administration for assistance.

#### **Telephone Security:**

HSHMC, Inc. has telephones in the temporary reception desk, located on the 1st and 3rd floors, and all offices.

All staff members must adhere to the following rules for telephone security:

- Never allow students to use the telephone without prior approval of an adult who observes the telephone call.

- When leaving on extended breaks or weekends it is advised to disconnect the telephone and place it in a locked drawer or cabinet.
- Never allow students to gather around the telephone without immediate adult supervision.
- If you are the adult in the classroom and you suspect that the telephone has been improperly used, notify administration.

#### **Criterion 4, Policies Related to Suspension/expulsion**

- (1) Suspension is defined as removal of a student from ongoing instruction for adjustment purposes.
- (2) Expulsion is defined as removal of a student from the immediate supervision and control or general supervision of school personnel at HSHMC, Inc.

HSHMC Inc. regards suspension and expulsion as a last resort. Our goal is to maximize time spent learning for each student. Criteria for suspension and expulsion of students is consistent with all applicable federal statutes and state and federal constitutional provisions. Governing law includes *the procedures by which pupils can be suspended or expelled—California Education Code Section 47605 (b)(5)(J)*. In addition, attention is focused on ensuring due process for students and their families. HSHMC, Inc. follows expulsion and suspension guidelines as outlined in this charter. All related hearings will conform to the state and federal laws regarding discipline, special education, confidentiality, and access to records (IDEA 2004, California Education Code 47605). The Principal may suspend students who fail to comply with these policies at any time. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended and referred for expulsion to the HSHMC Inc. Governing Board upon recommendation of the Principal.

#### **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

#### **Enumerated Offenses**

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another

person or willfully used force of violence upon the person of another, except self-defense.

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by

creating an intimidating or hostile educational environment.  
Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

### **Criterion 5, Notification to Teachers of Dangerous Pupils**

#### **Procedures for notifying teachers of dangerous pupils pursuant to Education Code Section 49079.**

- Reference Administrative Procedure 4613.

(1) Upon receipt of information from the court that student has committed any of the crimes enumerated in Welfare and Institutions Code Section 827, the Placement and Appeals Office will inform the principal of information received from the court and the Probation Department which needs to be transmitted to teachers, counselors, or administrators with direct supervisory or disciplinary responsibility over the minor in order to enable them to (a) work with the student in an appropriate fashion, (b) avoid being needlessly vulnerable, or (c) protect other persons from needless vulnerability.

(2) Any information so received by a teacher, counselor, or administrator shall be confidential and shall not be disseminated further by the teacher, counselor, or administrator.

All HSHMC, Inc. staff are notified quarterly of the availability of a confidential list of students who have been suspended.

### **Criterion 6, Sexual Harassment Policy**

(1) Definition of sexual harassment: A form of sexual discrimination which includes, but is not limited to, unwelcome sexual advances., requests for sexual favors, verbal, visual, or physical conduct of a sexual nature made by someone from or in the education setting (see Office for Civil Rights Sexual Harassment Guidance, 62 Federal Register 12034, March 13, 1997).

(2) The school prohibits all sexual harassment and any sexual harassment that has the purpose or effect of having a negative impact on the faculty and staff or student's academic performance or of creating an intimidating, hostile, or offensive educational environment. HSHMC, Inc. also prohibits sexual harassment in which a student's grades, benefits, services, honors, program, or activities are dependent on submission to such conduct.

### **Criterion 7, School Wide Dress Code**

- Reference HSHMC, Inc. Student Handbook

### **Criterion 8, Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from School**

Procedures for safe ingress to and egress from school. (See Site Evacuation Maps)

- (1) Site emergency preparedness plans shall include site map, designating planned evacuation routes, assembly areas, utilities shut-off valves, first aid/supply stations, and designated areas for prolonged student/staff care.
- (2) As required by state law, each site administrator shall conduct safety drills (including fire, earthquake/disaster preparedness, bus safety, and campus emergencies) and maintain an accurate record of each drill.
- (3) All students and staff shall review site evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take.

### **Criterion 9, Safe and Orderly School Environment**

Procedures to ensure a safe and orderly environment conducive to learning

- (1) HSHMC, Inc. faculty and staff shall be responsible for classroom discipline that will ensure a proper learning environment for all students. Every faculty and staff member shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, at internships locations, or while in attendance at any event attended as a member of HSHMC, Inc.
- (2) All pupils shall comply with regulations, pursue the required course of study, and submit to the authority of the faculty and staff of HSHMC, Inc.
- (3) Students are to be under direct supervision of a staff member or supervising partner of HSHMC, Inc. at all time while in school, or while attending a school-directed activity.

Rules and procedures on school discipline.

- (1) It is the CEO or designee's responsibility to maintain good discipline in the school in accordance with Education Code, California Administrative Code, and HSHMC, Inc. regulations for measurement of citizenship and development of good discipline. HSHMC, Inc. may delegate to any faculty or staff those duties necessary for maintenance of good student conduct.
- (2) Parents are expected to cooperate with school authorities in maintaining and encouraging proper standards of behavior for children.

### **Criterion 10, Safe School Plan Development**

- a. Requirements of SB187 legislation include the following:
  1. The DELAC is responsible for the development of the plan in consultation with law enforcement and other school site councils.
  2. The plan shall be evaluated and modified, as necessary, no less than once per year, and be available to the public.
- b. Respond to your school's data by describing programs and activities that address individual school safety needs. (See Comprehensive School Safety Plan attached)

### **Criterion 11, Opioid Overdose Response**

Per the The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

### **Protocol in the Event a Pupil is Suffering or Believed to be Suffering from an Opioid Overdose**

The San Diego Unified School District and Health Sciences High and Middle College's primary goal in the fight against opioids and fentanyl use is prevention.

HSHMC will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
  - o How opioids and fentanyl affect the body's systems.
  - o Refusal strategies
  - o The signs and symptoms of use/abuse
  - o The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

## **STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE**

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

## **STEP 2: CALL 911 FOR HELP**

### **AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.**

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

## **STEP 3: ADMINISTER NALOXONE**

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

**Health Sciences High and Middle College uses intranasal spray.**

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

**DURATION OF EFFECT.** The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

**SAFETY OF NALOXONE.** The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

**FENTANYL-INVOLVED OVERDOSES.** Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

#### **STEP 4: SUPPORT THE PERSON'S BREATHING**

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

#### **STEP 5: MONITOR THE PERSON'S RESPONSE**

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

**SIGNS OF OPIOID WITHDRAWAL.** The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

### **DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE**

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

### **Criterion 12, Procedures to Respond to Individuals Experiencing a Sudden Cardiac Arrest**

The San Diego Unified School District and Health Sciences High and Middle College are committed to responding to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds. HSHMC's procedures are in place to ensure the timely care of individuals experiencing a cardiac emergency through trained personnel and the use of an on-site automated external defibrillator (AED).

HSHMC has a Cardiac Emergency Response Team (CERT) Coordinator, Nick Swift, who is responsible for training for staff to respond to sudden cardiac arrests or other life threatening emergencies. Specialized teams that are prepared to respond include HSHMC's Student Engagement Team (SET), Career Development Team (CDT), and our School Operation Specialist (SOS) Manager. These teams have access to all students as each SET member is responsible for a different floor on HSHMC's campus. The CDT is responsible for our students that are off campus at internships. The teams are detailed below:

**CERT and SOS Manager::**

Nick Swift: Emergency Response Team Coordinator in partnership with Dominique Smith, Principal.

Johnnie Gomez: EMS Coordinator, communicating with EMS for location. This is in partnership with Broc Arnaiz, Vice Principal.

Demetrius Davenport: Floor two SET/CERT member  
Karina Herrera: Floor two SET/CERT member  
Mikayla Haywood: Floor three SET/CERT member  
Nick Regas: Floor Four SET/CERT member

CDT:

Cory Lauritzen: Internship Coordinator  
Harley Miranda: Internship Supervisor  
Daniel Zazueta: Internship Supervisor  
Megan Romo: Internship Supervisor  
Sarah Gonzalez: Internship Supervisor  
Ryan Wolf: Internship Supervisor sub  
Ramla Ahmed: Internship Supervisor sub

In case of an emergency on site:

- Team member will push Centegix badge three times to alert of medical need.
- Centegix response team and/or SET/CERT member and CERT Coordinator will arrive in an isolated area for need.
- SET/CERT will stay with individuals experiencing an emergency until the CERT Coordinator is present.
- CERT Coordinator will tell SET/CERT what call to put in, SET/CERT will make a 911 call and communicate with Johnnie Gomez.
- Johnnie Gomez and SET/CERT members will be present for EMS to arrive.
- Johnnie Gomez will communicate with families as needed.
- SET/CERT members will communicate back with teaching staff.

In case of emergency off campus:

- Team members will call and text the CERT Coordinator, Internship supervisor and medical support (911) at the internship site.
- Internship Coordinator will travel to the internship site and communicate with Johnnie Gomez for communication home.
- Internship Coordinator will communicate back to Broc Arnaiz, Vice Principal
- Internship CERT members will stay with students until medical support or internship supervisor arrive.

### **Criterion 13, Instructional Continuity Plan**

The purpose of an Instructional Continuity Plan (ICP) is to ensure the seamless continuation of education during emergencies that disrupt traditional in-person instruction in accordance with Education Code Sections 41422 and 46392(a). At the heart of this plan, is a protocol outlining how the LEA will engage with students and their families as soon as practicable, but no later than five calendar days, following an emergency.

Health Sciences High and Middle College (HSHMC) serves over 540 students in the City Heights area of San Diego County.

## Communication

HSHMC uses PowerSchool for all school communication, primarily with email, text and app notifications. We encourage parents to access their accounts so they can download the mobile app and update their preferences on when and how they are notified. In the event of an emergency disrupting in-person instruction, HSHMC/school site communication will establish two-way communication through PowerSchool within five calendar days. Staff, families and students will:

- Utilize PowerSchool to send automated calls, text messages, and emails in multiple languages.
- Ensure ongoing communication and support through additional channels, including email, phone, the school website and social media to address students' social, emotional and academic needs.
- Use Zoom to conduct virtual check-ins with families, including home visits if needed, to assess well-being and learning needs.
- Receive regular updates regarding instructional plans, grading policies, schedules and students' expectations through PowerSchool, district and school websites to ensure continuity during remote or disrupted learning.

## Technology

HSHMC prioritizes access to devices and connectivity for all students. All students in grades 9-12 are assigned a MacBook/Chromebook at the start of each school year. Additionally, those in need of wi-fi may check out a hotspot. Anyone who requires a computer repair are able to exchange their devices for working ones, coordinated by each school site. In the event of an emergency that disrupts in-person instruction, HSHMC will:

- Provide all HSHMC students with assigned devices. For families without internet access, HSHMC will distribute Wi-Fi hotspots.
- Provide guidance and training resources for families and students on how to access digital platforms.
- Offer printed instructional materials for students without internet access.
- Ensure accessibility features are enabled and available for students with disabilities.

Those who have tech-related questions – from log-in information to access of learning applications – can visit the HSHMC website and access the Technology Support Homepage or contact a district computer technician via a dedicated tech help email- [asilveyra@hshmc.org](mailto:asilveyra@hshmc.org).

## Instructional Access Plan

To ensure the seamless continuation of education during emergencies that disrupt traditional in-person instruction, educational opportunities offered to all HSHMC students will prioritize essential learning and make standards-aligned learning objectives achievable. Students will be provided distance learning with live instruction (synchronous direct instruction) and live interaction (asynchronous small group and individual help). Within 10 instructional days following the emergency,

HSHMC will provide:

**A. In person and remote instruction options**

- a. If at all possible, temporary in-person instruction will be provided at HSHMC or through agreement with a neighboring district, county office of education, or charter school.
- b. Utilize Canvas for remote instruction with live virtual lessons via Zoom.

**B. Instructional Standards**

- a. HSHMC will adhere to the standards equivalent to Independent Study Programs per Ed Code sections 51747 and 51749.5.
- b. Teachers will provide daily lessons, assignments, and instructional support through Canvas & Clever and printed learning packets.
- c. Students with IEPs and 504 plans will continue to receive accommodations, modifications, and designated instructional support services to the best extent possible.

To log in to Clever, please visit [hshmc.org](https://hshmc.org) and click on the Clever link. Be sure your student's school email and password is entered. If you need their email and password, please contact tech support at [asilveyra@hshmc.org](mailto:asilveyra@hshmc.org).

**Students**

Check Canvas classroom for each class and complete the essential assignments posted by the teachers. Hand in assignments based upon proposed due dates. The completion of assignments is to provide access to course content and materials in order to support student learning progress.

Attendance, Grading, and Progress Monitoring:

- Student attendance will be tracked through participation in virtual class meetings and assignment completion.
- Feedback will be provided on student work and progress.
- Support staff will monitor engagement and follow up with families who show signs of disengagement.

**Equitable Access**

HSHMC is committed to serving all students, including students with disabilities, English language learners, foster youth, and students experiencing housing insecurity, during emergencies that disrupt traditional in-person instruction. Through coordination across departments and with community partners, HSHMC ensures that students' academic, social-emotional, and basic needs are met, regardless of circumstance. In the event of a natural disaster or emergency, HSHMC will:

- Support English learners through site English Language Development (ELD) lead teachers and in coordination with the Education Services department by identifying, monitoring and providing support to students using resources such as Achieve3000, iReady and StudySync to deliver asynchronous instruction aligned to students' language proficiency levels.
- Coordinate support for students in foster care by connecting students with available district, county and community resources, including devices, internet hotspots, clothing, school supplies, and counseling.
- Provide outreach to students experiencing housing insecurity by facilitating access to food, school supplies, hygiene products, technology, school-based mental health resources and other community services.
- Ensure continuity of services for students with disabilities by regularly reviewing IEPs and when necessary, adjusting plans to maintain access to instruction, therapies and health related supports in collaboration with program specialists, school psychologists, case managers and related service providers.
- Facilitate regular communication between families and special education teams, including general education teachers to address any gaps in engagement, learning or technology access due to disruptions to traditional in-person school.

### **Well-Being**

In order to monitor and support the mental health and social/emotional well-being of students and staff, HSHMC will utilize the Multi-tiered System of Support (MTSS) framework to ensure broad, targeted, and intensive strategies that are available to all students at any given time, dependent on their needs. HSHMC partners with OPSAM Health to provide resources for families for their mental health needs. Further resources, including community mental health services, can be found at [hshmc.org](https://www.hshmc.org)

### **Site-Based Collaboration:**

In recognition of the importance of partner engagement in engendering trust and strengthening informed partnerships, HSHMC will engage in collaboration with staff, parents, students and community members as soon as practicable, but no later than five calendar days following an emergency.

**HSHMC will regularly review and update the plan based on feedback and lessons learned.**

#### **Criterion 14, Accommodations Related to Relevant Federal Disability Laws**

- a. The School Safety Plan will be reviewed to ensure that the plan includes appropriate adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act regarding disaster procedures.
- b. Plan review would allow a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil, to bring concerns about an individual pupil's ability to access disaster safety procedures described in the school safety plan to the school principal,
- c. The principal would determine if there is merit to the concern and if the safety plan needs to be modified.

#### **Criterion 15, Procedures to Assess and Respond to Reports of Any Dangerous, Violent or Unlawful Activity**

The safety plan includes procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school. (See specific sections on Weapons, Disturbances, Threats and Violence and other relevant areas in the Site Emergency Preparedness Plan below)

## **Site Emergency Preparedness Plan**

### **General Discussion**

In order to prepare to react in the event of an emergency, we are required to formulate a sight emergency preparedness plan. This plan is intended to coordinate all emergency activities of staff and students, and give each person on site a definite plan of action to follow in the event of an emergency. It is most important for staff to realize that emergency preparedness must become a normal part of a continuous planning process throughout the year. A well-prepared and tested plan will minimize injuries and loss of life in a major disaster. Therefore, it is expected that all staff members be familiar with the school's emergency preparedness plan. Disaster planning experts indicate that in the event of a natural calamity such as an earthquake. School staff should be prepared to be self-sufficient for as long as 72 hours. It is the goal of the HSHMC, Inc. administration to ensure the safety and accountability of students and staff and at the same time provide for their needs within that 72 hours. This is a requirement of California State Education Code. Staff members should remember that in times of stress, they must remain calm, evaluate the situation and act based on the best available information. Be aware that your calm behavior and clear communication will influence the students and other staff members.

**Remember**

Your first priority is the safety of the students!

*All public employees are declared by law to be disaster services workers (Government Code 3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which HSHMC, Inc. employees' function as disaster services workers depends in large measure upon the decisions of the school administration.*

## **Staff Suggestions and Responsibilities**

### **Take attendance using a role book or Power School, do not lock any doors.**

In the event of a true disaster, staff may be required to remain on site supervising students for up to 72 hours. No staff member may leave the site without express permission of the CEO or designee.

Be prepared to assume responsibilities other than those defined in the site plan. There is no way to pre-identify injuries.

If supervising students, account for all students at all times.

Have an emergency bag in the trunk of your car. Keep comfortable clothing, gloves, jacket, comfortable shoes, hat, flashlight, radio, trash bags, pillow, toothbrush, toothpaste, soap and possibly dehydrated food in it. Remember to keep fresh batteries in the radio and flashlight. Remember your own personal medications.

Until approval of the CEO or designee, do not reenter the building.

The primary responsibility of the staff is the safety of students. Do not endanger students or yourself attempting to save property—fighting fires, turning off flooding water mains, gas lines, etc.

On the signal to evacuate, evacuate all ambulatory students immediately. Remember, there may be no signal (electrical failure), and it may be necessary for you to judge that it is all clear and evacuate. Evacuate all the students you can, but do not endanger healthy students in an attempt to assist the injured.

### **Stay Calm**

All teachers and staff not assigned to students during an emergency must still report to the emergency assembly area to help with supervision.

## **Emergency Drill Information Dates**

Never assume there has been a false alarm. When you hear an alarm or signal, immediately follow emergency procedures. Keeping your students inside for any reason during an earthquake or fire alarm is not an option. All students and staff must evacuate as soon as the initial earthquake has occurred or as soon as knowledge of smoke or a fire occurs.

Drills will be conducted several times during the school year. The schedule is as follows:

<b>Drill Type</b>	<b>Date</b>
Staff Professional Development	August 6, 2025
Basic Evacuation Drill	September 16, 2025
Earthquake/Fire Drill	October 16, 2025
Lock Down Drill	December 2, 2025
Earthquake/Fire Drill #2	February 8, 2026
Lockdown Drill #2	March 18, 2026
Fire Drill only	May 4, 2026

All staff members should review the contents of the disaster emergency procedures.

- (1) Discuss rules with your students and evacuation routes with all classes.
- (2) Duck Hold Cover position
- (3) Alarm signals
- (4) What to do before and after school, during lunch, and or passing periods.
- (5) Evacuation routes.

All drills require attendance reporting to the Emergency Operations Center. (EOC)

Teachers: Keep the Emergency Procedure Packet visible and in an easy to get location. Be certain your roll book is easily available to substitutes.

### **RULES DURING DRILLS**

- (1) Proceed quickly and quietly to the designated area. No running or talking through the duration of the drill. Classes must remain together.
- (2) Teachers will lead the class. Assign a dependable student to make certain the room is clear.
- (3) Teacher will take roll sheets (attendance) and emergency pack when evacuating.
- (4) Leave other books and belongings in the room, except valuables, which may be carried during the drill.
- (5) If leaving injured people in the room. Designate this status by placing the yellow caution tape on the exit area of the classroom or area.
- (6) If an exit is blocked, the teacher will select the next best route to exit safely.
- (7) Upon reaching the designated area the class is to sit quietly and stay together.
- (8) Send the Teacher Emergency Report Form to the EOC.
- (9) Remain clear of all buildings/structures.

- (10) When the all clear is sounded, return to the class via the same evacuation route calmly and quietly in a single file.

### **Staff/Student Awareness and Preparation**

**All staff** should become thoroughly familiar with the contents of the emergency plan, and students should be instructed in the procedures outlined for emergency action so that they will be prepared to react quickly to instructions given to them in times of emergency.

### **DROP DUCK COVER**

Students should know the term Drop, Duck, Cover or Drop and Cover or Duck, Cover and Hold.

The “Drop Duck Cover” position is: Drop to knees, place hands over back of head with arms over ears, and lay forehead in knees.

1. “Drop Duck Cover” is appropriate for any of the following emergencies or drills:
  - Earthquake
  - Shooting
  - Explosion
2. “Drop Duck Cover” is also appropriate outside for an earthquake and when there is a bright flash or explosion.

### **Alarm Signals**

Fire	Continuous short rings
Earthquake	Manual signal (Alternating long alarm and short alarm)
Real Earthquake	Movement/Vibration of ground
Shooter/Gunfire	Tremendous noise or blinding glare Manual signal (red flashing lights, audible PA announcement, staff desk takeover)
Disturbance: (Possible Lock down)	The principal or designee will activate actions according to need. Manual signal (one long alarm or verbal signal 3 times” <b>Lock Down Lock Down Lock Down)</b> ”
Bomb Threat	Fire Alarm or Verbal instructions – <b>evacuate-</b>

## **Evacuation Procedures**

All Staff are responsible for understanding the Emergency Preparedness Plan and their responsibilities.

### **Authority to Evacuate**

1. The CEO (or designee) shall have the authority to order an evacuation of HSHMC, Inc.
2. Any staff member or students who becomes aware of an emergency should immediately notify the administration by quickest means possible.
3. Staff will immediately move students away from any situation that presents an immediate threat to their safety-then ensure that administration is notified.

### **Evacuation Warnings**

When the situation requires an evacuation, but time permits, the CEO or designee will initiate notification and instructions to staff via bullhorn, verbal, or runners.

Should the situation require immediate evacuation, the following signals will be used:

1. On-site Evacuation – a series of short bells (fire alarm, white flash and audio message.)
2. In Place Sheltering/Lock down – Red flashing lights, audible message and staff desktop takeover.
3. A all staff message sent using Remind 101

### **Evacuation Locations**

Unless otherwise directed, staff and students will be evacuated to area 1.

Area #1 – Terralta Park

Area #2 – Terralta Park (except for earthquake) Park De La Cruz

### **Off Site Evacuation Sites**

Area #3 – Park De La Cruz

### **Staff Evacuation Procedures**

Checklists have been developed and are supplied in this document to provide staff with specific actions to take. Review these checklists. They will be on file in the main office reception area.

### **Students/Staff with disabilities**

All staff will ensure that they are aware of students and fellow staff members who may need assistance during evacuations.

### **Searching of Facilities**

CEO or designee will designate a facility search person to accompany law enforcement or fire personnel to check all school facilities to ensure that they have been cleared.

### **Roll Call**

If classes are in session. Teachers will move their students to the evacuation point and conduct a roll call. Take the Red Emergency Backpack, located at each classroom door, with you.

If classes are not in session (such as passing periods, before or after school, etc.). Students will report to their first period class and then be organized by all available staff members. As students are assembled, the assigned teachers for each group will conduct a roll call or establish a roster of names of students present.

The CEO will designate a staff member to be responsible for coordinating the teachers to develop an overall school status report of student accountability.

### **Remote Sheltering**

Should it become necessary to transport students and staff to a remote site for safety. The CEO or designee will assign staff to supervise the movement and transportation of students to the remote location.

### **Reunification**

If a decision is made to allow students to leave early, the CEO or designee will coordinate parent notification as quickly as possible.

### **Canceling Evacuation**

Once an evacuation has been initiated, it should generally be completed- even if the situation becomes resolved or is deemed safe. Any sworn Emergency Personnel (fire or police) has state authority to order an evacuation of a school site. They do not need permission.

### **Return to School**

If the incident requires a response by public safety (fire or police), the public safety Incident Commander must approve the return to the school by the staff.

### **Roles and Responsibilities of Mental Health Professionals**

Mental health professionals at HSHMC are available for crisis counseling and referrals to outside agencies. Students who have witnessed a violent act can access mental health professionals on campus and these staff members interact with teachers to identify students who may need additional services. Mental health professionals are involved in MyVoice survey including analysis, interpretation and action planning to create and maintain a positive school climate.

In addition, HSHMC uses Handle With Care (HWC), a protocol designed in collaboration with the District Attorney to enhance communication between law enforcement and schools regarding children’s exposure to traumatic events. Students may exhibit academic, emotional, and/or behavioral problems as a result of the event. HWC is aimed at ensuring that school-aged children who are exposed to trauma receive trauma sensitive support in lieu of punishment. The HWC notice indicates the student has experienced an adverse event, it does not indicate a criminal event. If a law enforcement officer encounters a school-aged child during a call that could be traumatic to him or her, the child’s name and the three words HANDLE WITH CARE are forwarded to the student’s school before school starts the next day. The purpose is to ensure that children who experience trauma are “Handled with Care” to reduce the negative effects experienced by exposure to trauma.

### **Basic Actions in an Emergency**

- A. Emergency:       **Fire:** Basic Evacuation  
       Signal:           Continuous short rings, White Flashing Light, & an Audible Message  
       Action:           Evacuate building to Emergency Assembly Area  
       All Clear:       Verbal command
- B. Emergency:       **Earthquake:**  
       Signal:           Alternating long and short blast from bull horn or ground movement  
       Action:1.        Inside: Duck, Cover, and Hold position under furniture and hold furniture to keep it from moving away. If possible, stay away from glass windows, overhead hanging objects, light fixtures, bookshelves, etc. May also stand in the doorway.  
                           2. Outside: Drop, Duck, and Cover – Stay away from buildings, walls, trees, utility lines and poles, wires, and other objects that may fall.  
                           3. For a drill, Drop Duck Cover – remains in effect until the bell ends and a verbal direction is given on how to proceed whether students are inside or out.  
       All Clear:       Verbal command
- C. Emergency:       Explosion, plane crash or surprise attack:  
       Signal:           Tremendous noise or sudden glare  
       Action:           Drop Duck Cover – until verbal directions are given on how to proceed whether inside or out.  
       All Clear:       Verbal command
- D. Emergency:       Active Shooter/Gun fire:  
       Signal:           Sudden burst of gunfire  
       Action:           Lie down immediately in a prone position(flat, face down) and do not move. If students are outside, Run in a ZigZag Pattern, Hide, drop onto ground at once. **“Run,” “Hide,” and “Fight”** are the actions that both the Federal Bureau of Investigation and U.S. Department of Homeland Security recommend in an active shooter situation. Each action is explained in further detail below:

## **Run**

If possible, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind.
  - Evacuate regardless of whether others agree to follow.
  - Leave your belongings behind.
  - Help others escape, if possible.
  - Prevent individuals from entering an area where the active shooter may be.
  - Keep your hands visible when engaging with law enforcement.
  - Follow the instructions of any police officers.
- 
- Do not attempt to move wounded people.
  - Call 911 when you are safe.

## **Hide**

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Your hiding place should:

- Be out of view.
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door).
- Not trap you or restrict your options for movement.
- Can prevent an active shooter from entering. (i.e. you should be able to lock the door).
- Blockade the door with heavy furniture.

## ***If the active shooter is nearby:***

- Lock the door.
- Silence your cell phone.
- Turn off any source of noise (radios, televisions).
- Hide behind large items (cabinets, desks).
- Remain quiet.
- If evacuation and hiding are not possible, remain calm.
- Dial 911, if possible, to alert police to the active shooter's location.
  - If you cannot speak, leave the line open and allow the dispatcher to listen.

## ***Fight***

As a last resort, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her.
- Throwing items and improvising weapons.
- Yelling.
- Committing to your actions.

All Clear: Verbal command

E. Emergency: Major disturbance in neighborhood: (SWAT action in area, major auto accident, etc.)

Signal: Phone call from police or reliable sources. Students go into lockdown procedures.

Action: Students remain in the classroom with all doors locked and stay away from windows. Notify security or administration to lock main doors.

All Clear: Verbal Command

F. Emergency: Bomb Threat:

Signal: "Bomb Threat" call made to school. Verbal instructions will be given. Evacuate to the Emergency Assembly Area.

Action: The majority of "bomb threat" telephone calls and notes are to be handled quickly and efficiently. The safety of all school personnel and the prevention of panic are the primary considerations. In the event that a bomb threat is received by telephone, the following actions should be taken:

1. Person receiving threat – keep the caller on the line as long as possible. Delay the caller with such statements as: "I am sorry, I did not understand you," "What did you say?" Etc. Try to get as much information from the caller as possible.
2. Recipient of bomb threat – call notifies Principal or administration, immediately after caller hangs up or while on phone if possible.
3. Immediately notify:

**San Diego Police or Fire Department: 911**

4. Administration notifies staff in a discreet manner. Make decision on whether to evacuate buildings or certain areas of premises.

All Clear: Verbal command

## **Immigration Enforcement on or Near School Grounds**

Health Sciences High and Middle College adheres to the San Diego Unified School District on procedures to Notify of the Presence of Immigration Enforcement on a schoolsite.

Health Sciences High and Middle College will provide notification to parents and guardians, teachers and administrators, and school personnel when the school confirms the presence of immigration enforcement on a schoolsite. "School site" in this context means an individual school or campus, a school-sponsored activity, or a school bus or other form of LEA provided transportation.

Health Sciences High and Middle College will use the following modes of communication for the notification:

Parents/Guardians:

- Autodialer
- Email notification

Staff

- Email notification
- Remind application

Administration

- Texts
- Remind
- Conference call if/when necessary

The notice will include the date and time the immigration enforcement was confirmed and the location of the enforcement activity.

Realtime notification will be provided when there is a direct threat to safety of the school, school-sponsored activity, or school bus or transportation, or there is substantial disruption at these locations.



## Pending Board Approval on 2/23/2026

### Responding to On-Campus Immigration Enforcement

As early as possible, Health Sciences High and Middle College School (HSHMC) personnel shall notify the school CEO or designee of any request by an immigration or law-enforcement officer seeking access to the school site or any student to conduct immigration enforcement, or any requests for review of school documents (including for the service of lawful subpoenas, petitions, complaints etc.).

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, HSHMC personnel must take the following actions:

1. Advise the officer that before proceeding with the request, and absent exigent circumstances, school personnel must first receive notification and direction from the CEO;
2. Ask to see (and make a copy of or note) the officer's credentials (name and badge number), and ask for, and copy or note, the phone number of the officer's supervisor;
3. Ask the officer for her/his reason for being on school grounds and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, school personnel should comply with the officer's orders and immediately contact the CEO.

If the officer does not declare that exigent circumstances exist, school personnel shall respond to the requirements of the officer's documentation as follows. If the officer has:

- **An ICE (Immigration and Customs Enforcement) administrative warrant:** HSHMC personnel shall inform the officer that they cannot consent to any request without first consulting with the our school's legal counsel or other designated agency official;
- **A federal judicial warrant (search-and-seizure warrant or arrest warrant):** Prompt compliance with such a warrant is usually legally required. If feasible, consult with HSHMC's legal counsel or designated administrator before providing the officer/agent access to the person or materials specified in the warrant;
- **A subpoena for production of documents or other evidence:** Immediate compliance is not required. Therefore, the Charter School personnel shall inform the HSHMC's legal counsel or other designated official of the subpoena and await further instructions on how to proceed.

School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters the premises without consent, personnel shall document his or her actions while on campus and if feasible, accompany them at all times.

After the encounter with the immigration officer, HSHMC personnel shall promptly take written notes of all interactions with the officer. The HSHMC personnel shall provide notes, and associated documents

Health Sciences High & Middle College

3910 University Ave. Suite 100 San Diego, CA 92105 Tel: 619-528-9070 Fax: 619-528-9084 hshmc.org



collected, of the interaction to the legal counsel or designated administrator. HSHMC's legal counsel or designated administrator shall submit a timely report to the governing board regarding the officer's requests and actions and school's response(s). The notes taken by personnel must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all school personnel who communicated with the officer;
3. Details of the officer's request;
4. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
5. Charter School personnel's response to the officer's request;
6. Any further action taken by the officer/agent;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes will be reported to the Bureau of Children's Justice in the California Department of Justice at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov)

#### Parental Notification

Before a student can be interviewed or searched by any officer seeking to enforce civil immigration laws at HSHMC, school personnel must receive consent from the student's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or presents a valid, effective court order.

HSHMC personnel must immediately notify the student's parents or guardians if a law-enforcement officer or employee of an agency requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

#### Training

HSHMC will establish training regarding immigration issues for teachers, school administrators, and school staff, including information on responding to a request from an officer enforcing immigration law to visit a school site or to have access to a student. HSHMC has designated an HR Director, Oscar Corrigan, to facilitate training programs for staff, help provide non-legal advice to families and assist in communications with HSHMC and other stakeholders in local and state government.

Health Sciences High & Middle College

3910 University Ave. Suite 100 San Diego, CA 92105 ✉ Tel: 619-528-9070 Fax: 619-528-9084 [hshmc.org](http://hshmc.org)

**Attachments:**

- I. Teacher's Report
- II. Previously Reported Missing, Injured or Absent
- III. Site Map
  - a. Campus map
    - i. First, Second, Third and Fourth Floors
    - ii. HSHMC, Inc. maps of evacuation routes
- IV. Emergency Phone Numbers
  - a. City of San Diego Police Dept.
  - b. City of San Diego Fire-Rescue
  - c. City of San Diego Fire-Rescue Emergency Card
- V. San Diego Fire Dept. Emergency Supply List
- VI. Recommended First Aid Supplies
- VII. HSHMC, Inc. Staff Roster List
- VIII. Student Alphabetical Roster/demographics
- IX. Security/Alarm Lockdown Procedures
- X. Administrative Procedures

# I: Teachers Report

## Teacher's Report

Teacher's Name: \_\_\_\_\_ Room# \_\_\_\_\_

Send information slip and information to the Emergency Operations Center located in Area #1.

\_\_\_\_\_ All present and accounted for

\_\_\_\_\_ The following students are not accounted for (list reason if known):

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---

---

List known casualties below:

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## Teacher's Report

Teacher's Name: \_\_\_\_\_ Room# \_\_\_\_\_

Send information slip and information to the Emergency Operations Center located in Area #1.

\_\_\_\_\_ All present and accounted for

\_\_\_\_\_ The following students are not accounted for(list reason if known):

---

---

---

List known casualties below:

---

---

**II: Previously Reported Missing, Injured or Absent  
Previously Reported Missing, injured or Absent Person  
(Circle One)**

\_\_\_\_\_ was previously reported (circle one) missing, injured, or absent but is now present and accounted for.

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Room number

**Previously Reported Missing, injured or Absent Person  
(Circle One)**

\_\_\_\_\_ was previously reported (circle one) missing, injured, or absent but is now present and accounted for.

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Room number

**Previously Reported Missing, injured or Absent Person  
(Circle One)**

\_\_\_\_\_ was previously reported (circle one) missing, injured, or absent but is now present and accounted for.

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Room number

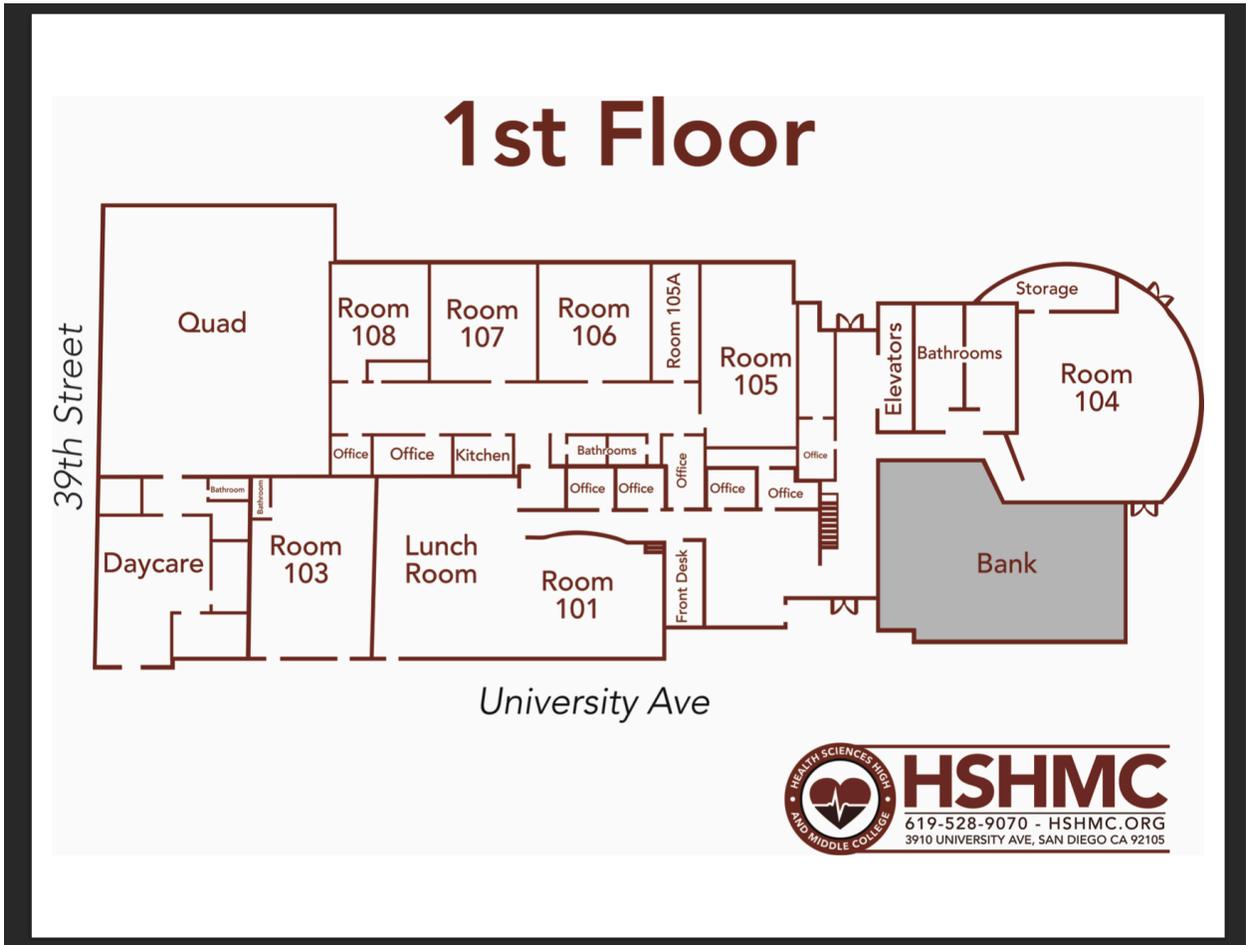
**Previously Reported Missing, injured or Absent Person  
(Circle One)**

\_\_\_\_\_ was previously reported (circle one) missing, injured, or  
absent but is now present and accounted for.

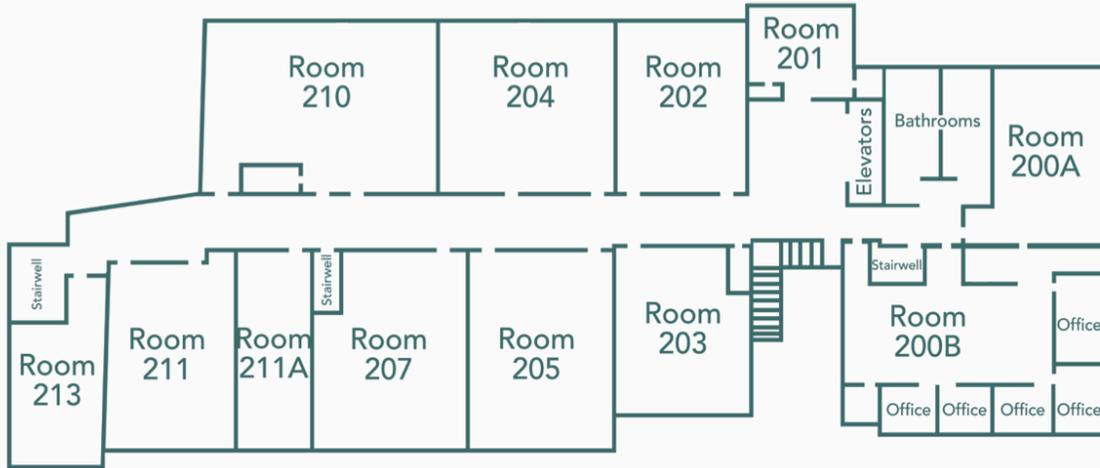
\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Room number

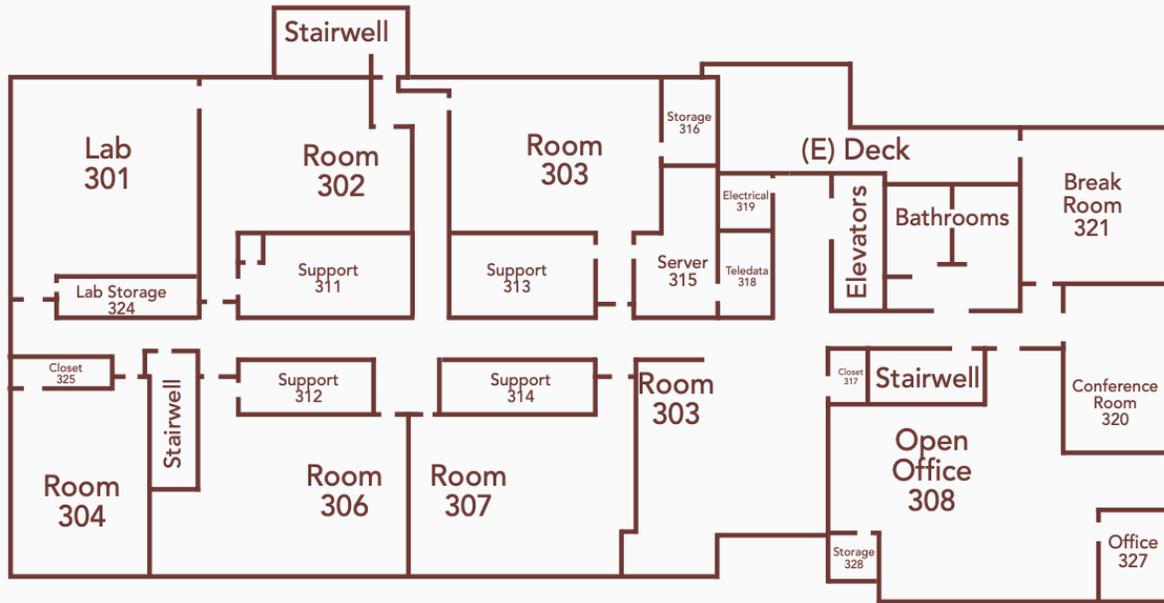
**III: Site Maps**



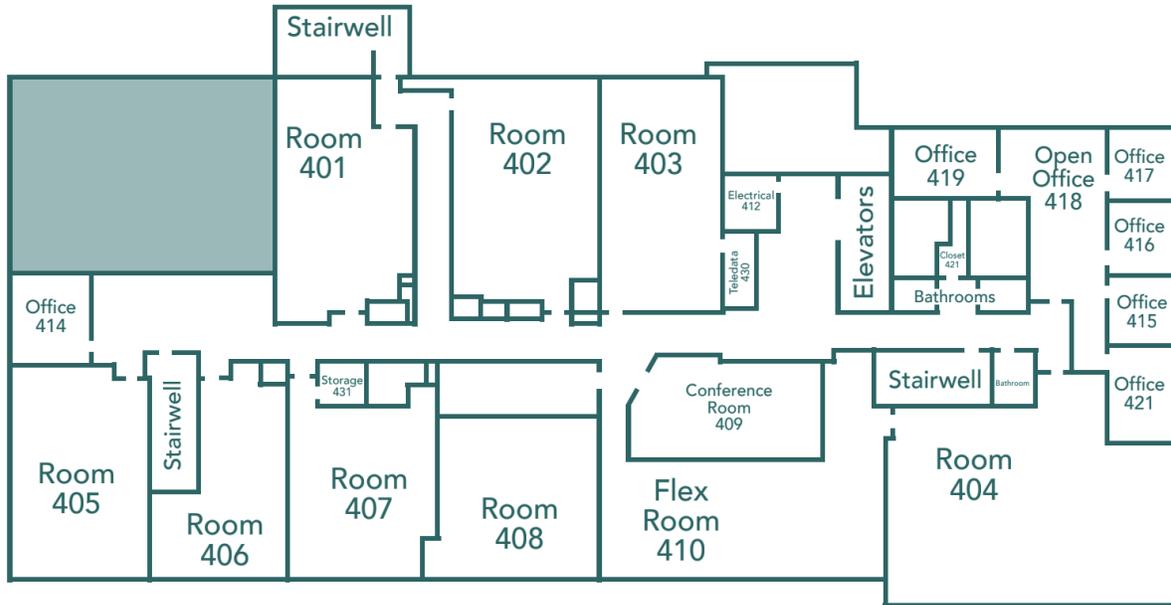
# 2nd Floor



# 3rd Floor



# 4th Floor



[First Floor Evacuation Plans](#)

[Second Floor Evacuation Plans](#)

[Third Floor Evacuation Plans](#)

[Fourth Floor Evacuation Plans](#)

# IV:Emergency Phone Numbers

Contact | San Diego Police Department

7/18/13 3:22 PM



[Home](#) [Contact the City](#)

[Search](#)

## San Diego Police Department

- [POLICE DEPARTMENT HOME](#)
- [ABOUT SDPD](#)
- [FORMS AND PERMITS](#)
- [JOIN US](#)
- [SERVICES AND SUPPORT](#)
- [NEWS CENTER](#)
- [CONTACT](#)

[Police Department Home](#) · [Contact](#)

### Contact

### Contact

**If you have an emergency, dial 9-1-1.**

**To access 9-1-1 from a cell phone or outside San Diego, dial (619) 531-2065.**

For 24-hour non-emergencies, dial (619) 531-2000 or (858) 484-3154.

#### Neighborhood Divisions

##### Headquarters

1401 Broadway, San Diego, CA 92101  
Phone: (619) 531-2000

##### [Central Division](#)

2501 Imperial Avenue, San Diego, CA 92102  
Phone: (619) 744-9500  
TTY: (619) 234-2477

##### [Eastern Division](#)

9225 Aero Drive, San Diego, CA 92123  
Phone: (858) 495-7900  
TTY: (858) 495-7995

##### [Mid-City Division](#)

4310 Landis Street, San Diego, CA 92105  
Phone: (619) 516-3000

##### [Northern Division](#)

4275 Eastgate Mall, San Diego, CA 92037  
Phone: (858) 552-1700  
TTY: (858) 552-1799

##### [Northeastern Division](#)

13396 Salm on River Road, San Diego, CA 92129  
Phone: (858) 538-8000  
TTY: (858) 538-8093

##### [Northwestern Division](#)

12592 El Camino Real, San Diego, CA 92130  
Phone: (858) 523-7000

##### [Southern Division](#)

1120 27th Street, San Diego, CA 92154  
Phone: (619) 424-0400  
TTY: (619) 424-0492

##### [Southeastern Division](#)

7222 Skyline Drive, San Diego, CA 92114  
Phone: (619) 527-3500  
TTY: (619) 527-3592

##### [Western Division](#)

5215 Gaines Street, San Diego, CA 92110  
Phone: (619) 692-4800  
TTY: (619) 692-4978

#### Headquarters Directory

Child Abuse	(619) 531-2260
Crime Analysis	(619) 531-2413
Crime Prevention	(858) 523-7049
Crime Stoppers	(888) 580-TIP S
Crisis Intervention	(619) 446-1014
<a href="#">Domestic Violence</a>	(619) 533-3500
TTY for Domestic Violence	(619) 533-3501
<a href="#">Financial Crimes</a>	(619) 531-2545
Gangs	(619) 531-2847
Homicide	(619) 531-2293
Internal Affairs	(619) 531-2801
<a href="#">Juvenile Services</a>	(619) 531-2270
Permits & Licensing (Vice Administration)	(619) 531-2250
Media Relations	(619) 531-2675
Missing Persons (Adults Only)	(619) 531-2277
Missing Juveniles	(619) 531-2000
Narcotics Unit	(619) 531-2468
Records	(619) 531-2846
Recruiting	(619) 531-2677
Reserves	(619) 446-1014
Retired Senior Volunteer Patrol (RSVP)	(619) 446-1016
Robbery	(619) 531-2299
<a href="#">Sex Crimes</a>	(619) 531-2210
<a href="#">STAR/PAL</a>	(619) 531-2718
Vice	(619) 531-2452
Video Unit	(619) 531-2618
Volunteer Services/Neighborhood Policing	(619) 446-1017

# San Diego Fire-Rescue Department

- [SAN DIEGO FIRE-RESCUE DEPARTMENT HOME](#)
[ABOUT SDFD](#)
[NEWS CENTER](#)
[SAFETY EDUCATION](#)
[SERVICES & PROGRAMS](#)
[CAREERS](#)
[CONTACT SDFD](#)

[San Diego Fire-Rescue Department Home](#) • [Contact SDFD](#)

## Contact SDFD

- [Contact SDFD Home](#)
- [Ask a Firefighter or Paramedic](#)

[APPARATUS/SPEAKER REQUEST](#)

[FIRE STATION TOUR](#)

[RURAL/METRO OF SAN DIEGO CONTACT INFORMATION](#)

### CrimeStoppers Hotline

(888) 580-TIPS (8477)

## Contact SDFD

**If you have an emergency, dial 9-1-1.** [More information on calling 9-1-1.](#)

Contact us at the following non-emergency numbers or e-mail us at [sdfd@san-diego.gov](mailto:sdfd@san-diego.gov).

**San Diego Fire-Rescue Department**  
 Administrative Office/General Information  
 1010 2nd Avenue, Suite 400  
 San Diego, CA 92101  
 (619) 533-4300



Follow us on:

## Department Directory

Contact	Phone Number
<a href="#">Administrative Office/General Information</a>	(619) 533-4300
<a href="#">Community Education</a>	(619) 533-3780
<a href="#">Emergency Management Services</a> • <a href="#">FEM &amp; Urban Search &amp; Rescue</a> • <a href="#">Task Force CA-TF8</a>	(619) 533-4313
<a href="#">Employee Services (Human Resources)</a>	(619) 533-4319
<a href="#">Fire Cadet Program</a> • Email: Cadet Coordinator, <a href="mailto:sdfd_cadetprogram@san-diego.gov">sdfd_cadetprogram@san-diego.gov</a> • Email: Cadet Advisors, <a href="mailto:sdfd_cadetadvisors@san-diego.gov">sdfd_cadetadvisors@san-diego.gov</a>	(619) 533-4300
<a href="#">Fire Communications - Dispatch &amp; Information Services</a>	(858) 573-1300
<a href="#">Fire-Field Operations</a>	(619) 533-4300
<a href="#">Fire Hazard Advisor - Brush/Weed Complaint</a>	(619) 533-4444
<a href="#">Fire Hazard Advisor - Complaint</a>	(619) 533-4411
<a href="#">Fire Prevention Bureau</a>	(619) 533-4400
<a href="#">Fiscal &amp; Information Services</a>	(619) 533-4300
<a href="#">Junior Lifeguard Program</a>	(858) 581-7861
<a href="#">Lifeguard Services</a>	(619) 221-8899
<a href="#">Logistics - Facilities, Fleet and Equipment</a>	(858) 573-1357
<a href="#">Metro Arson Strike Team</a> • <a href="#">Arson Investigations/Explosive Device Team</a>	(619) 236-6815
<a href="#">New Construction - Inspection Scheduling</a>	(619) 446-5440
<a href="#">Non-Emergency Transportation</a>	(858) 499-1500
<a href="#">Rural/Metro of San Diego</a>	(619) 280-6060
<a href="#">Training and Safety Division</a>	(619) 692-4985

## Other Numbers

Contact	Phone Number
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## XI. San Diego Fire Dept. Emergency Supply List

 <b>San Diego Fire - Rescue</b> 	
Presents Heroes On Call	
	 Work # Work #
 <b>1-800-222-1222</b> Poison	 Mom # Work #
 Doctor	 Parent's Cell Phone
 Pharmacy	 Out of State Emergency Contact
 Relative's Name	 Relative's Name
Phone Number	Phone Number
 Class Friend's Name	 Neighbor's Name
Phone Number	Phone Number
 Child's School	 <b>1-800-344-6000</b> Child Abuse Hotline
 <b>1-800-611-7343</b> Power Outage	 <b>619-221-8899</b> Lifeguard Business
 <b>619-236-6876</b> Disaster Information	 <b>1-800-784-2433</b> Suicide Hotline
 <b>619-533-4300</b> Fire Dept. Business	 <b>1-800-THE-LOST</b> <a href="http://www.missingkids.com">www.missingkids.com</a>
 <b>619-531-2000</b> Police Dept. Business	 <b>1-800-BE-READY</b> <a href="http://www.READY.GOV">www.READY.GOV</a>
 <b>619-236-5555</b> San Diego City Info	 <b>211</b> Non-emergency Aid
 My Phone Number	 Our Emergency Meeting Location
 My Email Address	
City/State/Zip	
 TTY, TDD Access Numbers & Notes	 <b>SAFEamerica</b> THE SAFE AMERICA FOUNDATION <a href="http://www.safeamerica.org/hero">www.safeamerica.org/hero</a>

## San Diego Fire Department

Heroes On Call is *America's Ring Leader* for reaching emergency aid. Place this label visibly close to your phone – such as on your refrigerator door, a phone book cover or a bulletin board – it's your call!

Just as important, this label can also provide emergency personnel with crucial information needed when responding to your need for aid at home.

### SAN DIEGO ARE YOU READY?

#### Keep these items on hand in the event of an emergency:

- A 3 day water supply
- Store one gallon of water per person per day
- Ready to eat canned meats, fruits and vegetables
- Canned juices, milk, soup, sugar, salt, pepper
- High energy foods, peanut butter, trail mix, granola bars
- Vitamins, medications
- First-aid kit with non prescription drugs such as, aspirin, anti-diarrhea medication, antacid, laxatives
- Paper plates with plastic utensils and cups
- Emergency preparedness manual (go to: [www.fema.gov/areyouready](http://www.fema.gov/areyouready))
- Battery operated radio
- Flashlight, extra batteries
- Non-electric can opener, utility knife
- Tool kit, fire extinguisher - ABC type
- Matches in a waterproof container, plastic storage containers
- Needles, thread
- Map of the area for finding local shelters
- Soap, liquid detergent, household bleach, disinfectant, plastic garbage bags
- Plastic bucket with tight lid
- Personal hygiene supplies, toilet paper, towelettes
- Sturdy shoes or work boots
- Rain gear, hat and gloves, thermal underwear, sunglasses
- Blankets or sleeping bags
- Whistle
- Baby items, formula, diapers, bottles, powdered milk
- Adult items, prescribed medication, denture needs
- Contact lenses, extra eye glasses
- Important family documents - keep these records in a waterproof container:
  - ✓ Will, insurance policies, contracts, deeds, stocks and bonds
  - ✓ Passports, social security cards, immunization records
  - ✓ Bank account numbers, credit card account numbers
  - ✓ Inventory of valuable household goods, important telephone numbers, cash, travellers' checks
  - ✓ Family records including birth, marriage and death certificates

**FREE!** To download a larger version of Heroes On Call for easier reading and to learn more about keeping your family safe go to: [www.safeamerica.org/hero](http://www.safeamerica.org/hero).

Then also send us an email to share your comments with us about Heroes On Call!



**SAFEamerica™**  
THE SAFE AMERICA FOUNDATION™

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## XI: Recommended First Aid Supplies

## Emergency First Aid Guidelines for California Schools

## RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS

1. Current National American Red Cross First Aid Manual or equivalent.
2. American Academy of Pediatrics First Aid Chart.
3. Portable stretcher
4. Cot: mattress with waterproof cover
5. 10 Triage Tags
6. Blankets, sheets/pillows/pillow cases (disposable covers are suitable)
7. Wash cloths, hand towels, small portable basin
8. Covered waste receptacle with disposable liners
9. Manual resuscitation bag (Ambu bag) [optional]
10. Bandage scissors, tweezers
11. Disposable thermometer or electronic thermometer with disposable covers
12. Sink with running water
13. Expendable supplies (refer to <http://www.redcross.org/disaster/masters/supply.html> for recommended inventory):
  - Pocket mask/face shield for CPR
  - Disposable gloves (including latex free gloves for persons with a latex allergy)
  - Soap (plain)
  - Cotton tipped applicators, individually packaged
  - Assorted Band-Aids (1"x3")
  - Gauze squares (2"x2"; 4"x4"), individually packaged
  - Adhesive tape (1" width)
  - Gauze bandage (2" and 4" widths) rolls
  - Ace bandage (2" and 4" widths)
  - Splints (long and short)
  - Cold packs
  - Triangular bandages for sling & Safety pins
  - Tongue blades
  - Disposable facial tissues
  - Paper towels
  - Sanitary napkins
  - One flashlight with spare bulb and batteries
  - Hank's Balanced Salt Solution (HBSS) – Available in the Save-A-Tooth emergency tooth preserving system or 1/3 cup of powdered milk for dental first-aid (for mixing with water to make a liquid solution)
  - Bleach for cleaning contaminated surface



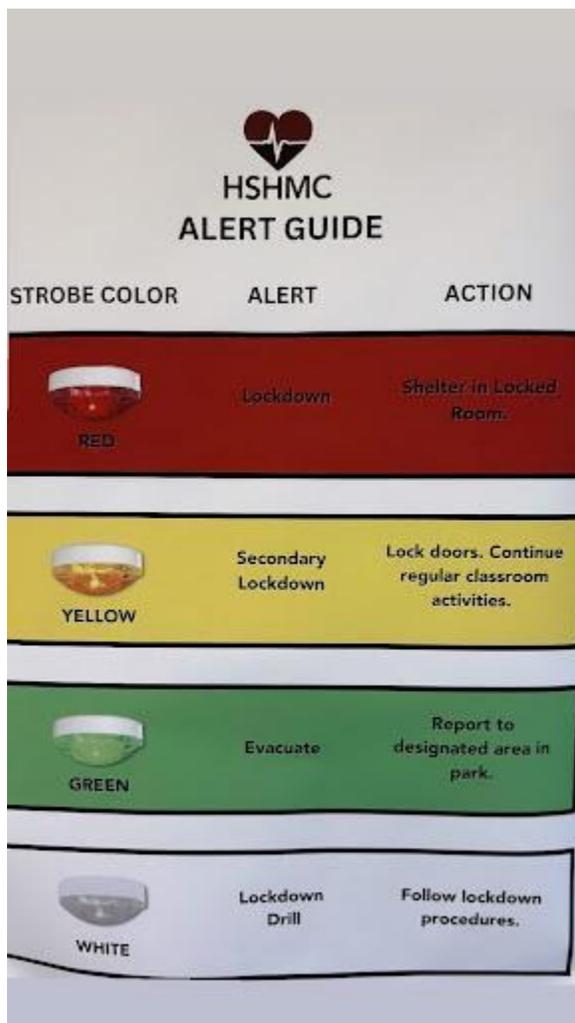
**XII: [HSHMC, Inc. Staff Roster List](#)**

<b>LAST NAME, FIRST NAME</b>	<b>PHONE NUMBERS</b>
AHMED, RAMLA	+1 (619) 751-5997
ARNAIZ, BROC	+1 (619) 718-0826
ARNOLD, AUSTIN GRANT	+1 (858) 705-8107
ASSOF, JOSEPH M	+1 (951) 313-8207
BAGRAMOVA, NATALI	+1 (619) 995-1620
BONINE, JEFFREY T	+1 (619) 318-4631
BRISENO, STEPHANY	+1 (619) 586-0225
CHARLES, EVAN	+1 (316) 516-1760
COMER, LISA CAROLE	+1 (785) 393-6869
CORRIGAN, OSCAR J	+1 (619) 852-5895
CORTEZ, LUIS ALBERTO	+1 (619) 514-9114
DAVENPORT Sr., DEMETRIUS	+1 (619) 793-8108
FALLON, MARGARET	+1 (203) 451-7353
FISHER, BETH KAWAPIOLANI KAAUKAI	+1 (714) 310-2384
FISHER, DOUGLAS	+1 (619) 392-1707
FLORES, RICARDO	+1 (619) 883-4349
FREY, NANCY	+1 (619) 248-5796
GARCIA-AGUIRRE, NARCEDALIA	+1 (760) 880-5468
GAVCUS, MAKENNA	+1 (805) 328-0700
GOMEZ, JUAN JOSE	+1 (619) 964-2288
GONZALEZ, ALEJANDRO	+1 (619) 312-5668
GONZALEZ, SARA VICTORIA	+1 (657) 500-9731
GRANT, MARIA	+1 (619) 952-3389
GRAY, PETER	+1 (253) 509-4565
HACKETT, DANIEL	+1 (858) 999-7313
HACKMAN, ANGELA	+1 (530) 219-9116
HAWLEY, SARAH PATRICIA	+1 (858) 997-6867
HAYWOOD, MIKAYLA M	+1 (909) 543-8732
HEISSERER-MILLER, MATTHEW KYLE	+1 (573) 275-0003
HERNANDEZ, MARISA	+1 (619) 920-0372
HERRERA, KARINA INES	+1 (689) 200-6063
HERRERA, KRYSTIN ROSALIE	+1 (949) 607-9499
HERVEY, JOHN THOMAS JESSOP	+1 (619) 430-3322
KELETY, BRENDAN ROBERT	+1 (619) 602-3940
KNOWLES, CHRIS	+1 (619) 804-2699
LAPP, DIANE	+1 (619) 405-8705
LAREAU, EMILY COLETTE	+1 (619) 384-0088
LAURITZEN, CORY	+1 (619) 373-6531
LEDESMA, JUAN	+1 (917) 595-0335
LINDGREN, JESSICA	+1 (619) 246-0630
LOPEZ, EZCALLY	+1 (408) 512-0499
LOPEZ, LESLEY	+1 (619) 504-6676
MACGREGOR, CAITLIN	+1 (925) 989-0334
MANCUSO, KIMBERLY	+1 (858) 603-0462

MARSHALL, JAMES	+1 (619) 890-6788
MIRANDA, HARLEY	+1 (619) 446-8676
MONTGOMERY II, TIMOTHY JON	+1 (773) 941-3328
NUNEZ-LOPEZ, ESTEBAN	+1 (619) 392-7514
ORTEGA-RIVAS, GRECIAL	+1 (760) 960-6136
PADGITT, KIMBERLY KATHRYN ELLIOT	+1 (858) 531-8657
PENA, GWENDOLYNJUNE	+1 (619) 808-8971
PRINCE, ALEXANDRAN	+1 (310) 982-3384
PUMPIAN, IAN	+1 (619) 972-2525
RADRIGAN, NATALIE	+1 (209) 607-6213
REED, DORIS K	+1 (858) 308-5039
REGAS, NICHOLAS D	+1 (619) 987-5076
REYES, GUSTAVO	+1 (619) 513-5973
ROMO, MEGAN RENEE	+1 (619) 871-9748
ROTELL, AIDA	+1 (619) 252-5838
ROTELL, VALECIA	+1 (714) 462-7897
RUELAS, YVES	+1 (619) 710-9211
SCHAEFER, JOANNAL	+1 (619) 917-8276
SEERY, ANDREW FRANCIS	+1 (845) 641-5392
SILVA, BIANKA GABRIELA	+1 (714) 818-8711
SILVA, HAILLIE ROSEMARIE	+1 (805) 705-7814
SILVEYRA, ANDY M	+1 (619) 829-5834
SMITH, DOMINIQUE	619-933-0610
SPECK, KRISTIN D	+1 (775) 830-7344
STRAND, LUCY	+1 (925) 457-1014
SUAREZ, BRYANNA PAULINE	+1 (209) 534-1762
SWIFT, NICHOLAS E	+1 (858) 442-2187
TOVAR, BREE	+1 (209) 479-6085
TRGO, NIKOLINA	+1 (619) 889-0707
VANG, TOUYEE	+1 (559) 309-2572
VIDAL PINHO MARTINEZ, SORAIA	+1 (720) 527-4577
WECHSLER, MASON	+1 (619) 417-6288
WILDER, RICKI D	+1 (858) 900-5004
WILDER, RILEY	+1 (858) 847-5387
WOLF, RYAN	+1 (209) 507-5959
ZAZUETA, DANIEL	+1 (619) 215-6246

**XIII: Student Alphabetical Roster/demographics**

**IV: Security Alarm Lock Down Procedures**



The poster features the HSHMC logo at the top, which consists of a heart with a white ECG line. Below the logo, the text "HSHMC ALERT GUIDE" is centered. The guide is organized into a table with three columns: "STROBE COLOR", "ALERT", and "ACTION". Each row is color-coded to match the alert type: Red for Lockdown, Yellow for Secondary Lockdown, Green for Evacuate, and White for Lockdown Drill. Each row includes a small icon of a strobe light with the corresponding color.

STROBE COLOR	ALERT	ACTION
RED	Lockdown	Shelter in Locked Room.
YELLOW	Secondary Lockdown	Lock doors. Continue regular classroom activities.
GREEN	Evacuate	Report to designated area in park.
WHITE	Lockdown Drill	Follow lockdown procedures.

## Alarm Signals

- **Fire** - Continuous Short Rings From Alarm
- **Earthquake**- Movement/Vibration of the Ground or Remind 101
- **Lockdown** - Remind (Text) & Computer Notification
- **Secondary Lockdown** - Remind (Text) & Computer Notification

### **1-Administrative Procedures Health Sciences High & Middle College Inc.**

The following administrative procedures have been adopted by Health Sciences High & Middle College Inc. (HSHMC Inc.) to meet the needs and requirements of HSHMC and its community. All Procedures are to be reviewed by the HSHMC Inc. Board of Directors and/or Administrative team.

#### **Administrative Procedure**

Category: Support Services, Security Program

Subject: School or Site Closure/Early Dismissal of Students

#### **A. PURPOSE AND SCOPE**

1. To outline administrative procedures governing the closure of school or site and early dismissal of students, or declaration of a minimum day, as the superintendent deemed necessary based on the nature of the emergency.

#### **B. Legal and Policy Basis**

1. **Authority.** Only the superintendent or Chief Executive Officer or designee has the authority to close schools or sites, or to declare a minimum day. Exception: City, county, or state health departments may order a school closed due to epidemic conditions.
2. **Policy.** It is the obligation of HSHMC Inc. personnel to offer instruction and/or keep schools open as long as a suitable learning environment can be provided. School shall not be closed for reasons other than national emergency, natural disaster, epidemic, or situations which would make operation of the school impossible, extremely difficult, or hazardous for students.
3. **Employees.** If a school is closed or minimum day declared, personnel who report for work shall remain on duty for their normal work hours unless released by the site administrator in response to notification by the superintendent. Unless notified by authorities to evacuate a site, provision shall be made to accommodate students who must remain on campus.
  - a. Parents can pick them up.
  - b. Transportation can be provided.

## C. **General**

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Chief Educational Officer and or designee.

### 2. **Definitions**

- a) **Closing of school:** Cessation of instruction and dismissal of students to return to their homes or to remain at home; this includes declaration of a minimum day. Closing of school might occur at any time during the regular school day or at times other than during regular school hours, depending on the nature of the emergency.
- b) **Minimum Days:** State minimum day is the minimum day for attendance purposes. Closing of a school prior to completion of minimum day for any reason other than a national emergency, natural disaster, or epidemic results in financial loss to the school and is prohibited unless authorized by the superintendent or designee.
- c) **School year:** Each school year includes not less than 180 instructional days; each day will be not less than a specified number of minutes, depending on grade level. No change may be made except with authorization from the HSHMC Chief Educational Officer.

3. **Closure of School or Sites/Minimum Day Declared.** Listed below are some situations which could warrant declaration of a minimum day or closure of one the school.

<b>Type of Emergency</b>	<b>Authority/Review Channels</b>
a. National emergency, or threat of attack	Pres/CEO or designee acts on basis of public declaration by the President of the United States.
b. Earthquake	Pres/CEO or designee may authorize closing of a school. If after evacuation of building, structural inspection indicates that the building is unsafe for reentry.
c. Withdrawal of Services	President/CEO or designee may authorize closing of the school after consultation with the Administrative team.
d. Emergency weather conditions other than hot weather (extreme winds, hurricane, prolonged heavy rains, floods, etc.)	Pres/CEO or designee may authorize closing of the school for all or a portion of the day(s).
e. Facilities damaged or rendered unusable (earthquake, explosion fire, flooding, national emergency	Pres/CEO may close the school, site, or building after appropriate inspection of the facility.
f. Epidemic	City, county of state Board of Health may order closure of a school. If absence rate exceeds 15 percent because of illness, site shall notify the County Health Department.

**D. Implementation**

**1. Responsibilities**

- a. Pres/CEO or designee analyzes the situation; consults with HSHMC admin team and staff; determines appropriate actions based on the nature of emergency.

1. If schools or sites are to be closed/dismissed early:

- a) Notifies HSHMC admin team and staff

- b) Provides specific instruction, regarding release of employees. Site security needs, or other special circumstances to be considered.
  - c) Clarifies requirements for safety and supervision of students.
  - d) All staff will ensure that they are aware of students and fellow staff members who may need assistance during unexpected school closures
  - e) Requests periodic status reports.
2. Contacts or assigns designee to contact local media to provide for notification and status reports to parents and public.
  3. Monitors situation; reviews input and status reports from involved management employees.
  4. If appropriate, shall activate site disaster preparedness plan or specific components of the plan.
  5. Instructs staff as to specific responsibilities, as needed.
  6. Clarifies whether or not employees shall be dismissed or shall remain on site.
  7. On school site ensures that procedures are implemented to provide for safety and supervision of students, including appropriate measures for students with disabilities.
  8. Works with involved personnel to ensure shutdown and safety of equipment and facilities; requests assistance as needed.
  9. If a disaster occurs in San Diego County, HSHMC will grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. HSHMC will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. If school is not in session, our school site may be used by the American Red Cross to shelter community members.

E. Forms and Auxiliary References

1. Site-prepared disaster/emergency preparedness plan

**Administrative Procedure**

**Category: Support Services, Welfare**  
**Subject: School Response Team (SRT)**

**A. Purpose and Scope**

1. To outline administrative procedures governing the designation of a crisis response team to provide assistance to students/faculty during situations which affect the emotional stability of students/faculty and disrupts the educational program.
2. Related Procedures:  
Communications  
Shootings  
Suicides  
Terrorism/kidnapping

## Weapons

### B. General

#### 1. Definitions

- a. **Crisis:** Any incident which affects the emotional stability of students/faculty and disrupts the educational program (i.e., plane crash, shooting incident, suicide, death of faculty members/students, racial disturbance, child abuse, natural disaster) as determined by Pres/CEO or designee.
- b. **School Response Team (SRT):** Team at site who have been trained to provide first line of support to faculty and staff.
- c. **Team Leader:** A team member appointed by the Pres/CEO or designee to provide overall direction and coordination of the SRT during the period of assistance. Responsible for maintaining communication.

### C. Implementation

#### 1. Team Mobilization Responsibilities

- a. Pres/CEO or designee
  - 1) Confirms crisis and determines need for response.
  - 2) Informs HSHMC Inc. admin team and SRT team.
  - 3) Identifies SRT and clarifies appropriate action/ designates team.

#### 2. School Response Team Responsibilities

- a. **Selected SRT members**
  1. Meet with site administrators, team leaders to define problem areas (disruption of classes, student/faculty/disturbance, community reactions).
  2. Assist staff in establishing site counseling/support facilities (classrooms, learning/counseling centers, offices, lounges, quads, or other outdoor locations) and in determining other appropriate action needed.
- b. **The designated team leader** meets with team members to determine specific assignments and to discuss general approaches to problems.
- c. **Team members** implement appropriate counseling/consultative activities.
- d. **Team leader**

- 1) Confers periodically with Pres/CEO or designee and appropriate site personnel to monitor effectiveness of efforts , and to adjust counseling and support needs throughout the day.
- 2) Maintains contact throughout the day with the Pres/CEO or designee to communicate the status of the crisis and SRT progress.
- 3) Meets with team members and appropriate site staff to plan and schedule appropriate follow-up activities.

3. **Withdrawal of SRT**

a. **Pres/CEO or Designee**

- 1) Determines when SRT services are no longer needed; informs team leader of release of the SRT.
- 2) Notifies all personnel when activities are completed.

4. **Reports and Records**

- a. SRT team produces summary of situation reports to Pres/CEO or designee.

## **Administrative Procedure**

### **Subject: FIRE**

#### **Background**

Fire prevention and emergency response to fire situations are a primary responsibility for all HSHMC Inc. staff. Regular action must be taken to ensure that all staff/students are familiar with the site/s emergency/fire response plan and action. The school must have a fire protection system and should be in communication with the fire department.

In any disaster/emergency situations, the Pres/CEO or designee shall be responsible for the safety of and accountability for staff and students. In any life-threatening situation, the staff shall take immediate action to provide for the safety of staff and students without waiting for directions from the Pres/CEO or designee.

#### **Fire – When school site is in operation**

- Immediately evacuate upon discovering fire or hearing signal (Fire alarm or Manual/verbal signal).
- Proceed to the assembly area and remain until further instructions are received.

#### **Administrative Team**

- Notify the site office by pulling the fire alarm, or call the site office if alarm signal has not sounded,

- Order evacuation of remaining staff/students to appropriate assembly area; if the alarm system fails to operate, notify staff/students by other methods.
- Call the fire department (911) immediately.
- Activate the site emergency preparedness component of the comprehensive school/site safety plan if there is any life-threatening situation.
- Supervise evacuation of school/site; ensure that all rooms and areas are evacuated. Ensure the safe evacuation of students with disabilities
- Check with staff to ensure accountability for all staff/students.
- Provide first aid if needed. If an incident results in injury to staff or students, immediately call 911 and call Pres/CEO or designee.
- Notify Pres/CEO or designee if arson is suspected.
- Notify Fire 911 if hazardous materials are present or suspected.

#### **Pres/CEO or designee**

- Contact fire insurance carrier; prepare and submit proper insurance claim forms.
- Determines if fire is major or minor and arranges for:
- Inspection of fire damage and preparation of reconstruction cost estimate.
- Recommends and requests bids for reconstruction and building repairs.
- Takes necessary emergency action (utility connections, barricades, and estimates) and arranges for necessary emergency repairs.
- Investigates loss of furniture and equipment
- Prepares inventory of furniture, equipment, and other school owned personal property damaged or destroyed in the fire.
- Attempt to replace and deliver materials in time to meet the scheduled reopening date.

#### **FIRE – WHEN SCHOOL IS NOT IN OPERATION OR BUILDINGS ARE UNOCCUPIED.**

- As soon as emergency repairs or cleanup beyond the fire department, or that is necessary to secure the facility is the responsibility of the Pres/CEO or designee and ensures the

minimum disruption to instruction and maximum protection to unaffected portions of the facility.

## **FALSE ALARM**

### **Pres/CEO or designee**

- Turns off alarm, notifies staff, resets alarm system. If the alarm is damaged, call the alarm company and request emergency repairs.
- Arrange for staff/students to reoccupy the school.
- Try to identify the person who turned on the alarm; coordinate apprehension with the Police or Fire Department.

## **LEGAL CONSIDERATIONS**

### **Tampering (Penal Code Section 148.8)**

- Any person who willfully and maliciously tampers with, molest, injures, or breaks any public fire alarm apparatus, wire, or signal, or willfully and maliciously sends, gives, transmits, or sounds any false alarm or fire, is guilty of a misdemeanor and, upon conviction thereof, shall be punishable by imprisonment in the county jail, not exceeding one year, or be a fine, not exceeding one thousand dollars, or both.
- Any person who willfully and maliciously sends, gives transmits, or sounds any false alarm of fire, by means of any public fire alarm system or signal, or by any other means or methods, and great bodily injury or death is sustained by any person as a result thereof, is guilty of a felony and upon conviction thereof shall be punishable by imprisonment in the state prison for not less than one year nor more than five years or by a fine of not less than five hundred dollars (\$500) nor more than ten thousand dollars (\$10000), or by both.

### **Arson (Penal code Section 451)**

- Any person is guilty of arson when he or she willfully and maliciously sets fire to or burns or causes to be burned, or who aids, counsels or procures the burning of any structure, forest land, or property.

### **Throwing/Placing a lighted cigarette where it may start a fire; Use or operation of welding torch, a misdemeanor (Health and Safety Code Section 13001)**

- It is a misdemeanor for any person, through carelessness or negligence, to throw or place any lighted cigarette, cigar, ashes, or other flaming or glowing substance, or any

substance likely to cause a fire, in any place where it may directly or indirectly start a fire.

- It is a misdemeanor to use a welding torch, tar pot, or any device which may cause a fire without clearing flammable material surrounding the operation or taking other reasonable precautions to insure against the starting and spreading of fire.

**Health and Safety Code Section 13001  
Penal Code Sections 148.8, 451**

**EMERGENCY PROCEDURE**

**Subject: Environmental Emergencies**

**BACKGROUND**

In the event of site environmental emergencies including chemical spills, asbestos fiber release episodes, and air pollution alerts, HSHMC administration and staff must be able to react quickly and effectively to prevent injury or illness. In any disaster, emergency situations, HSHMC administration and staff shall be responsible for the safety of, and accountability for, staff and students. In any life-threatening situation, staff/teachers shall take immediate action to provide for the safety of staff and students without waiting for directions from HSHMC admin.

**CHEMICAL SPILLS**

**HSHMC Inc. Administration**

- Assess location of chemical spill and determine appropriate action to take for safety of students and others (i.e., evacuation of room, building, or site).
- Secure the affected area and do not allow staff or students to re-enter until condition has been controlled.
- Activate specific components of the site disaster/emergency preparedness plan for any life-threatening situation, as appropriate. Call 911 if needed.
- Notify appropriate public authorities.
- Evacuate if necessary. Assure that staff/students move crosswind or upwind from the problem area to avoid inhalation of vapors and proceed in orderly fashion to designated safe areas.
- Provide first aid/emergency care if needed.
- Keep staff/students in designated areas until the problem is resolved or until further instructions are received from authorities.

- Communicate with parents/community as needed.

## **Off–Site Incidents**

### **HSHMC Inc. Administration:**

- Determines appropriate action after notification by police or fire department.
- Determine whether or not to evacuate, appropriate evacuation route, and designated safe area under direction by police/fire department; supervise evacuation process.
- Keep staff/students in designated safe areas until the problem is resolved or further instructions are received.
- Communicate with parents/community as needed.
- Air Pollution Alerts
- Air pollution alerts occur when 0.20 parts pollutant per million (PPM) or greater air quality concentrations exist.

Stage I Alert: Occurs when air quality consists of 0.20 ppm.

State II Alert: (A warning stage) occurs when air quality consists of 0.35 ppm.

Stage III Alert: (Emergency stage) occurs when air quality consists of 0.50ppm or higher.

- Air quality forecasts may be obtained by calling (858) 650-4777 (telephone tape for the San Diego metropolitan area. Forecast gives anticipated starting time and expected duration of an alert.
  - 1) Current Day Forecasts are updated each day as needed.
  - 2) The Next Day Forecast is available after 4:30 p.m. of the current day.
  - 3) In-Depth Forecasts may be obtained by calling the Air Pollution Control District at (858)650-4707.

## **IN THE EVENT OF AIR POLLUTION ALERT**

### **HSHMC Inc. Administration**

- Inquires into or is notified by Air Pollution Control District (APCD).
- APCD does not issue alerts due to smoke or ash. Use discretion in suspending outdoor physical activity.

- In a Stage I alert, students should refrain from outdoor physical activity and remain indoors.
- Strenuous outdoor physical activities for all students shall be discontinued; activities of a less strenuous nature should be substituted. Intensity of an activity and its potential for increasing the respiration rate for an extended period may be deciding factors for canceling certain activities. Heat and stress aggravate respiratory problems; the younger the child, the greater the risk of aggravating the upper respiratory system.

In a Stage II or Stage III alert, students shall remain indoors for the duration of an alert; those with respiratory or heart problems should be monitored.

### **Actions During a Scheduled Athletic Event**

In a Stage I alert, the event should be canceled or rescheduled.

In a Stage I alert, the event should be postponed or canceled.

In a State II or III alert, students shall remain indoors for the duration of alert.

### **LEGAL AND POLICY CONSIDERATIONS**

California Code of Regulations, Title 22  
Environmental Protection Agency (EPA) Final Rule Act (AHERA), 40 CFR Subpart E, October 30, 1987.

### **EMERGENCY PROCEDURE**

#### **SUBJECT: EARTHQUAKE**

#### **BACKGROUND**

Of all earthquake preparedness measures, safety drills are the most important. Essential components for earthquake safety drills are discussion, instruction, and physical demonstration (proactive drill). In addition to indicating pre planning needs, effective earthquake drills simulate (1) actions to be taken during an actual earthquake, and (2) actions to be taken after the ground stops shaking.

Building evacuation following a major earthquake is imperative due to potential dangers of fires or explosions. It is necessary to be prepared for the occurrence of probable aftershocks.

#### **EARTHQUAKE WHILE INSIDE (ON SITE)**

- A Drop and Hold command is given by any staff member at first indication of ground shaking.
- All staff/students: Drop and Hold and assume protective position under table, desk, or other support object. If appropriate, staff/students should hold onto the table/ desk leg to keep it over body. If in the hallway, move to the inside wall, or stand in a doorway.
  - 1) Avoid glass and falling objects.
  - 2) Move away from windows.
  - 3) Move away from heavy suspended light fixtures.
  - 4) Extinguish flames, turn off power equipment, and electrical appliances. If the odor of natural gas is detected, turn off gas valves.

Remain undercover for at least two to three minutes to assess damage/injuries and to wait for the first aftershock to occur.

After the first aftershock, or after two to three minutes, activate the site earthquake evacuation assembly plan.

### **EARTHQUAKE WHILE OUTSIDE (ON SITE)**

- Move to open space away from buildings, trees, overhead power lines, etc.
- Lie down or crouch.
- When shaking stops, report to the designated assembly area. Activate an orderly dismissal.
- Evacuate building according to site plan; activate site emergency plan for specific components of the plan as necessary.
- Transport injured adults/students to triage area.
- Do not allow unauthorized persons to return to buildings until the buildings are officially declared structurally safe. Authorized personnel should only return to building if absolutely necessary.
- Listen to local area emergency channels for any instructions.
- If communication lines are disrupted, use battery-operated radio and turn to EBS 600 kc, 1170 kc on the AM dial.

### **EARTHQUAKE WHILE OFF SITE**

- If walking to and from school/work site, move to open space away from buildings, trees, overhead power lines; lie down or crouch. Be alert for possible dangers, which would require movement. **DO NOT RUN.**

- Students who are on the way to school should go to school.
- Students on the way home should go home.

### **NON-EARTHQUAKE STRUCTURAL FAILURE**

- Evacuate affected building/area and secure to prevent entrance by staff or students. Advise all staff members and contact SDPD.

### **LEGAL AND POLICY CONSIDERATIONS**

- Since the safest place for students in any emergency occurring during the school day is on the school campus itself, it should be the school policy to not send children home unless dismissal can be done with complete safety.
- Pres/CEO or designee is responsible for conducting required safety drills (including fire, earthquake, disaster preparedness, and school campus emergencies and for maintaining an accurate record of each drill.

### **REFERENCE MATERIAL**

Site Disaster/Emergency Preparedness Plan

### **EMERGENCY PROCEDURES**

#### **SUBJECT: WEAPONS**

#### **BACKGROUND**

HSHMC weapons policy. Possession by a student of any weapon will result in a recommendation for expulsion. Possession of unlawful weapons could result in prosecution.

#### **Procedures for Handling Armed Students**

- Any staff member must report to the HSHMC Inc. administration if a student is suspected of possessing a weapon on campus. If safety permits, confiscate the weapon for further investigation. In circumstances where the weapon is a gun, carefully evaluate whether an attempt to confiscate the weapon can be done safely and, if in doubt, follow the procedure below.
- Telephone Police Services at (619) 531-2000 if non-emergency. Call 911 in an emergency.
- Do not contact the student. Wait for the Police.
- Do not attempt to retrieve the weapon. Wait for the police.

- Do not restrain or discipline the student. Wait for the police.
- If the student is in class and the weapon is concealed, the staff member should send a note in an envelope to the Front office or HSHMC Inc. Administration, using a messenger. Include as much information as possible:
  - 1) The name of the student
  - 2) Exact location of the student in class
  - 3) Clothing description or unique identifiers.
  - 4) Type of weapon suspected
  - 5) Location of weapon
  - 6) Room Number
  - 7) Number of students in class
  - 8) Demeanor of student and any other useful information

### **HSHMC STAFF SHOULD**

- Allow class or passing periods to occur as normal until police arrive.
- Pull the suspected student's schedule.
- Refrain from alarming other students.
- Allow the police to handle the situation according to their procedures.
- After the situation is resolved, consider the impact on other students.
- Determine whether the student has an IEP or 504 plan. If the student has an IEP or 504 plan, then implement day one guidelines and long-term follow up according to plan.

### **PROCEDURES FOR HANDLING OTHER ARMED OFFENDERS**

- Notify San Diego Police Department
- Notify all staff of an emergency situation.
- Implement lockdown procedure when appropriate.
- Notify all students and staff outside classrooms to report to the nearest safe classroom.
- If the armed person can be contained in one section of the building, students and staff should be evacuated.
- If safety permits, a staff member should be stationed outside to warn approaching visitors of danger.
- If safety permits, a staff member should meet law enforcement outside to apprise them of the details of the emergency.

- Administration and staff should follow the directives of law enforcement personnel.
- Complete an Incident report.

## **LEGAL AND POLICY CONSIDERATIONS**

### **Firearms (Penal Code Section 626.9)**

- It is a felony to possess a firearm, loaded or unloaded, upon the grounds of any public school. This includes elementary or secondary schools, community colleges and universities.

### **Dirks, Dagger, Knives, Razors, Tasers, or Stun Guns (Penal Code Sections 626.10 and 12020 (a))**

- It is a felony to possess any concealed dirk or dagger. It is also a felony to possess any folding knife having a blade in excess of 2-1/2 inches or a blade that locks into place, a razor with an unguarded blade, a taser, or a stun gun, upon the grounds of, or within, any public elementary or secondary school. The law doesn't apply to possession of a knife having a blade longer than 2-1/2 inches, or a razor with an unguarded blade, if possessed as directed in a school-sponsored activity or class.

### **Switchblade Knives (Penal Code Section 653k)**

- It is a misdemeanor to possess, sell or otherwise transfer a switchblade or gravity knife having a blade length of two or more inches.
- Manufacture, Sale, Possession, Etc. of Certain Weapons (Penal Code Section 12020 (a))
- Any Person in this state who manufactures, or causes to be manufactured, imports into the state, keeps for sale, or offers, or exposes for sale, or who gives, lends, or possesses any instrument or weapon of the kind commonly known as a blackjack, slingshot, billy club, throwing star, nunchaku, sandclub, sandbag, sawed-off shotgun, or metal knuckles, or who carries concealed upon his/her person any explosive substance, other than fixed ammunition, or who carries concealed upon his/her person any dirk or dagger, is guilty of a felony.
- Retention of Injurious Objects by School Personnel
- An injurious object shall mean an object capable of inflicting substantial bodily damage and is not necessary for academic purposes of the student. As used in this section, academic purposes means any school-sponsored activity or class of instruction scheduled during the school day. An injurious object does not include any personal possessions or items of apparel which a school age child might reasonably be expected to either wear or possess.

- Any certificated employee and any classified employee of the school who is designated by the governing board for such purposes, may take from the personal possession of any pupil upon school premises, or while under the authority of school personnel, any injurious object in possession of the pupil.
- School Personnel may notify any pupil's parent/guardian that an injurious object has been taken from the student.
- School personnel may retain protective possession of any injurious object until the risk of its use as a weapon has dissipated, unless prior dissipation of the risk, the parent/guardian requests that school personnel retain the object until the parent/guardian, or another adult with the written consent of the parent/guardian, personally appears to take possession of the injurious object from school personnel, provided such injurious object may be lawfully possessed off school grounds.
- If the injurious object is a weapon, it may be retained as evidence.
- A pupil who brings an injurious object to school, and who presents the object to a certificated or classified employee, may have the object returned to him or her at the conclusion of the school day, provided such injurious object may be lawfully possessed off school grounds.

## **REFERENCE MATERIAL**

California Penal Code Section 187 (murder)

California Penal Code Section 245 (Assault with a deadly weapon)

California Penal Code Section 626.10 (Possession of firearm on school campus)

California Legal [Information@www.leginfo.ca.gov/calaw.html](http://www.leginfo.ca.gov/calaw.html)

School Safety@[www.fontana.k12.ca.us/burton](http://www.fontana.k12.ca.us/burton)

[www.ed.gov/offices/OESE/SDFS/safeschools.html](http://www.ed.gov/offices/OESE/SDFS/safeschools.html)

School Safety @ [www.cde.ga.gov/spbranch/safety/safetyhome.html](http://www.cde.ga.gov/spbranch/safety/safetyhome.html)

## **EMERGENCY PROCEDURE**

### **SUBJECT: INJURY/ILLNESS EMERGENCIES – STAFF, STUDENTS, OR VISITORS**

#### **BACKGROUND**

The school has a primary responsibility to provide for the prompt care and immediate assistance to staff or students who may be injured or become injured or become ill during the course of regular operations. All administrators must take appropriate actions to ensure that all staff members are familiar with appropriate procedures in the event of injury or illness.

#### **RESPONSIBILITIES (INJURIES/ILLNESSES-STUDENTS)**

##### **Injury or Illness of Employees**

HSHMC Inc. administration or staff members ensure that employees receive prompt medical care, utilizing available resources.

**Injuries due to disaster/emergency situation.** First aid is provided as outlined in the site emergency preparedness plan. First aid includes staff members with first aid training or certification.

**On the job injury/illness.** Resources available are Paramedics (telephone 911) for movement to the nearest hospital. (If an employee indicates otherwise, a private ambulance should be called).

**Counseling and Advice (on the job injury or illness).** Contact Dr. Oscar Corrigan, Human Resources Manager and/or

**HSHMC Inc. Administration regarding:**

- Leaves and allowances.
- Insurance
- Workers compensation benefits
- Mandatory reports (workers compensation law requires that employee job-related injuries be reported immediately after attending to an employee injury or illness.
- Legal counsel

**Responsibilities (Injuries/Illnesses-Students)**

**Injuries due to Major Disaster/Emergency.** First aid assistance is provided by qualified persons as outlined in the site emergency plan.

**Serious Injury**

**HSHMC Administration**

- Notifies parent/guardian and assists parent/guardian in arranging for transportation and care. In absence of a parent/guardian, a competent person accompanies injured students to home or hospital.
- If parent/guardian cannot be reached, and evaluation suggests that the student needs immediate attention, call 911. Generally, paramedics are primarily for life-threatening situations.
- Record appropriate information on student's health record

- If there is no nurse on duty than HSHMC Inc. administration is responsible for designating an individual to complete all activities related to injury not requiring licensure or first aid training.

**Poisoning.** Emergency information concerning the nature of poisons and their proper antidotes may be obtained from:

- Poison Information Center of San Diego, telephone: 1-800-876-4766
- Immediately call paramedics (911) for medical assistance.

### **Epinephrine Delivery Systems**

- A valid emergency must exist (i.e. anaphylactic shock from bee stings and hypersensitivity responses of individuals which have been documented previously).
- Medication and equipment for administration must have been furnished by parent/guardian or physician, and circumstances under which they are to be used must have been prescribed by the physician. At time of filing “Physicians recommendation for medication,” parent/guardian may file a written alternate procedure to be followed in event of emergency.
- If time permits, administration may call child’s physician for verification and/or instructions. If time does not permit, proceed on basis of his/her best judgment, including possible paramedic service for transfer to hospital emergency room. Call 911
- **In an emergency any employee trained in administering epinephrine delivery systems, and who volunteers to do so, may administer medication.**
- SRT has been trained to administer Epinephrine to any stakeholder experiencing anaphylactic shock.

**Release of Information without Parental Consent.** Educational institutions may release information to appropriate person in connection with an emergency if knowledge of such information is necessary to protect health or safety of a student or other persons. (This should be narrowly construed). Factors determining whether records may be released include;

- Seriousness of threat to health or safety of student or other person.
- Need for such records to meet emergency.
- Whether persons to whom such records are released are in a position to deal with emergency.
- Extent to which time is of essence.
- Note: Record release of information in student’s file.

### **LEGAL AND POLICY CONSIDERATIONS**

- Information for use in Emergencies (Students). For the protection of a student's health and welfare, the parent/guardian may be required to provide and keep current emergency information including the home address and telephone number; business address and home number of the parent/guardian; and name, address, and phone number of a relative or friend who is authorized to care for the student in an emergency situation if the parent/guardian cannot be reached.

### **Emergency First Aid**

No School employee shall diagnose, prescribe, or treat, other than to render appropriate first aid.

Workers' Compensation Law

## **EMERGENCY PROCEDURE**

### **SUBJECT: DISTURBANCES AND DEMONSTRATIONS**

#### **BACKGROUND**

HSHMC Inc. administration may be confronted with disturbances or demonstrations occurring in three ways; adjacent to the site, on the site, or one that is associated with a job action.

The courts have held that demonstrations are lawful as long as the demonstrators; conduct does not materially disrupt call work, involve substantial disorder, or invade the rights of others. However, any demonstration on campus would probably interfere with school activities and therefore would be unlawful.

HSHMC Inc. administration are empowered to order persons whose presence interferes with the peaceful conduct of the school, or disrupts the school or its pupils or school activities, to leave the school campus. Persons who fail to comply with such instructions are subject to arrest. This includes any person more than sixteen (16) years of age who does not attend the school, as well as parents/guardians of students of the school.

#### **Disturbance or Demonstration (Students)**

- First, request that the students return to class. Warn them they risk discipline procedures if they do not comply. Make no physical effort to prevent students from leaving campus.
- If students fail to comply and if physical assault begins, call 911.
- Determine the urgency of the situation, type of assistance needed, and if site needs to be locked down or evacuated.
- If students are participating in an unlawful assembly on campus, loitering, or causing class disruptions, the administration is responsible for the following:

- 1) Notify students via bullhorn, or other means that they should return to class.
- 2) Warn students of disciplinary action if they do not comply.
- 3) Notify any student persisting in illegal activities that he or she has been suspended, and direct the student to leave campus.
- 4) Request law enforcement officers (SDPD) to effect the arrest of the student(s) who do not comply with orders to desist the activity or leave campus.

### **DISTURBANCE OR DEMONSTRATION (NON-STUDENT)**

- Politely inform the individual(s) they are disrupting the school, its students and/or activities and tell them to leave.
- If the individual(s) refuse to comply, notify SDPD. If physical assault begins, call 911.
- The officer and HSHMC Inc. administration will devise a plan of action. The situation will dictate whether additional officers will be needed.

### **OTHER CONSIDERATIONS**

- Consider placing staff to answer telephone calls from concerned parents/guardians.
- Try to determine the issues causing the disturbance and attempt to communicate with the participants.
- Try to meet with authorized representatives or leaders who can present their issues and possibly respond to your needs.

### **LEGAL AND POLICY CONSIDERATIONS**

California Penal Code Section 407 (Unlawful assembly defined)  
California Penal Code Section 408 (Participation in unlawful assembly)  
California Penal Code Section 409 (Failing to disperse after lawful order)  
California Penal Code Section 415 et se. (Fighting, noise, or offensive words in public place)  
California Penal Code Section 626.8 (Disruptive presence at schools)  
California Penal Code Section 626.2 (Entry upon school grounds by student or employee without permission after written notification of suspension or dismissal)  
California Penal Code Section 626.4 (Withdrawal of consent to remain on campus for causing disruption)  
California Penal Code Section 647(c) (Obstruction of thoroughfares)  
California Penal Code Section 32210 (Willful disturbance of public school or meeting)  
California Penal Code Section 32211 (Threatened disruption or interference with classes)  
California Penal Code Section 44810 (Willful interference with classroom conduct)  
San Diego Municipal Code Section 53.30 (Weapons at demonstration)  
San Diego Municipal Code Section 56.51 (Intimidating picketing)  
San Diego Municipal Code Section 56.52 (Breach of peace by picketing)

## **REFERENCE MATERIAL**

California Legal Information @ [www.lefinfo.ca.gov/calaw.html](http://www.lefinfo.ca.gov/calaw.html)  
City of San Diego Municipal Code, available from Police Services

## **EMERGENCY PROCEDURE**

### **SUBJECT: SUICIDES**

#### **BACKGROUND**

Any attempt at suicide or discussion of an intent to commit suicide is a strong indication of the existence of a serious problem that should not be ignored. Suicide is the third leading cause of death among adolescents in the United States, and the second leading cause of death in the 10 – 14 age range. School personnel shall not attempt to evaluate whether a student or staff member is serious or “bluffing.” Any employee, student, or outside agency representative working on campus, who becomes aware of a suicide threat or attempt on the part of a student or staff member, shall report such information to the HSHMC Inc. Administration.

#### **RESPONSIBILITIES OF THE PRES/CEO OR DESIGNEE FOR STUDENT THREATS**

- Assure that the student is never left alone until placed into the custody of a responsible adult.
- When necessary to transport such a student off school grounds two employees should accompany the student until the student is placed in the custody of another legally responsible person.
- If emergency help is needed, Notify police crisis intervention (619) 531-1404 and/or call 911.
- If emergency medical attention is required, call paramedics at 911.
- Immediately notify the student’s parent/guardian. Request they respond to the school to take responsibility for their child.
- If the parent/guardian is unavailable to assume custody of his/her child, contact Police services to request an evaluation for possible committal to a mental health facility. Only a peace officer or public health officer may take people into protective custody and place them into a qualified institution (Welfare and Institutions Code 5150).
- Complete Suicide Risk Form.
- Place form into student files for follow up. Information on suicide should not be entered on school records.

- When a student is a ward of the court, the legally responsible agency should be notified immediately.
- A school may ask for a written statement from the parents stating that they want their child to return to school.
- If the student is seeing a professional for counseling services, the school may ask for a release of information to obtain the opinion of the professional concerning the student's readiness to return to school.

### **RESPONSIBILITIES OF THE PRES/CEO OR DESIGNEE FOR EMPLOYEE THREATS**

- Designate staff member(s) to remain with the individual at all times.
- Contact a family member to come to the school/workplace.
- Direct the incident and all steps taken and to whom the employee is released.
- Request family member to sign Suicide Risk form.
- If a family member cannot be located or is uncooperative, request HSHMC Inc. Administration to assist in making appropriate contacts to respond to the situation.
- Submit all documentation to HSHMC Inc. Administration.
- Insure that employee returns to work only after a release is obtained from a doctor, and only after review and approval by HSHMC Inc. Administration.

### **REFERRALS TO PSYCHOLOGICAL SERVICES**

- Emergency health care is available 24 hours a day at the San Diego Mental Health Services (619) 692-8200.
- Parents/guardians should be notified that no school can assume responsibility for this serious problem.
- The school may recommend to the family that appropriate professional help be sought.
- A family may choose to discuss this problem with a physician, clergyman, practitioner, psychologist or friend.
- If a family chooses not to avail themselves to help and school staff believe the child to be in danger of suicide, school staff should make a referral to Child Protective Services.
- The school should follow up to determine what help, if any, has been arranged by the family.

- Psychological services may be utilized to determine the severity of the problem and appropriateness of school services after responsibility for the suicide thought has been accepted by the parent/guardian or a chosen professional adviser.

**LEGAL AND POLICY CONSIDERATIONS**

California Welfare and Institutions Code Section 5150

**REFERENCE MATERIAL**

County of San Diego Suicide Homicide Audit Report

Suicide Risk Form  
(Confidential)

Person  
Completing Form: \_\_\_\_\_ Title: \_\_\_\_\_

Name of  
Student/Employee: \_\_\_\_\_ DOB: \_\_\_\_\_ Sex: \_\_\_\_\_

Address: \_\_\_\_\_ Home  
Phone: \_\_\_\_\_

Grade: \_\_\_\_\_ Ethnicity: \_\_\_\_\_

Presenting the Problem: What prompted the concern? What did the person say about suicide? What did the person do? Describe the person’s behavior. What are the current stressors? Did the person indicate a suicide plan?

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Action  
Taken: \_\_\_\_\_

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Family Contacted: Date: \_\_\_\_\_  
Time: \_\_\_\_\_

Prior Suicidal Behavior:

Has person talked about committing suicide before:

Yes: \_\_\_\_\_ No: \_\_\_\_\_ Unknown: \_\_\_\_\_

If Yes, When? \_\_\_\_\_ Describe situation and action taken: \_\_\_\_\_

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Mental Health or Substance Abuse History (depression, mood swings etc.):

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Recommendations for Follow-up:

**Notification Form**

I have been notified that my child (relative) \_\_\_\_\_ has

Verbalized and/or manifested the dangers of possible suicide. It has been strongly recommended that I should seek immediate psychological assistance for my child (relative) and that HSHMC Inc. will not assume responsibility for this serious problem.

Parent's/Guardian's/Relative's Signature:

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

Witness: \_\_\_\_\_ Title: \_\_\_\_\_

Witness: \_\_\_\_\_ Title: \_\_\_\_\_

**EMERGENCY PROCEDURES**

**SUBJECT: THREATS AND VIOLENCE**

**BACKGROUND**

HSHMC Inc. employees occasionally may be confronted with threats of violence. These threats are typically verbal and can be criminal depending upon the severity. Threats can also be made online (e.g. social media). Assessing these threats will help determine appropriate resources required in dealing with each specific situation. Employees who are assaulted or battered should first seek medical attention if necessary, and then notify law enforcement officials.

**THREAT ASSESSMENT**

Generally, more than one person should attempt to assess a threat. In an instance where a threat has been made by a minor student, HSHMC Inc. personnel are encouraged to work with the student's parents first, prior to law enforcement intervention. All threats should be addressed by the Pres/CEO or designee. Below are some basic tips for assessing threats taken from the National Center for the Analysis of Violent Crime.

- Not all threats are created equal. One response will not fit all situations. Not every threat represents the same danger or requires the same level of response.
- Consider how credible and serious the threat itself is: Does the person making the threat appear to have the resources, intent, and motivation to carry out the threat?
- Consider the person making the threats, background, personality, and lifestyle.
- Try to identify the motive for the threat.
- A threat is only one observable behavior; look for other supporting behaviors such as acting out, writings, drawings etc..
- Seek specific, plausible details. These details can assess how much thought, planning, and preparatory steps have been taken. Lack of detail may suggest the individual is only "blowing off steam."
- The emotional content of the threat may tell you something about the temperament and may sound frightening, but generally there is no correlation between the emotional intensity in a threat and the rest that it will be carried out.
- Try to understand what triggered the behavior. Perhaps you can calm the situation by identifying underlying issues such as depression, anger, and stress.

#### **Low level threats:**

- Vague and indirect.
- Inconsistent, implausible, or lacking detail.
- Lack of realism.
- Contain information that suggests the person is unlikely to carry it out.

#### **Medium level threats:**

- More direct.
- Contains information suggesting that some thought was given to how the act will occur.
- More likely to indicate a possible place and time the threat will be carried out.

- Contain some indication of preparatory steps to carry out the threat.
- Include statements seeking to convey that the threat is not empty such as “I am serious” or “I really mean it.”

### **High Level Threats:**

- Direct, specific, and plausible.
- Suggestive steps of the plan have been taken and the means have been identified to carry out the threat.

HSHMC Inc. personnel should attempt to deal with low and medium level threats without law enforcement intervention. With minors, including the parents often will eliminate the initial threat and allow parents to seek intervention strategies. However, in cases where the threat level is either high, between medium or high, or parent involvement is unavailable, law enforcement services should be called for assistance. **Threats made against schools intended to create fear, even if an individual is not identified, will result in involvement of law enforcement.**

San Diego police officers can respond to assess the danger of an individual. Welfare and Institutions Code Section 5150 provides a peace officer or health officer may take people into custody for their best interest and protection, and place them in a qualified institution if the officer believes:

- The person may cause injury to themselves or others.
- The person is gravely disabled or unable to provide for his/her own basic needs.

Officers will make an evaluation. If the officer believes the individual requires a psychiatric screening, the officer will take custody of the individual. If the officer believes the necessary criteria is not met and the individual is a minor, the officer should assist in locating the parents and making appropriate arrangements for other forms of intervention. The Pres/CEO or designee must provide supervision of the student unless the officer takes custody of the child.

In the event the qualified institution denies admittance of an adult, the officer will likely release the individual. If admittance of a juvenile is denied, the officer has the option to either return the child to the school or to release the child into the custody of the parent/guardian. Officers most often will attempt to release the child to the parent/guardian if they can be located. Should the child be returned to the site, he/she will be released to the Pres/CEO or designee.

HSHMC Inc. personnel are encouraged to do their best in evaluating each situation individually. With minors, working with parents and family to address the person who is exhibiting threatening behavior will often be the best course of action. Calling for law enforcement services when the threat assessment is clearly low or medium places an unnecessary burden on law enforcement resources.

### **VERBAL THREATS**

## **HSHMC Employees**

If an HSHMC Inc. employee receives a verbal threat, he/she should:

- Notify HSHMC Inc. administration immediately.
- Attempt to assess the validity and severity of the threat as outlined in this procedure.
- Contact SDPD if a crime was committed.
- If a crime was committed, SDPD will investigate, make necessary arrests, and provide documentation for criminal prosecution.
- If a crime was not committed and the threat was from another employee. Notify Pres/CEO or designee for appropriate administrative review and follow up.

## **PHYSICAL ASSAULT AND BATTERY**

### **HSHMC Inc. Employees**

If an HSHMC Inc. employee is assaulted or battered, her/she should:

Seek medical attention if necessary.

Notify HSHMC Inc. administration to report injury.

If a crime was committed, Call SDPD to investigate, make necessary arrests, and provide documentation for criminal prosecution.

If a student committed the act, the Pres/CEO or designee will take appropriate disciplinary action.

If another employee committed the act, notify the Pres/CEO or designee for appropriate administrative review and follow-up.

### **Students**

If a student is threatened, assaulted or battered, he/she should:

- Seek medical attention if necessary.
- Notify a staff member who should notify the Pres/CEO or HSHMC Inc. administration or designee.
- If necessary, contact SDPD.

If a crime was committed, SDPD will investigate, make necessary arrests, and provide documentation for criminal prosecution.

If another student committed the act, the Pres/CEO or designee will take appropriate disciplinary action.

If an employee committed the act, notify the Pres/CEO or designee for appropriate administrative review and follow-up.

## **LEGAL AND POLICY CONSIDERATIONS**

California Penal Code Section 71 (Threatening school officials)  
California Penal Code Section 240 (Assault)  
California Penal Code Section 241.2 (Assault on school property)  
California Penal Code Section 241.6 (Assault on school official)  
California Penal Code Section 242 (Battery)  
California Penal Code Section 243.3 (Battery on bus driver)  
California Penal Code Section 243.4 (Sexual Battery)  
California Penal Code Section 243.5(a) (Battery on school property)  
California Penal Code Section 243.6 (Battery on school official)  
California Penal Code Section 245(a)(1) (Assault with a deadly weapon)  
California Penal Code Section 422 (Terrorist threats)  
California Penal Code Section 44014 (Mandated reporting)  
California Penal Code Section 44811 (Insults and abuses)  
California Penal Code Section 49079 (Notice of caused or attempted bodily injury)  
California Penal Code Section 1714.1 (Parent/Guardian liability of child's actions)

## **REFERENCE MATERIAL**

California Legal Information @[www.leginfo.ca.gov/calaw](http://www.leginfo.ca.gov/calaw)  
Conflict Resolution Education Guide by U.S.D.O.J. @[www.usdoj.gov](http://www.usdoj.gov)  
National Center for Analysis of Violent Crime(NCAVC) @[www.fbi.gov](http://www.fbi.gov)  
Early Warning Timely Response, Guide to Safe Schools @<http://cecp.air.org/guide/guide.pdf>

## **EMERGENCY PROCEDURES**

### **SUBJECT: BOMBS AND EXPLOSIONS**

#### **BACKGROUND**

Most bomb threats are hoaxes. Telephone calls to school stating there is a bomb, often are made to either disrupt normal activities or provoke an early dismissal. Bomb threats can come in different forms, but should be handled in a quick and consistent manner. Safety and the prevention of panic are of paramount importance.

#### **TELEPHONE BOMB THREAT**

- Stay calm and courteous. Keep the bomb threat caller talking. Ask for specific bomb location and time of detonation. Gather information.

- Try to signal a co-worker to listen in on the telephone line, if possible.
- Write down information. Listen for background noises. Listen closely to the voice for accents, speech impediments or age indications.
- Utilize a Bomb Threat Information Form if available; otherwise, complete form after the call.
- Immediately notify Pres/CEO or HSHMC Inc. administration. Do not use two way radios as they may detonate a device.
- Call SDPD to report the incident or if a device or suspicious object is located.
- Pres/CEO or designee coordinates with Police to evaluate information received and decide upon a course of action.

### **SEARCHING AND EVACUATION**

- The Pres/CEO or designee is responsible for initiating and directing a search or evacuation of the site. Consult with Police prior to making this decision. Law enforcement should assist and coordinate these efforts.
- School personnel generally should not search for bombs. However, they can provide assistance to law enforcement.
- Initiating a search with the assistance of law enforcement and evacuating the site may be the most desired approach if a suspicious package or device is found. Directing the immediate evacuation upon receipt of any threat has inherent negative consequences. Disruption could prompt more false calls.

### **SUSPICIOUS PACKAGE OR DEVICE FOUND**

- Immediately notify Pres/CEO or HSHMC Inc. administration and/or SDPD of the exact location and description.
- Do not touch or disturb the suspected bomb. Do not use radios or cell phones—these may activate some types of bombs.
- Utilize site evacuation plan or site fire drill procedure to move all staff and students away from the suspected bomb location. A minimum of 500 feet is recommended.
- If possible, shut off gas main and electrical power to minimize the possibility of fire.
- Gather any possible witnesses for law enforcement to interview.

- Upon arrival. Law enforcement of fire personnel will assume responsibility. All investigations will be conducted by SDPD.

## **EXPLOSIONS**

- Immediately take cover under, or next to furniture, upon hearing an explosion. Try to remain as calm as possible.
- Try to establish what exploded, the extent of the damage and possible life-threatening hazards to determine your next course of action.
- Take immediate action to ensure your safety and the safety of others. Evacuate according to your site plan if necessary; otherwise, remain in your place of cover.
- If you evacuate, go to an area upwind from the explosion site to avoid any possible toxic fumes. If smoke is present, stay low and exit, crawling to avoid breathing fumes.
- Immediately notify Pres/CEO or designee and SDPD of exact location and description.
- Turn off power supplies, electricity, and gas lines if safely possible.
- Ensure no one returns to property until fire personnel officially declare the area safe.

## **OTHER CONSIDERATIONS**

- Attempt to control the situation to avoid panic.
- Everyone should know and understand their role. Practice your response.
- Bomb threats require a response; usually no less than a search by qualified personnel and Police services.
- Consider the impact on students and staff.
- Have long term strategies included in your School Site Safety Plan to deal with mass destruction. Include transportation issues in your plan.

## **LEGAL AND POLICY CONSIDERATIONS**

California Penal Code Sections 148.1 et seq (false bomb report)  
San Diego Municipal Code Section 63.02.3 (Fireworks)

## **EMERGENCY PROCEDURE: LOCK DOWN/ACTIVE SHOOTER/THREAT**

### **BACKGROUND**

It is important that plans are in place when a person, persons or situation dictates that lock down procedures need to be implemented. The most elevated threat circumstances would be that of an

active shooter who attempts to, or enters, the school. Considerable time and resources have been invested in establishing these plans and procedures and the capacity to implement them.

First, the HSHMC campus was not originally designed as a school and many of the environmental features of a traditional school do not exist here. To close those gaps, investments have been made to the campus to better control access, egress, and communications. These include but are not limited to upgrades in fencing and securing perimeters of campus, locks, controlled access points, cameras, coordinated communications and identification of safe zones throughout the building, especially in classrooms.

Second, HSHMC has invested in a security system supported by the company Centegix. This program specializes in incident alerting solutions to turn schools/learning communities into safer spaces. This solution empowers all staff to respond to any crisis with confidence. A touchpad badge allows quick and easy access for every adult, and the system is tied to every room, every computer, and communicates directly to local authorities.

Third, implementation protocols for building lockdown, especially in the case of an active shooter or threat, are dependent on adults in the school with both generic and specific assigned roles and responsibilities. In the plan herein, specific roles are delineated and assigned to specific team members. There is also recognition of the need for flexibility in those assignments due to the likelihood that a team member may not be on campus or available to assume responsibilities. Thus, backup plans for assignment coverage are provided. Multiple team members who are typically in various areas of the campus must be available to fill in if needed. This flexibility will be built as part of the staff training and materials available.

Fourth, as stated above, the lockdown plans require knowledgeable staff who understand the protocol and their generic responsibilities as well as the specific responsibilities of the implementation team should they need to be filled. Therefore, there will be time devoted to "active shooter" all staff training at the beginning of fall, spring and summer terms.

Finally, our plan will always be part of an ongoing effort to review, evaluate and improve our school campus, our lockdown protocols and our staff and student preparation. The safety of our students, staff and visitors demands our continued attention.

### **Section 1: Upgrades to Building for Safety**

Over the last couple of years HSHMC has grown in building capacity, expanding to the third and fourth floors of our building at 3910 University Ave. With this expansion, we have taken multiple steps to make sure that the building is secure. Below is a bulleted list of all the upgrades we have put in place to keep HSHMC a safe environment.

- A new exterior fence was put around the backside of the building all the way up to the entry point of CitiBank (University Ave). With the addition of the new gate, the main entrance point into the building is now on University Ave.
- With University Avenue as the main entry point, the double glass doors are now kept locked. We have installed a remote unlock switch that will be activated by our front desk staff. This door will also be monitored by security as well.
- The double glass doors will be unlocked during our scheduled passing periods with team members stationed at every unlocked door.

- We have fobbed the elevator for all floors. No students will use the elevator to the second floor, unless accompanied by a staff member. Use of the elevator is solely based upon ADA Compliance or stakeholders who are physically unable to take the stairs.
- We have updated our video camera system and added new cameras in the building. This camera system is installed on all iPads that have the ring on them. There is active monitoring of our cameras.
- Updated PA system with the ability to make announcements via landline phones in 4 different sections of the building.
- Adoption of Centegix
- New locks on each door, teachers do not have to lock the door from the outside.

## Section 2: Active Shooter Protocol

HSHMC is determined to keep a safe school with real time communication. We have created a clear protocol so that communication is not missed, and safety can be achieved. Active Shooter or Live Threat Protocol is largely dependent on an informed staff that is responsible for directing the student body out of harm's way to the extent possible. This requires all staff to understand their generic responsibilities for campus and classroom lockdown and an implementation team with specific responsibilities for site organization and communication. Centegix will be used as the notification system in the instance of the need to lockdown the campus. Any staff member can activate the emergency system which will automatically notify all staff. Once notified, staff members will take action to secure the facility.

- The plan includes:
  - A Command Center located in the fourth floor of Administration suite.
  - A Command Center located in the admin suite found on the fourth floor.
  - A surveillance center will be located on the fourth floor.
  - All three centers will be in communication via access to cameras and cell phones.

The Implementation team shall consist of the following members and their roles:

1. **Site Administrator in Charge** will oversee assignments of team roles and responsibilities and assume ultimate site command and communication.
  - a. If available and on site this role will be assumed by the principal (Dominique Smith).
  - b. If unavailable, responsibility will be assumed by administrator in charge (likely Oscar Corrigan or Broc Arnaz or leads on the Restorative Team (Nick Regas or Demetrius Davenport).
2. **Community Contacts:**
  - a. **Police and Community Contactor** will call 911 and provide support to police and emergency personnel. If available and on site this role will be a school counselor (Ricki Wilder and if unavailable HR Director Oscar Corrigan).
  - b. **School and Property Management, Student/Family Unification Contactor** (HR Director Dr. Oscar Corrigan), Head Counselor Grecia Ortega)
  - c. **Family and Staff Contactor:** will reach out to notify San Diego Unified of an active shooter/threat. Prepare a message for parents to be sent on

- website, canvas pages and other LMS. Prepare to communicate with classrooms using school phones, email or cell phones. This will be the point person to keep classrooms informed. If available and on site this role will be assumed by one of the Restorative Practices Coordinators (Nick Regas, Demetrius Davenport)
3. **Technology and Camera Surveillance Contactor**, If available and on site this role will be assumed by one of the technology coordinators (Andy Silveyra & Alex Gonzalez)
  4. **Gate Access Lockdown Contactor**: will lockdown all exterior gates. If available and on site this role will be assumed by one of the Restorative Practices coordinators (Nick Regas, Demetrius Davenport)
  5. **First Floor Lockdown Coordinator**: will lockdown all first floor interior doors as well as the bathrooms on that floor. If available and on site this role will be assumed by one of the safety team coordinators (Nicholas Swift, Johnnie Gomeza, Matthew Heisser-Miller)
  6. **Second Floor Lockdown Coordinator**: will lockdown all second floor interior doors as well as the bathrooms on that floor. If available and on site this role will be assumed by one of the safety team coordinators (Demetrius Davenport, Beth Fisher)
  7. **Third Floor Lockdown Coordinator**: will lockdown all third floor interior doors as well as the bathrooms on that floor. If available and on site this role will be assumed by one of the safety team coordinators (Mikayla Haywood, Broc Arnaiz)
  8. **Fourth Floor Lockdown Coordinator**: will lockdown all fourth floor interior doors as well as the bathrooms on that floor. If available and on site this role will be assumed by one of the safety team coordinators (Dominique Smith, Oscar Corrigan, Nick Regas)

In a case of an active shooter or threat on campus responsibilities of each Implementation member are as follows:

1. **Site Administrator in Charge** is notified and begins to notify all stakeholders immediately. They will make an announcement of an active threat via landline phone or PA system. Announcement: We have an active threat in our building, please go into Active Threat Protocol. (Section 3, for teachers).
2. **Site Administrator** will call, text and email Police and Community Contact of the threat.
3. **Community Contactor** will begin to connect with outside help.
  - a. They will call 911 from the counseling center and explain active shooter/harm. They will tell teams we have created a safe phrase “Health Sciences Surgeons you are now safe” Teachers will be told not to answer the door until this statement is heard.
  - b. They will be the point of contact for outside agencies, letting teams know as much information possible in the following areas:
    - i. Location of shooter
    - ii. Number of shooters

- iii. Physical description of shooter(s)
    - iv. Number of weapons
    - v. Any wounded
  - c. They will also communicate with **Technology and Camera Surveillance Coordinator** to access the camera system to identify the location of the threat. **Technology and Camera Surveillance Coordinator** will communicate to **Community Contact Coordinator**, active threat. **The Community Contact Coordinator** will contact property management to have the building locked down.
  - d. Will get the best image or photo for authorities.
  - e. Send Zoom invites to everyone. Not to zoom, but to have an active chat function for everyone to be on.
- 4. **Site Administrator in Charge** will text, call or email first floor executive coordinator and state: Active Threat.
- 5. **First Floor Executive Coordinator** will communicate Active Threat to “Safety/Lockdown Team” (Nicholas Swift, Oscar Corrigan, Broc Arnaiz, Nick Regas, Demetrius Davenport)
- 6. **Family and Staff Contactor** will:
  - a. Reach out to San Diego Unified to notify of an active shooter/threat.
  - b. Prepare a message for parents to be sent on website, canvas pages and other LMS.
  - c. Prepare to communicate with classrooms using school phones, email or cell phones. Serve as the point person to keep classrooms informed. Demetrius Davenport will help Broc Arnaiz with communication.
  - d. Monitor Zoom chat box
- 7. **Gate Access Lockdown** (If available Demetrius Davenport or Nick Regas) will:
  - a. Ensure that perimeter gates are secured and that all students, staff and visitors are safety secured.
  - b. Check bathrooms by room 104 on 1<sup>st</sup> floor
  - c. After securing the perimeter, move to the relocation spot.
- 8. **Front desk staff members** will move to the principal’s office and take calls from that space. “Yes, there is an active threat, we have the building locked down, police are here. Please meet your child at the relocation site at \_\_\_\_\_.”
- 9. **First Floor Lockdown Coordinator** (if available Nick Swift):
  - a. Ensure that 1<sup>st</sup> floor rooms are secured and that all students, staff and visitors are safety secured.
  - b. Ensure that students are away from glass doors.
  - c. Check single bathrooms on 1<sup>st</sup> floor
  - d. If any person is found during floor sweep, the first floor lockdown coordinator will navigate the person found to the command center.
- 10. **Second Floor Lockdown Coordinator** (if available Demetrius Davenport):
  - a. Ensure that 2nd floor rooms are secured and that all students, staff and visitors are safety secured.
  - b. Begin to implement an exit strategy for students away from the active threat.
  - c. Ensure that relocation sites and paths are safe. If they are in a way of harm, Oscar will create a new relocation spot and communicate that spot with Broc Arnaiz.
  - d. If any person is found during floor sweep, Second Floor Lockdown Coordinator will navigate to the command center.
- 11. **Third Floor Lockdown Coordinator** (if available Mikayla Haywood):

- i. Ensure that 3<sup>rd</sup> floor rooms are secured and that all students, staff and visitors are safety secured.
- ii. Ensure that students are away from glass doors.
- iii. Check single bathrooms on 3<sup>rd</sup> floor
- iv. If any person is found during floor sweep, the third floor lockdown coordinator will navigate the person found to the command center.

**12. Fourth Floor Lockdown Coordinator** (if available Oscar Corrigan):

- i. Ensure that 4<sup>th</sup> floor rooms are secured and that all students, staff and visitors are safety secured.
- ii. Begin to implement an exit strategy for students away from the active threat.
- iii. Ensure that relocation sites and paths are safe. If they are in a way of harm, Oscar will create a new relocation spot and communicate that spot with Broc Arnaiz.
- iv. If any person is found during floor sweep, Fourth Floor Lockdown Coordinator will navigate to the command center.

### **Section 3: Active Threat Classroom Protocol**

When a teacher or staff member hears an active threat announcement, they need to get into the closest room or office possible. When in rooms the protocol is as follows:

1. Lock door from inside and ask students to move into “safe zone” in the room. This space will be broken down in each room. If rooms have two doors, go to the center of the room where tables will be used as a barricade around the safe zone.
2. Text your safety floor lead and state
  - a. Door locked all students accounted for, or
  - b. Door locked missing the following students \_\_\_\_\_ ,or
  - c. Not inside, door not locked.
3. Ask students to silence cell phones and try to stay calm and quiet
4. Have email open, cell phone available
5. Build barricade in front of doors and around students
6. Do not open the door without safety statement: *Health Sciences Serpents you are now safe.*

### **Section 4: Safe Zone of Room**

103: Front of stage and close to bathroom, desk used as barricade.

104: Center of room next to yellow wall/ old fire closet if class is small enough. Desks around students.

105: Center off room, away from glass wall. Tables around students.

105A: Center of room

106: Front left corner of room. Wall closest to hallway

107: On stage and next to stage, behind the wall

108: Storage area in room  
200A and 200B in rooms. Connecting door will remain locked.  
202: Middle of classroom close to promethean board.  
203: Front left corner, by standing bar.  
204: Back right corner, by wall that opens  
205: On stage  
207: Back section of room, behind wall.  
208: Back left corner by wall that moves.  
209: Back left corner  
210: Front close to promethean board.  
211: Move to 213  
213: Front Right Corner by TV  
301: Back Right Corner by Duct  
302: Back Right Corner by Desk  
303: Back Left Corner by White Boards  
304: Corner by White Board  
306: Back Corner by Stairwell Wall  
307: Back Corner By Windows  
308: Between Office and 321 Back Space  
320: Back Corner by Cabinets  
321: Back Corner by Sink  
401: Back Corner Across From Stairwell Door  
402: Left Corner Adjacent to Main Door  
403: Corner Away From Door  
404: Back Right Corner  
405: Against Wall Shared with Office 414  
406: Back Left Corner Behind Wall  
407: Front Wall by Storage Wall  
408: Back Corner by Windows  
410: Go to 404

All staff training, which includes an overview of the systems in place, will be provided by the Safety Team and Centegix and will follow the state recommendations regarding safety and security. Health Sciences High implements one safety and security drill with adults once every semester.

HSHMC unification plans will follow the same directives as fire/natural disaster unification plans. HSHMC students will have two areas of unification, the main unification location is Teralta Park while the secondary unification location is Cherokee Park. These areas will be monitored by the lockdown coordinators.

### **Other Considerations**

Post event resources and needs for all stakeholders

Event Debrief and Safety Plan Edits

## **LEGAL AND POLICY CONSIDERATIONS**

### **REFERENCE MATERIAL**

[https://www.fema.gov/sites/default/files/2020-10/fema\\_scenario\\_1\\_active\\_shooter\\_TTX\\_answer\\_key-01102020.pdf](https://www.fema.gov/sites/default/files/2020-10/fema_scenario_1_active_shooter_TTX_answer_key-01102020.pdf)

[www.cde.ca.gov/spbranch/safety/safetyhome.html](http://www.cde.ca.gov/spbranch/safety/safetyhome.html)

<https://www.sandyhookpromise.org>

[https://www.dhs.gov/xlibrary/assets/active\\_shooter\\_booklet.pdf](https://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf)

### **EMERGENCY PROCEDURE**

#### **SUBJECT: TERRORISM/KIDNAPPING**

#### **BACKGROUND**

An act of terrorism is most often perpetrated by an individual or group who use deliberate violence against a government or other authorities to achieve certain goals. Terrorist methods include the taking of hostages, kidnapping, and the use of bombs and explosions. In a school situation, a student(s) may be kidnapped and held hostage by another person or may be taken by a non-custodial parent or other person without the custodial parent's permission or knowledge.

#### **KIDNAPPING**

- Check school records to determine if there may be a legal custody issue.
- Contact the student's legal parent or guardian.
- Notify the SDPD at 911. Be able to identify your site and exact location. Be prepared to give the student's information and physical/clothing description.
- Notify Pres/CEO or HSHMC Inc. administration of notification of police response.

#### **OTHER CONSIDERATIONS**

- Obtain a photo of the abducted student and provide it to the police.
- Provide the police with information on known friends of the abducted student. They may be able to provide further information.

- Try to obtain a description of the abductor and direction of travel.
- Gather any possible witnesses for law enforcement to interview.
- Remain calm—the prevention of panic is important.

## **HOSTAGES**

An Administrator or designee will notify the SDPD at 911. Be prepared to give the following information:

- Identify the hostage location on the site
- Number of assailants, if known.
- Number of hostages, if known
- Name of assailants, if known
- Any available description of assailants and weapons
- Demands made by the assailants.
- Notify Pres/CEO and or HSHMC Inc. administration.

If possible, isolate the hostage area and use available communication to notify staff to move students away from the hostage location to a safer location.

Use “Lockdown” procedures, if appropriate.

Do not evacuate until given instruction by police.

Gather all facts regarding the situation for the police. Keep notes on times, any communications from the person holding the hostage(s), and other witness information.

Provide law enforcement with floor plans of the school and arrange for any custodial assistance:

- Provide keys for access to classrooms, buildings and gates.
- Location of power, water, and gas shutoffs
- Access to roofs
- Location of phones and other communication devices

Work with the school office and law enforcement to determine the next steps.

## **OTHER CONSIDERATIONS**

- Gather any possible witnesses for law enforcement to interview
- Minimize any possibility of the suspect’s ability to see or hear news reports.

- Consider the possibility of transportation needs.
- Consider the emotional impact on the students and staff.
- Contact Pres/CEO or designee to provide briefings related to the situation.
- Remain calm—the prevention of panic is important.

## **LEGAL AND POLICY CONSIDERATIONS**

California Penal Code Section 207 (Kidnapping)  
California Penal Code Section 209 (Kidnapping for ransom or reward)  
California Penal Code Section 210.5 (Taking of hostages)  
California Penal Code Section 422 (Terrorist threats)

## **REFERENCE MATERIAL**

California Legal Information @[www.leginfo.ca.gov/calaw.html](http://www.leginfo.ca.gov/calaw.html)  
School Safety @ [www.fontana.k.12.ca.us/burton](http://www.fontana.k.12.ca.us/burton),  
[www.ed.gov/offices/OESE/SDFS/safeschools.html](http://www.ed.gov/offices/OESE/SDFS/safeschools.html), and  
[www.cde.ca.gov/spbranch/safety/safetyhome.html](http://www.cde.ca.gov/spbranch/safety/safetyhome.html)

## **EMERGENCY PROCEDURE**

### **SUBJECT: COMMUNICATIONS**

### **BACKGROUND**

The following procedure is designed to assist HSHMC Inc. personnel to assess, develop, document and improve their ability to communicate during emergency situations. Coordination of these efforts with emergency response organizations in a manner, which best protects and provides safety for students, staff, buildings and supplies are imperative.

### **GENERAL INFORMATION**

- As required by law, the Pres/CEO or HSHMC Inc. administration shall develop and maintain a comprehensive school safety plan.
- The Pres/CEO or designee will direct and coordinate all emergency actions at his/her site until relieved by another administrator/designee or by police/fire authorities.

### **EMERGENCY RESPONSE**

- For emergencies or life-threatening situations, the Pres/CEO or designee shall activate the site emergency preparedness plan found within the School Safety Plan.

- The Pres/CEO or designee will contact SDPD.
- If communication is established, the Pres/CEO or designee should provide a complete report of the incident or emergency, identifying damages sustained, current response actions, resource status, etc. Based on the information provided, the Pres/CEO or designee will determine which staff will be notified and requested to respond.
- Pres/CEO or designee will determine any additional staffing needs at the time of emergency.

## **LEGAL AND POLICY CONSIDERATIONS**

California Civil Regulation, Title 5, Section 560  
California Education Code Sections 35294 et seq.

## **EMERGENCY PROCEDURE**

### **SUBJECT: SITE EMERGENCY PREPAREDNESS PLANS/DRILLS**

#### **BACKGROUND**

During an emergency, all staff must be prepared to function as self-sufficient units for the initial hours. The Pres/CEO or designee's major responsibility must be to prioritize the school site emergency response. HSHMC Inc. administration is responsible to see that the following planning goals are accomplished:

- Review of the emergency procedures and plans with the entire staff to ensure that specific needs of the school are met.
- Definition of areas of responsibility for the staff in earthquake, fire, take-cover procedures, and other disasters.
- Carry out drills of earthquake, fire, and take-cover procedures involving the entire student body and staff.

In the event of any emergency or life-threatening situation, all staff must be prepared to take immediate action to provide for the safety of students and others who may be present. State law requires that regular drills be conducted to meet this urgent need. The Pres/CEO or designee is responsible for conducting these drills and maintaining records of each completed drill.

#### **DISASTER PLANNING—GENERAL**

##### **School Plan Requirements**

School preparedness plans shall include organization of the staff to meet an emergency, a system of warnings, instruction and preparation of staff/students, and appropriate drills.

Required plans shall provide maximum security for the staff, students, and other occupants of the school.

- A site map should be included with the plan, designating planned evacuation routes, assembly areas, utilities shut-off valves, first aid supplies, and designated areas for prolonged staff/student care.
- Arrangements must be made to provide for accountability of staff and students, orderly release for students to parents/guardians, and temporary shelter should it be needed.
- Schools with handicapped staff/students must direct special attention to the disposition and medical needs of those staff/students. Plans for such staff/students must be written into the site plan.

Written site plans must include special instructions for students who are in transit. The instructions must be specific in describing what these students do during and immediately following an earthquake.

Copies of the plan shall be distributed as follows:

- One copy to every staff member at the beginning of each school year. Special attention must be given so that site plans are available to substitute and itinerant personnel.
- One copy files in each Emergency Procedures Manual issued to the site.
- One copy was included in the site safety plan and sent to the School Police Services Department.

Pres/CEO or designee shall review and update the site safety plan annually and address changes to staff.

Site Map. A plot map and a floor plan (for each building) will serve many purposes. It will provide a basis for establishing primary and alternate evacuation routes, identifying primary and secondary assembly areas, and developing procedures for conducting emergency response activities. A floor plan should be attached to the site emergency plan.

- Main shut-off valves for gas and water.
- Electrical power master switch(es).
- Portable, battery powered PA equipment/lighting/radios.
- Fire extinguishers.
- First aid equipment and emergency supplies (bedding, water, food)

- Portable emergency equipment for search and rescue.
- Outside water faucets/hoses.
- Stoves, heating/air-conditioning equipment.
- Chemical storage and gas lines in laboratories.
- Hazardous materials stored by custodians or gardeners.
- Overhead power lines.
- Sewer lines and underground gas lines.

Hazardous identification. By October 1 of each year, each office, classroom and site should conduct a survey to determine the scope of potential hazards throughout the site and in the immediate neighborhood.

- Pres/CEO or designee should identify common site hazards that can be reduced or eliminated at little or no cost, and develop plans to reduce these hazards.

### **Assignment/training of staff**

#### **Pres/CEO or Designee**

- Identifies persons having specialized training or skills or provides for such training (e.g., first aid certification, operation of equipment, and assessment of building safety) and assigns them to appropriate teams.
- Appoints second in command and one backup. Assures that both persons are trained and familiar with the responsibilities in the event of an emergency/disaster.
- Provides for necessary training in use of disaster equipment, utility disconnection, and preservation of water and resources.
- Assures that at least two or three persons are trained and familiar with each assigned responsibility.

### **ESSENTIAL ELEMENTS OF SITE PLAN**

Provision for site isolation. Consideration must be given to the necessity for a site to be self-sufficient for a period of 72 hours. In a major emergency/disaster, a state of isolation could realistically confront schools/sites. Provisions must be included in the plan for no power, no communication, and no assistance from the outside agencies.

This shall also include primary and alternative evacuation routes and assembly areas. Assembly area should be an open area on school grounds that are away from buildings, trees, utility poles, exposed wires, and similar hazards. Staff and students may be moved to another location for assembly should the situation require and as directed/approved by fire or police personnel.

Emergency roll/program cards on each student/staff.

Assign or designate staff to appropriate teams to facilitate first aid, rescue, accountability, communications, security, and sanitation.

#### **Development of a site communication system.**

- Staff or students may be utilized as “runners”
- Possible methods of communication without electrical power and telephones.
- Flags on poles can be used to communicate with ground reconnaissance teams.
- Plastic or canvas panels placed on the ground to communicate with air reconnaissance.
- Possible methods of communicating should be indicated in the site plan.

**Instruction of staff/students.** Determine what training and drills must be conducted to ensure staff and students know what actions to take in an emergency.

First aid for staff and students. Provide and maintain essential equipment and supplies, and provide for communications with site Emergency Operations Center.

On School sites, orientation of students and parents/guardians to assure understanding of site procedures.

Closing of schools or sites/early dismissal of students.

#### **PRESERVATION OF FACILITY**

- Damage Control. Main water valves and electric switches should be shut off as soon as possible.
- Of primary concern is the hazard of fire since leaking natural gas could cause a fire or contribute to its rapid spread. However, due to the buildup of pressure in gas lines and the problems with restoration of services, gas lines should be turned off only when it is suspected that there is a gas leak or when fire is threatening gas-supplied structures.
- Conservation of water and supplies. A major source of water is in water storage tanks and hot water heaters. To avoid potential contamination, valves should immediately be shut off so water will not siphon back into city mains.

- No one should be allowed to use water supplies without direct authorization of administration.
- Water in toilet tanks and water heaters must be purified before use. (Do not use water in toilet bowls)
- Note: Limited water or food for the estimated 48-72 hour isolation period will not endanger lives; resources must be conserved through rationing.
- Site use as temporary emergency shelter for staff and students. Note: If school is in session, the school population shall have priority of occupancy.
- Pres/CEO or designee activates appropriate site disaster preparedness plan.
- Outdoor sanitation facilities should be provided.

Except for basic supplies, large quantities of food, water, and bedding, should not be stored on site. In terms of basic supplies, all schools have water; first aid supplies and equipment; bedding; battery operated radios; flashlights; custodial supplies and equipment; and general supply room material.

**General Duties During Emergency.** Specific responsibilities shall be outlined in the site disaster preparedness plan. General duties include the following:

Pres/CEO or designee assumes overall direction unless extenuating circumstances are present.

On school site, teachers provide for the safety and direct supervision of their students. (Classes may be combined in order to release a teacher for other duties.) Teachers shall:

- Keep the class roll in their possession at all times and maintain control of and accountability for all students under their supervision.
- Direct the evacuation of students to a designated assembly area in accordance with site plan or instructions from Pres/CEO or designee.
- Assure that students needing first aid receive care.

All staff members assume duties as assigned in the site emergency plan, and when necessary, take immediate action for the safety of staff and students without waiting for directions from the Pres/CEO or designee or authorities.

## **DRILL RESPONSIBILITIES**

### **Emergency Notification signal for school**

Signals. Bells, buzzers, or tones may be the school's alarm system. Pres/CEO or designee must designate which signal will alert staff and students to a particular emergency and familiarize all occupants with the designated signal.

## **Fire (evacuate)**

Alternate signal (site disaster plan shall designate an alternate signal to be used. Runners may be activated as appropriate.

**Earthquake Emergency** (drop). Drop command given by staff member. (all clear: command given by staff member.) Earthquake: Warning is a shaking of ground, a violent jolt, or rumbling noises. Plane crash or explosion: Only warning is sound of blast or blinding flash of light.

**Disaster preparedness plan** (activate). The site plan shall designate a signal for activating a site disaster plan and/or specific components of plan.

**Fire Drill** (evacuate). All staff and students shall review site evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take. Since a fire drill signal will be used for other emergencies, the procedure outlined in the safety plan shall be implemented every time fire alarm is sounded.

## **Pres/CEO or designee**

- Rings fire alarm bell or notifies staff by other means.
- Note: To familiarize staff with location and use of alarm boxes, may have staff member activate Evacuate procedure by using an alarm box. May “close” primary evacuation route(s) or primary assembly area to require use of alternate route(s) or assembly area.
- Ensures that all rooms and buildings have been evacuated and that no one reenters building(s) until all clear signal.
- Goes to designated assembly area; implements procedure to ensure accountability for all students and staff.
- Gives official all clear signal permitting return to buildings.

Note: If fire actually exists, building shall not be reentered for any reason until officially declared safe by fire department or school officials.

## **Teachers**

- Take along class roll/register and any other emergency materials specified in the site disaster plan.
- Evacuate students in an orderly manner to designated assembly areas; use alternate routes or assembly area if the primary route/area is closed.
- Using class roll, verify presence of all students; send report to Pres/CEO or designee according to site plan.

- Keep students in the assembly area until further instructions are received. No one shall reenter buildings or return to classrooms for any reason until official all clear signal is given.

Earthquake/Disaster. In addition to Evacuate (fire drill), all staff and students shall receive instructions in Drop and Take Cover procedures. All staff and students shall review site disaster preparedness plan, assigned responsibilities, and appropriate actions.

If inside building:

- Get under protective cover if available.
- Assume protective position:
- Drop to knees with back to windows and knees together. Note: if taking cover under a desk, table, or other furniture, hold on to furniture to prevent it from moving away.
- If no furniture is available for cover, clasp both hands firmly behind the head, covering the neck.
- Bury face in arms, protecting head; close eyes and cover ears with forearms.
- Stay in position until a clear signal is given or the threat is over.
- Follow site emergency preparedness plan procedures if Activate signal is given; avoid glass and other hazards during Evacuate procedure.

## **SCHOOL DISASTER PREPAREDNESS PLAN**

The purpose of drill is to prepare, to train, and to educate. At no time shall the safety of staff or students be placed in jeopardy.

Prior to conducting a drill to Activate site plan:

- Pres/CEO or designee shall determine time and date of drill and inform all necessary authorities.
- School shall send advance notification to parents informing them of planned drill.
- Site employees shall be notified in advance and shall be expected to review their assigned responsibilities, if needed.
- Students shall review site plan and actions to take and shall be instructed about reasons for planned drill.

On day of drill, Pres/CEO or designee:

Ensures that at no time during drill shall students be unsupervised or placed in jeopardy.

Uses pre-designated signal to Activate site plan; may Activate specific components of plan and then follow with full implementation of plan.

Establishes site Emergency Operations Center, checks communications component with and without telephones or power for effectiveness.

Verifies “safety” of staff and students

Checks each team/component to evaluate effectiveness; reviews or clarifies specific responsibilities with staff, as needed.

May include “built in” situations for a drill.

**After drill, Pres/CEO or designee:**

- Evaluate effectiveness of drill and areas needing improvement; provide for staff input, observations, and discussion.
- Prepares written evaluation report concerning site effectiveness during drill; identifies areas needing improvement, possible changes to be made in site plan, and training or in-service needs.
- Distributes copies of written evaluation to instructional leader/division head, chief of staff, and each staff member involved; files a copy at site.
- If site plan is revised, updates and submits revised plan.

**School Campus Emergency Plan**

The purpose of the plan is to prepare, train and educate personnel in steps to minimize the possibility of accidents or tragedy on school campuses.

Prior to conducting a drill to Activate site plan, establish a clear communication system that signals an emergency and, when crisis has passed, signals All Clear. Signals should be distinguishable from those that designate class periods and should be established prior to an emergency.

- Post a regular update and a checklist of equipment and emergency telephone numbers.
- Have necessary equipment available such as hand held radios for communicating with supervising staff; a camera for documenting damaged or destroyed equipment; a public address system/ fire extinguishers; first aid supplies; and, where possible, a private telephone line and number to be used only by the Pres/CEO or designee in emergencies.

- Identify how injured staff and students will be transported to the hospital.
- Plan alternative routes for transporting injured if standard routes are obstructed.
- Establish an orderly dismissal procedure in a manner everyone understands.
- Provide parents with information regarding relevant elements of emergency plan so that they are prepared and know what to expect.
- Establish an information post in a location accessible to parents, community members, and the media.
- Authorize only one or two staff members to act as police contacts.
- Designate a spokesperson to advise and handle questions and concerns.

## **LEGAL AND POLICY CONSIDERATIONS**

Emergency procedures at the school shall be in compliance with federal, state, county and city requirements and shall be in accordance with the Board and Charter Policies.

HSHMC Inc. shall cooperate with civil authorities and agencies in the event of a declared state of emergency.

Responsibilities of School Employees. Immediately upon declaration of a state of extreme emergency by the Governor of the State of California, all public employees are declared to be civil defense workers subject to such civilian defense activities as may be assigned to them by their superiors or by law. The term “public employees” includes all persons employed by the state, or any county, or city and county, state agency or public school, “excluding aliens legally employed.”

California Code of Regulations, Title 5, Sections 550, 560, 14102

Government Code Sections 3100 et seq.

## **EMERGENCY PROCEDURE**

### **SUBJECT: EVACUATION AND REUNIFICATION**

#### **BACKGROUND**

Experience has shown that simplicity and training are the keys to effective emergency operations. Lengthy, complex plans are seldom remembered by the majority of users who are under unusual stress and may have received little, if any, training or practice in using the plans. Therefore, the evacuation policies and procedures used in this document are designed with simplicity and flexibility.

### **Evacuation Authority**

The following personnel may order the evacuation of the facility:

- Pres/CEO or HSHMC Inc. administration or designee.
- A public safety agency Incident Commander (Penal Code 409.5)
- Designee in charge of the Emergency Operations Center.

### **Evacuation Categories**

In order to establish standardization and consistency at the school facility, the following evacuation categories are established:

- One site Evacuation
- Off site Evacuation
- In Place Sheltering (Lockdown)

### **On-Site Evacuation**

On site Evacuation involves movement (walking) of students/staff to a safe location within the school or facility grounds. Reasons for selecting on site Evacuation may include (but are not limited to):

- Fire alarm sounds
- Odor in a classroom or small area.
- A small fire that should be easily extinguished.
- Minor hazardous material spill/accident.

### **Off Site Evacuation**

Off-Site evacuation involves movement (walking) of students/staff to a safe location outside of the school grounds. The Off Site location should be at least 500 feet from the evacuated

site/facility and generally not more than ¼ mile distant (to provide protection against flying debris). Reasons for selecting Off Site Evacuation may include (but are not limited to):

- Large Fire
- Gas Leak
- Credible bomb threat/found bomb.
- Explosion.
- Hostage situation or Shooting when “lockdown” is not feasible.

### **In-Place Sheltering (“Lockdown”)**

In some circumstances, it may be safer to have students/staff remain inside classrooms and/or facilities rather than be outdoors. Such situations might include (but are not limited to):

- Shooter on campus
- Hazardous material incident near the school grounds.
- Fire near the school grounds.
- Explosion hazard near the school grounds.
- Police activity near the school grounds.

Note: In the event of an earthquake, everyone should immediately Drop, Duck, Cover, and Hold. The situation might dictate that it is safer to stay inside. Carefully consider the risks prior to ordering evacuation in a seismic event.

### **Evacuation Site Selection**

The On Site and Off-Site selections depend upon the physical layout of the facility, accessibility, and the topography in the neighborhood. The following guidelines are provided in selecting locations.

Ideally each site should identify two evacuation locations at opposite ends of the facility. This allows for an alternate location in the event that the wind is blowing towards the Primary location. However, because of geographic or facility design, it may not always be possible to have an alternate location.

Other site selection considerations should include:

- Proximity to utility equipment.
- Accessibility, especially for persons with disabilities.

- Protection from falling or flying debris.
- Size
- Accessibility by buses, if required.
- Ability to provide security.
- Contact and agreements with owner of sites that are privately owned or managed by another government agency.

### **Methods of Alerting**

The method for initiating evacuation or In-Place Sheltering depends upon the situation and the immediacy for movement. When the situation does not require instant evacuation, the Pres/CEO or designee, shall notify teachers/staff with directions and instructions for evacuation.

If the situation does require immediate action, then the bell system should be utilized.

### **Bell System Notification**

Each school should designate a system for:

- Directing students and staff to evacuate the primary One Site evacuation point.
- Directing students and staff to “Lockdown”.

At most school facilities, the signal to direct students and staff to evacuate will be the “Fire alarm” bell.

Pres/CEO or designee must ensure that ALL staff, teachers, students, and visitors, particularly substitute teachers and staff, are aware of what bell designation is being utilized at their particular location. This should be posted clearly in all rooms.

These alerts can be supplemented.

Pres/CEO or designee should determine if their bell system has power backup. And should consider adding handheld air horns to their Crisis Kits for use in the event of a failure of the bell system. Facility maintenance personnel can assist schools in reviewing their systems and recommending modifications.

### **NOTIFICATION OF THE EVACUATION**

Whenever an evacuation or In-Place Sheltering is imminent or initiated, ensure SDPD is immediately notified.

### **ACCOUNTABILITY**

Accountability will be crucial during any movement of students/staff. Accountability takes three areas into consideration:

- Control of student/staff movement to evacuation point
- Searching facilities to ensure students/staff have evacuated
- Taking roll of students/staff at the evacuation point

## **MOVEMENT**

Factors that may affect control:

- Whether evacuation occurs when classes are in session or between classes
- Age of students
- Distance to evacuation point
- Visibility of emergency

The Pres/CEO or designee must develop procedures for their individual facility to ensure that staff are prepared to move and control their particular populations, including persons with disabilities.

## **SEARCHING FACILITY**

In emergencies, individuals may hide themselves in such locations as closets, restroom stalls, or other areas where they feel safe. Additionally, there may be a classroom or office that either did not hear the warning or decided to lock down rather than evacuate. When an evacuation takes place, it is critical that all classrooms, libraries, storage rooms, and offices be physically searched.

The Pres/CEO or designee will assign a school staff member with master keys to assist law enforcement and or fire personnel in conducting a physical interior search of all rooms to determine that all students/staff have evacuated. Areas searched should be marked with chalk and should be a circle with an “X” in the center and the time of the search:

Searchers should also verbally call out to students/staff within rooms. Schools sites may want to use a “Code Word” system that allows the staff member inside a room to determine if the person outside the door is a legitimate staff member or searcher.

The site must ensure that all room numbers are posted above doors or on both sides of the door. This will assist searchers in locating and recoding room numbers.

## **Roll Call**

Accounting for all students/staff during an evacuation/emergency can be very difficult. Older students may leave the school for other destinations without advising a school official. The following guidelines are established to maximize accountability.

When evacuating, teachers must bring both their roster and daily attendance rosters. If class is in session, teachers can keep the students together in the class configuration for movement and accountability at the evacuation site. If the evacuation is ordered when classes are on break, then procedures should be in place for teachers and staff to control movement of students to the evacuation location. Once at the evacuation location, students can be gathered into one of two types of groups.

### **Alphabetical groups**

In this option, pre-made signs are used to direct students to certain areas alphabetically by last name. These signs can be brought out with the emergency kits or could be permanently erected on a school fence or other stanchions. While this method may allow for quicker regrouping, it also means that a master school roster in alphabetical format will be needed for roll call. Or the lead at each alphabetical grouping will have to develop a raw list.

### **Next Period groups**

In this option, students are advised to report to the teacher of their next period class. Having signs available with the teacher's name boldly printed would be helpful. Be prepared to handle students who cannot remember what their next class was or did not have another class. Teachers can then use their master class list to conduct roll call. If no roster was brought out, a raw roster will have to be developed.

Both options should be available and determine which method works best in a given situation.

Once students are situated into their groups and roll calls are conducted, the results must be given to the staff member responsible for overall accountability. Principals must have procedures developed that provide for compilation of head counts and determination of missing students/staff.

The Crisis Box should have copies of the school master roster sorted.

All students alphabetically

Alphabetically by grade

These lists should be updated biweekly and the date of update printed onto each roster.

## **FACILITY (NON-CAMPUS) EVACUATION GUIDELINES**

In the event that a facility must evacuate, all persons shall follow the procedures outline in the emergency plan for that facility, including the following:

- Ensure that all persons, including visitors, are aware of the evacuation.
- Notify SDPD
- Assist persons with disabilities.
- Move in a safe and orderly manner to the designated evacuation point.
- Account for all staff.
- Coordinate with Police services and/or responding public safety agencies.

### **CANCELING EVACUATION**

Once an evacuation has been initiated, it should generally be completed, even if the situation becomes resolved or “safe” in mid-evacuation. This will reduce loss of control, accountability, and the potential for injuries from reversing direction in “mid-stream.”

### **RETURN TO SCHOOL OR FACILITY**

If the incident that caused the evacuation requires the response of a public safety agency, the public safety Incident Commander must approve the return to the school by students/staff. At that point, the Pres/CEO or designee has the authority to return students/staff to the facility (with concurrence of the Incident Commander), or to initiate release of students from the evacuation point. In either case, the principal/department head shall ensure that the EOC is notified of the decision(s).

### **REMOTE SHELTERING**

There may be rare situations that require students/staff be moved to a temporary shelter, rather than released from the evacuation point. This may include:

- Inclement weather.
- Evacuation areas are considered to be unsafe (such as major hazardous material incident, potential explosion, and damage to surrounding community).
- Need for a facility/location that provides for better control.

These “Remote Shelters” might include another school, a city park and recreation center, a sports arena, or other large facility.

The need to move students/staff to a remote shelter will be discussed between the Incident commander, the Pres/CEO or the EOC. The EOC Director will make the decision to initiate the movement to a remote shelter. In such a case, the EOC will coordinate this operation and make the arrangements for the use of a remote shelter facility, transportation, and additional support

staff. The Pres/CEO or designee and on-scene public safety personnel will coordinate the movement of students/staff, including:

Loading buses and assigning at least one staff member to each group boarded onto a bus. This staff member will create a raw roster of who boarded and will stay with that group until they arrive at the shelter and have turned control of the students (and roster) over to assigned shelter staff. If there is no adequate staff available to supervise students, Staff should stay with their assigned group until relieved by the individual assigned to supervise the remote shelter site. Once relieved, staff may be directed to return to the affected school or school facility to continue assisting in movement or to serve as shelter staff.

Assign a staff member and any available staff to the remote shelter site to establish control at the location. All schools and HSHMC facilities should have plans in place to serve as a “Host” site. The individual assigned to the shelter site should have a method of communicating with the Pres/CEO or designee.

## **PARENT NOTIFICATION**

In the event the Pres/CEO feels that students are to be released or that notification of parents/guardians is warranted, they shall advise the EOC. The EOC will coordinate and track parent/guardian notification. The EOC and the principal will ensure that constant updates take place between them regarding notifications.

Pres/CEO or designee shall keep in mind that there may be situations where parent/guardian notification may actually create unnecessary problems. (i.e., only cause for evacuation was fire alarm with no smoke or fire or other situation where it is reasonable that the problem will be handled quickly and students will return to class.

## **PARENT REUNIFICATION**

In some situations, the Pres/CEO or designee may decide that students should be released or reunified with parents/guardians. The following guidelines are for situations in which students are either the On-site Evacuation site or the Off-site Evacuation site.

If the release of students is to take place after the normally scheduled “end of the day” period, the Pres/CEO or designee may allow students to leave as they normally would. The Pres/CEO or designee should keep the EOC advised and should ensure that there is an accountability of released students.

However, if the release is to take place prior to the normally scheduled “end of the day” period, the students must be released to a parent/guardian with approval of the Pres/CEO or designee.

The following release procedures should be followed:

- Designate an entry point for parents/guardians to report to (law enforcement may be beneficial in these circumstances). Note: the use of preprinted banners and signs may be helpful to direct and control arriving parents/guardians.

- Designate (and staff) an exit point where parents/guardians with students are to check out.
- Establish procedures for verifying identity of “parent/guardian” at the entry point and exit point.
- Direct parent/guardian to the location of the student’s group for release; advise parent’s/guardian to check out at the designated exit (keep the entrance and exit separate whenever possible).
- Maintain documentation of student accountability.

## **REUNIFICATION FROM REMOTE SHELTER**

Reunification procedures are basically the same as those for release from on or near school grounds. The Pres/CEO or designee should supervise the reunification.

The Pres/CEO or designee may also elect to have the school Reunification Assistance Team leader supervise this function.

- Designate an entry point for parents/guardians to report to (law enforcement may be beneficial in these circumstances). Note: the use of preprinted banners and signs may be helpful to direct and control arriving parents/guardians.
- Designate (and staff) an exit point where parents/guardians with students are to check out.
- Establish procedures for verifying identity of “parent/guardian” at the entry point and exit point.
- Direct parent/guardian to the location of the student’s group for release; advise parents/guardian to check out at the designated exit (keep the entrance and exit separate whenever possible).
- Maintain documentation of student accountability.

Regardless of the grade levels or location, keep the following issues in mind.

- Arriving parents/guardians will create significant parking and traffic control problems; law enforcement must be on scene to address this.
- Arriving parents/guardians may be in a high level of anxiety and will want to reunite with their student as quickly as they can; long waits in lines may only aggravate their emotions. Ensure that sufficient staff is available at entry points and exit points to facilitate movement.

- Law enforcement will need to be an integral part of the reunification staff to ensure control, peace, and movement. Coordinate with law enforcement officials on scene and ensure that sufficient officers are available to maintain control.
- Assign a senior staff member to oversee reunification setup and operations. This will allow the Pres/CEO or designee to oversee all aspects of the emergency.
- Be prepared to deal with the media.

## **EMERGENCY OPERATIONS CENTER**

When a school is evacuated the Emergency Operations Center should generally be activated to support school emergency operations. The purpose of evacuations include the following:

Coordinate response by support personnel, agencies, and teams to the affected school

Coordinate additional resources to support evacuation operations, including transportation, traffic control devices, food/drinks, and other materials and supplies.

Determine if remote sheltering is required; if so, initiate procedures to obtain facility, arrange transportation, and reunification.

Coordinate parent/guardian notification if required.

Provide overall direction to the Pres/CEO related to school operations.

## **TRAINING/EXERCISES**

It is essential that all potential users of the evacuation plans are trained. This includes staff as well as students. The Pres/CEO or designee shall ensure (and document) that all staff receive training in all emergency procedures during the initial days of the new school year or upon their assignment to the school. Students should be briefed on plans and their responsibilities during the first few days of school year or upon enrollment. Parents/guardians should receive information regarding emergency plans and their responsibilities.

Exercises are an important aspect of emergency preparedness and provide staff and students the opportunity to practice their emergency procedures in a safe environment. When developing an emergency exercise, the Pres/CEO or designee will coordinate planning with SDPD and San Diego Fire Department. This enhances the interagency coordination that is vital in an emergency and ensures that public safety agencies are aware of the exercise.

## **REFERENCE MATERIAL**

School Emergency Response-California Office Emergency Services (6/98)  
California Penal Code 409.5PC, Closure of Areas in Emergencies  
Emergency Preparedness [www.EmergencytrainingOnline.com](http://www.EmergencytrainingOnline.com)

