



Contra Costa School of Performing Arts

Board Meeting

Date and Time

Tuesday February 27, 2024 at 5:30 PM PST

Location

CCSPA Conference Room

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Contra Costa School of Performing Arts

Board Meeting

Date and Time:

Tuesday, February 27, 2024 at 5:30 PM PDT

Location:

2730 Mitchell Dr.
Walnut Creek, CA 94598

Zoom: <https://us06web.zoom.us/j/82316354168>

The public may address the Board regarding any item within the jurisdiction of the Board of Directors of ChartHouse Public Schools. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must fill out a speaker's card. Cards should be turned into the Board Chair/Vice

Chairperson prior to the Call to Order. Speakers will be given three minutes for items on the agenda, and two minutes for items not on the agenda. When translation services are utilized to support the participation of a primary Speaker, the translator will be afforded the same duration of time as the primary Speaker. Time may not be yielded to other speakers. In compliance with the Brown Act, the Board may listen to comments from speakers and provide direction to staff, but may not engage in discussion or take action on items that are not already on the agenda.

All Board agendas and minutes will be published at cocospa.org. Any disclosable public records related to an open session Board meeting agenda item and distributed by staff to a majority of the Board of Directors shall be available for public inspection.

The Board of Directors will provide reasonable accommodations for persons with disabilities planning to attend Board meetings so long as notice is provided at least one hour prior to the start of the meeting by contacting the Executive Director’s Office at (925) 235-1130.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
A. Call the Meeting to Order		Heather Vega	1 m
B. Record Attendance		Callie Tirlia	1 m
C. Establish a Quorum		Heather Vega	1 m
D. Agenda Review and Adoption		Heather Vega	1 m

The Board will review the agenda and adopt as presented or take action to change the order of items.

II. PUBLIC COMMENTS 5:34 PM

The public may address the Board regarding any item within the jurisdiction of the Board of Directors of ChartHouse Public Schools. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must fill out a speaker’s card. Cards should be turned into the Board Chair/Vice Chairperson prior to the Call to Order.

Speakers will be given three (3) minutes for items *on* the agenda, and two (2) minutes for items *not* on the agenda. When translation services are utilized to support the participation

	Purpose	Presenter	Time
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of a primary Speaker, the translator will be afforded the same duration of time as the primary Speaker. Time may not be yielded to other speakers. In compliance with the Brown Act, the Board may listen to comments from speakers and provide direction to staff, but may not engage in discussion or take action on items that are not already on the agenda.

<p>A. Items on the Agenda</p> <p>Public Comment regarding items on the agenda.</p>	FYI	Heather Vega	5 m
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<p>B. Items Not on the Agenda</p> <p>Public Comment regarding items not on the agenda.</p>	FYI	Heather Vega	5 m
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III. CONSENT AGENDA 5:44 PM

Items listed under consent agenda are considered routine and will be approved/adopted in one single motion. There will be no separate discussion of these items; however, any item may be removed from the consent agenda upon request by any member of the Board and acted upon separately.

<p>A. Approve Minutes</p>	Approve Minutes	Callie Tirlia	2 m
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Board will consider approval of minutes from November 28, 2023.

Approve minutes for Board Meeting on January 23, 2024

IV. FINANCE 5:46 PM

<p>A. CBO Updates</p> <p>CBO will provide updates on current work.</p>	FYI	Candice Phillips	15 m
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<p>B. 2nd Interim Budget</p>	Vote	Candice Phillips, Debbie Howard	30 m
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A presentation of the 2nd Interim Budget and request for vote approval.

<p>C. Contract Discussion</p>	Vote	Candice Phillips	10 m
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The Chief Business Officer will update the board on any contract changes or updates.

V. OTHER BUSINESS 6:41 PM

<p>A. Executive Summary</p>	Discuss	Catherine Foster, Candice Phillips	15 m
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	Purpose	Presenter	Time
The Executive Director will provide an update on enrollment, attendance, academic progress, the audit, safety and culture as well as other matters and needs.			
B. LCAP Mid-Year Update	Vote	Catherine Foster	15 m
C. COCOSPA Safety Plan 23-24	Vote	Catherine Foster	15 m
VI. CLOSED SESSION			7:26 PM
Heather Vega			
A. Public Employee Employment/Discipline/Dismissal Release (§ 54957)	Vote	Catherine Foster	5 m
Board will be updated regarding personnel hired and approve any Public Employee Discipline/Dismissal/Releases.			
B. Conference with Real Property Negotiations	Discuss	Heather Vega	10 m
C. Executive Director Evaluation	Discuss	Greg Ponikvar, Heather Vega	60 m
VII. RECONVENE TO OPEN SESSION			8:41 PM
A. Report Out	FYI	Heather Vega	5 m
The Board will report out on actions taken in Closed Session, if any.			
VIII. Closing Items			8:46 PM
A. Adjourn Meeting	Vote		

Coversheet

Approve Minutes

Section: III. CONSENT AGENDA
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on January 23, 2024

APPROVED



Contra Costa School of Performing Arts

Minutes

Board Meeting

Date and Time

Tuesday January 23, 2024 at 5:30 PM

Location

CCSPA Conference Room

Zoom: <https://us06web.zoom.us/j/82316354168>

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Contra Costa School of Performing Arts

Board Meeting

Date and Time:

Tuesday, January 23, 2024 at 5:30 PM PDT

Location:

2730 Mitchell Dr.
Walnut Creek, CA 94598

Remote Participant:
MacKenzie Hennessy
4229 20th Street

San Francisco, CA 94114

Zoom: <https://us06web.zoom.us/j/82316354168>

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Directors Present

A. Mbonisi, C. Hill, G. Ponikvar, H. Vega, L. McPhatter-Harris, M. Hennessy (remote)

Directors Absent

None

Ex Officio Members Present

C. Foster

Non Voting Members Present

C. Foster

Guests Present

C. Tirlia

I. Opening Items

A.

Call the Meeting to Order

H. Vega called a meeting of the board of directors of Contra Costa School of Performing Arts to order on Tuesday Jan 23, 2024 at 5:44 PM.

B. Record Attendance

C. Establish a Quorum

Quorum Established at 5:45pm by Heather Vega

D. Agenda Review and Adoption

L. McPhatter-Harris made a motion to Accept and adopt the agenda as present.

G. Ponikvar seconded the motion.

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

Roll Call

H. Vega	Aye
L. McPhatter-Harris	Aye
M. Hennessy	Aye
G. Ponikvar	Aye
C. Hill	Absent
A. Mbonisi	Absent

II. PUBLIC COMMENTS

A. Items on the Agenda

No items on the agenda were publicly discussed at this time.

B. Items Not on the Agenda

Rich Ennis - Wants to know what he can do to help the school and the parents.

Reyes Ramos - Speaker sees a lot of potential in this school. He wants to know how they can go to other bigger corporations and help promote the school and increase the student body. He would like to have people come to the school to help get more involved both financially and as help for the school.

Kevin Sam- Is currently working on a school dance at their restaurant. He needs more direction on the next steps to take for this dance.

Adiagha Mbonisi entered at 5:56pm

Charles Hill entered at 5:56pm

III. CONSENT AGENDA

A.

Approve Minutes

L. McPhatter-Harris made a motion to approve the minutes from Board Meeting on 12-12-23.

A. Mbonisi seconded the motion.

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

Roll Call

A. Mbonisi	Aye
M. Hennessy	Aye
H. Vega	Aye
G. Ponikvar	Aye
L. McPhatter-Harris	Aye
C. Hill	Aye

IV. FINANCE

A. Financial Report

Debbie began the DMS monthly Financial Report update. Spending needs to be monitored closely and Candice and Catherine have make cuts to try to increase funds and decrease spending.

second Interim Budgeting should be complete by March for review.

Debbie said to be aware that big changes will be happening with the Governor's budget come the 2024-2025 school year.

V. Committee Reports

A. Financial Committee

Charles let the board know that Candice is going to go to the bond companies and figure out what is going on with our reserve requirements. Candice will schedule that before the next board meeting.

VI. OTHER BUSINESS

A. Executive Summary

Enrollment is down to 352 from the original goal of 364. Enrollment for 24-25 is already underway with 268 students planning to return and there is a goal to have 300 by February 1st.

The school now has an official TikTok. Catherine is also posting more to get more views and applications.

Catherine is working on a safety plan for the students and was told by the county that only staff and the board can know official safety plans and the plan displayed to parents is very straightforward and does not give further details that the staff and board will receive.

Catherine wants to implement our own "Healthy Kids" survey to gather data on our students and their overall satisfaction with the school.

Catherine and Neil met to discuss the interim 1 budget and discussed cuts and Prop 39 options.

Catherine presented an i-Ready presentation that gave a break down of the testing data taken at the beginning of the year and in the middle of the year. i-Ready is proving to be very resourceful for our students for both testing and giving the kids academic activities that feel "fun and enjoyable". The board discussed strategies to have increased academic data for the students such as considering different testing times or giving teacher extra assistance in working with the students academically.

B. 2024 - 2025 Academic Calender

L. McPhatter-Harris made a motion to Approve the 2024-2025 Academic Calendar.

C. Hill seconded the motion.

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

Roll Call

M. Hennessy	Aye
C. Hill	Aye
G. Ponikvar	Aye
H. Vega	Aye
L. McPhatter-Harris	Aye
A. Mbonisi	Aye

VII. RECONVENE TO OPEN SESSION

A. Report Out

Returned from closed meeting at 9:25pm and no action was taken at this time.

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:25 PM.

Respectfully Submitted,
A. Mbonisi

Coversheet

2nd Interim Budget

Section: IV. FINANCE
Item: B. 2nd Interim Budget
Purpose: Vote
Submitted by:
Related Material: CoCoSPA FY2023-24 SIB FINAL.pdf



Contra Costa School of Performing Arts

2023-24 Second Interim Budget



Contra Costa School of Performing Arts 2023-24 Second Interim Budget - Summary Analysis



SUMMARY OF RESULTS

This 2023-24 Second Interim Budget update projects a budget surplus of \$74,366.

This is an increase of \$137,139 from the prior 2023-24 First Interim Budget projected deficit of (\$62,773).

This will allow Contra Costa School of Performing Arts to end this fiscal year with a balance of \$16,683, which is 0.3% of annual expenditures.

CASH FLOW

The lowest projected ending cash balance this coming fiscal year is \$406,218, which represents 26 days of operating costs on average.

The June 30 ending cash balance this coming fiscal year is projected to be \$406,218, which represents 26 days of average operating costs.

This cash flow takes into account all currently projected impacts on cash flow at the time of this budget approval.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior = increase of \$80,348, or 1.5% of prior revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are (\$213,504) lower than in the prior cycle, due to average daily attendance (ADA) decreasing by 18.25.

Federal Revenues: This consists of one-time federal stimulus (ESSER), Title I-IV (ESSA), federal special education (IDEA), and federal food programs (NSLP).

Federal Revenues are projected at (\$65,004) lower than in the prior cycle due to adjusted Federal Lunch Reimbursements.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants such as AB 86 IPI and ELO.

Other State Revenues are projected at \$152,415 higher than in the prior cycle mainly due to adjusted State Lunch Reimbursements.

Other Local Revenues: This category is primarily fundraising revenue, but includes any non-LCFF local revenue sources.

Other Local Revenues are projected at \$206,441 higher than in the prior cycle due to inclusion of additional fundraising.

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior = decrease of (\$56,791), or -1.0% of prior expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$450 higher than in the prior cycle, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$79,178 higher than in the prior cycle to cover actual expenditures.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

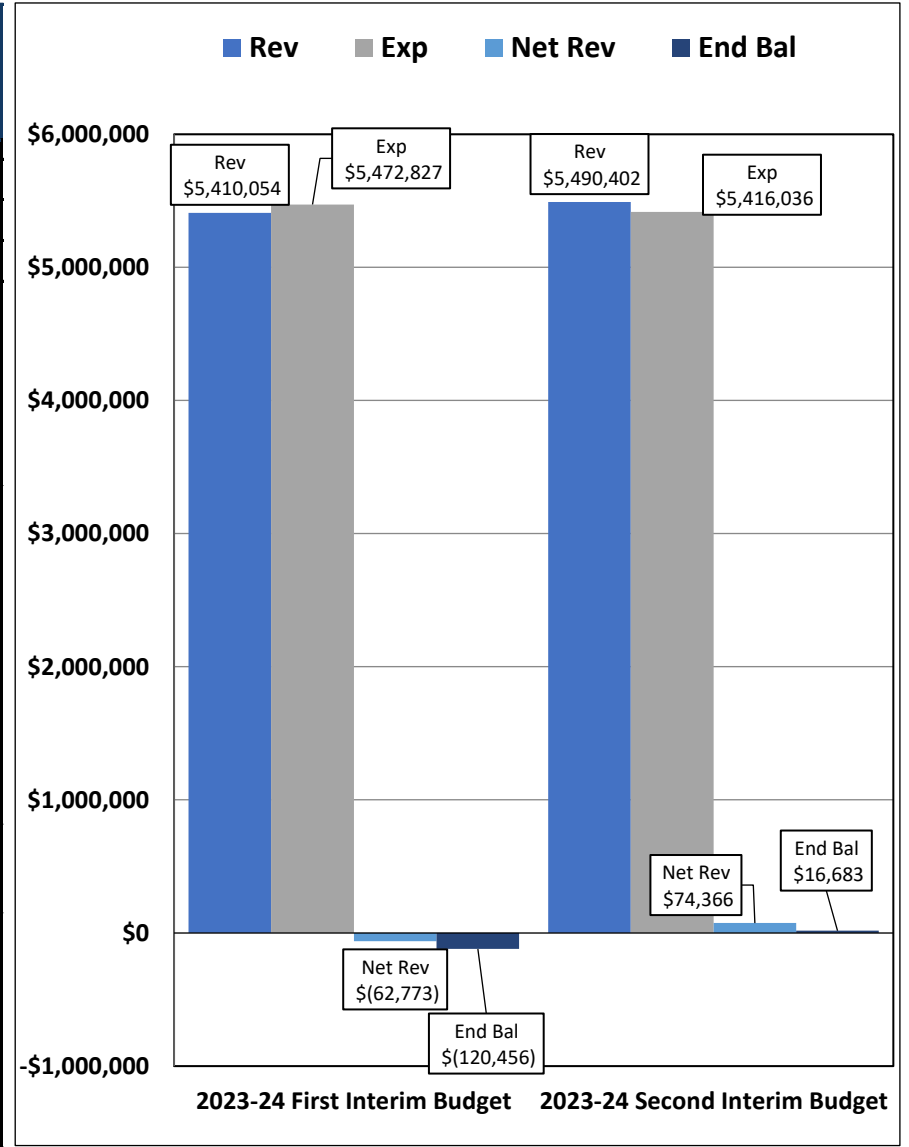
Services & Operating costs are projected to be \$89,817 higher than in the prior cycle to cover actual expenditures.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at (\$226,236) lower than in the prior, reflecting updated bond payment relief of three months.

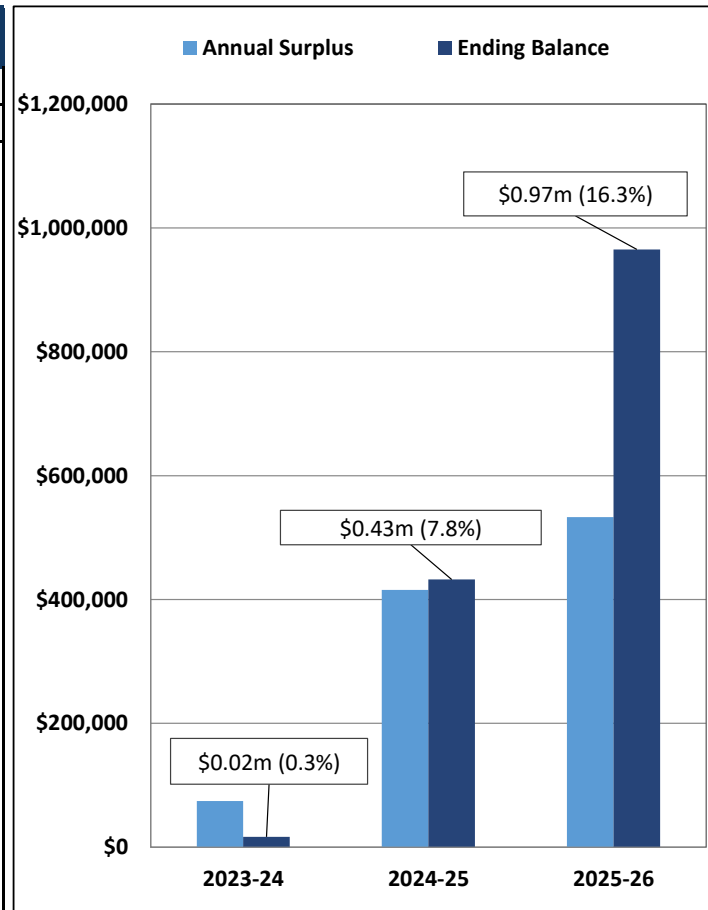
Contra Costa School of Performing Arts 2023-24 Second Interim Budget BUDGET SUMMARY

	2023-24 First Interim Budget	2023-24 Second Interim Budget	Change
Projected Enrollment:	361	350	(11)
Projected P-2 ADA:	341.44	323.19	(18.25)
FTE	35.75	35.15	(0.60)
Revenues:			
General Purpose Entitlement	\$ 4,102,961	\$ 3,889,457	\$ (213,504)
Federal Revenue	288,534	223,530	(65,004)
Other State Revenue	730,995	883,410	152,415
Other Local Revenue	287,564	494,005	206,441
TTL Revenues	\$ 5,410,054	\$ 5,490,402	\$ 80,348
Expenditures:			
Certificated Salaries	\$ 1,845,908	\$ 1,859,520	\$ 13,612
Non-Certificated Salaries	485,588	470,380	(15,208)
Benefits	674,943	676,989	2,046
Books/Supplies/Materials	397,648	476,826	79,178
Services/Operations	1,149,250	1,239,067	89,817
Capital Outlay	14,539	14,539	-
Other Outgo	904,950	678,714	(226,236)
TTL Expenditures	\$ 5,472,827	\$ 5,416,036	\$ (56,791)
Net Revenues	\$ (62,773)	\$ 74,366	\$ 137,139
Beginning Balance July 1	\$ (57,683)	\$ (57,683)	
Ending Balance June 30	\$ (120,456)	\$ 16,683	
Ending Balance as % of Exp:	-2.2%	0.3%	



**Contra Costa School of Performing Arts
2023-24 Second Interim Budget
MULTI-YEAR PROJECTION SUMMARY**

	2023-24	2024-25	2025-26
Projected Enrollment:	350	400	425
Projected P-2 ADA:	323.19	369.92	392.81
Revenues:			
General Purpose Entitlement	\$ 3,889,457	\$ 4,515,226	\$ 4,980,439
Federal Revenue	223,530	225,229	231,378
Other State Revenue	883,410	900,233	875,282
Other Local Revenue	494,005	344,109	353,504
TTL Revenues	\$ 5,490,402	\$ 5,984,797	\$ 6,440,602
Expenditures:			
Certificated Salaries	\$ 1,859,520	\$ 2,054,306	\$ 2,190,935
Non-Certificated Salaries	470,380	565,992	617,971
Benefits	676,989	757,100	845,001
Books/Supplies/Materials	476,826	490,320	503,559
Services/Operations	1,239,067	1,413,096	1,471,745
Capital Outlay	14,539	14,539	14,539
Other Outgo	678,714	273,899	263,886
TTL Expenditures	\$ 5,416,036	\$ 5,569,253	\$ 5,907,636
Net Revenues	\$ 74,366	\$ 415,544	\$ 532,965
Beginning Balance July 1	\$ (57,683)	\$ 16,683	\$ 432,227
Ending Balance June 30	\$ 16,683	\$ 432,227	\$ 965,193
Ending Balance as % of Exp.:	0.3%	7.8%	16.3%



Bond Ratios - Projected	Projected MYP	
Enrollment (at least 400)	350	FY2023-24
Base Rent Coverage (at least 1.2x each school)	0.75	
Days Cash on Hand (at least 35 days)	26	
Enrollment (at least 400)	400	FY2024-25
Base Rent Coverage (at least 1.2x each school)	0.96	
Days Cash on Hand (at least 45 days)	46	
Enrollment (at least 400)	425	FY2025-26
Base Rent Coverage (at least 1.2x each school)	1.07	
Days Cash on Hand (at least 45 days, total OG)	95	4

**Contra Costa School of Performing Arts
2023-24 Second Interim Budget
BUDGET DETAIL & PRIOR YEAR COMPARISON**

Description	2023-24 First Interim Budget	Year-To-Date Actuals	2023-24 Second Interim Budget	Change From Prior Cycle	Notes/Comments
Enrollment (CALPADS)	361		350	(11)	
Average Daily Attendance (P-2)	341.44		323.19	(18.25)	
REVENUES					
General Purpose Entitlement					
8011 General Purpose Block Grant	2,239,173	950,477	2,124,398	(114,775)	Updated enrollment/ADA
8012 Education Protection Account	68,287	31,685	64,638	(3,649)	Updated enrollment/ADA
8019 Prior Year Corrections/Adjustments	16,314	16,314	16,314	-	
8096 Funding in Lieu of Property Taxes	1,779,187	825,536	1,684,107	(95,080)	Updated enrollment/ADA
TTL General Purpose Entitlement	4,102,961	1,824,012	3,889,457	(213,504)	
Federal Revenue					
8181 Federal IDEA SpEd Revenue	46,517	-	44,330	(2,187)	Updated with EDCOE allocation schedule
8220 School Nutrition Program - Federal	179,982	50,968	115,946	(64,036)	Updated with average reimbursement x 9.5 months
8290 Other Federal Revenue	62,035	-	63,254	1,219	Updated with new Title funding allocations
TTL Federal Revenue	288,534	69,219	223,530	(65,004)	
Other State Revenue					
8311 AB602 State SpEd Revenue	360,489	255,936	374,572	14,083	Updated with EDCOE allocation schedule
8520 School Nutrition Program - State	89,991	98,030	232,826	142,835	Updated with average reimbursement x 9.5 months
8550 Mandated Cost Reimbursements	11,081	11,039	11,081	-	
8560 State Lottery Revenue	84,372	48,317	79,869	(4,503)	Updated enrollment/ADA
8590 Other State Revenue	185,062	115,199	185,062	-	
TTL Other State Revenue	730,995	528,520	883,410	152,415	
Other Local Revenue					
8660 Interest Income	30,000	23,143	30,000	-	
8693 Field Trips	38,416	-	-	(38,416)	Actuals currently coded to Other Revenue
8694 Student Production/Event Revenue	30,000	-	-	(30,000)	Actuals currently coded to Other Revenue
8695 CTEIG	115,000	-	21,435	(93,565)	Updated CTEIG revenue amount to match CTEIG budget
8696 Donations - Private (Foundation Grants)	50	50	50	-	
8697 Fundraising (School Site)	41,160	-	341,160	300,000	
8698 Other Revenue (Suspense)	1,360	1,360	1,360	-	
8699 Other Revenue	31,578	95,012	100,000	68,422	Field Trips & Student Production rev coded here
TTL Other Local Revenue	287,564	119,565	494,005	206,441	
TTL REVENUES	5,410,054	2,541,317	5,490,402	80,348	

**Contra Costa School of Performing Arts
2023-24 Second Interim Budget
BUDGET DETAIL & PRIOR YEAR COMPARISON**

Description	2023-24 First Interim Budget	Year-To-Date Actuals	2023-24 Second Interim Budget	Change From Prior Cycle	Notes/Comments
EXPENDITURES					
1000 - Certificated Salaries					
1100 Teacher Compensation	1,382,165	775,348	1,382,165	-	
1130 Substitute Teacher Compensation	35,000	17,252	35,000	-	
1150 Teacher Stipends/Extra Duty	1,002	14,614	14,614	13,612	
1200 Student Support	116,247	62,764	116,247	-	
1300 Certificated Administrators	238,220	142,177	238,220	-	
1900 Other Certificated Salaries	73,274	39,967	73,274	-	
TTL Certificated Salaries	1,845,908	1,052,122	1,859,520	13,612	
2000 - Non - Certificated Salaries					
2100 Instructional Aides	130,793	41,381	110,875	(19,918)	
2130 Classified Substitutes	23,004	2,579	24,194	1,190	
2150 Instructional Aides Stipends	2,353	3,520	5,873	3,520	
2300 Classified Administrators	40,980	50,570	40,980	-	
2400 Clerical & Technical Staff	158,107	88,917	158,107	-	
2450 Clerical & Technical Stipends	3,562	3,562	3,562	-	
2900 Other Classified Positions	126,789	49,511	126,789	-	
TTL Non - Certificated Salaries	485,588	240,040	470,380	(15,208)	
3000 - Employee Benefits					
3101 STRS Certificated	352,568	205,931	355,168	2,600	
3212 Voluntary Retirement Classified	-	259	444	444	
3301 OASDI/Medicare	63,913	30,505	62,947	(966)	
3401 Health Care Certificated	158,653	68,175	158,653	-	
3402 Health Care Classified	53,179	20,105	53,179	-	
3501 Unemployment Insurance	11,657	8,286	11,650	(8)	
3601 Workers' Comp Certificated	27,689	14,576	27,893	204	
3602 Workers' Comp Classified	7,284	3,017	7,056	(228)	
TTL Employee Benefits	674,943	350,853	676,989	2,046	

**Contra Costa School of Performing Arts
2023-24 Second Interim Budget
BUDGET DETAIL & PRIOR YEAR COMPARISON**

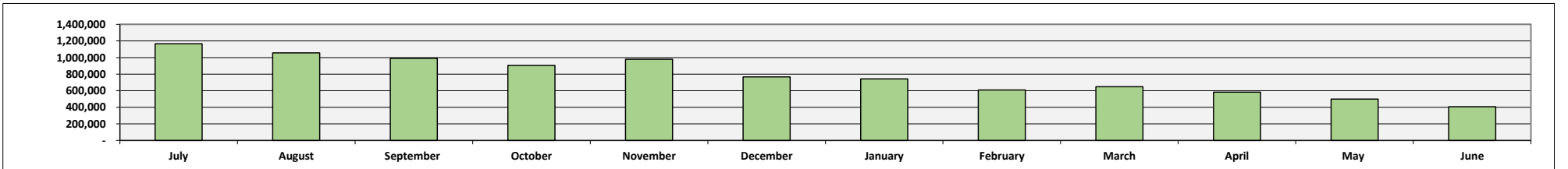
Description	2023-24 First Interim Budget	Year-To-Date Actuals	2023-24 Second Interim Budget	Change From Prior Cycle	Notes/Comments
4000 - Books/Supplies/Materials					
4300 Materials & Supplies	50,000	94,753	110,000	60,000	
4315 COVID	8,178	9,731	9,731	1,553	
4320 Office Supplies	37,095	26,828	37,095	-	
4390 Other Supplies - Suspense	-	12,521	-	-	
4400 Non - Capitalized Equipment	17,375	44,231	45,000	27,625	
4410 Classroom Furniture, Equip, and Supplies	10,000	-	-	(10,000)	
4420 Non-Classroom Furniture, Equip, and Supplies	5,000	2,332	5,000	-	
4700 School Nutrition Program	270,000	198,813	270,000	-	
TTL Books/Supplies/Materials	397,648	389,208	476,826	79,178	
5000 - Services & Operations					
5100 Subagreements For Services	140,000	62,673	140,000	-	
5200 Travel & Conferences	3,119	18,688	19,119	16,000	
5300 Dues & Memberships	40,000	45,039	45,039	5,039	
5400 Insurance	86,466	71,292	86,466	-	
5500 Operations & Housekeeping	8,000	10,317	11,000	3,000	
5510 Utilities (General)	194,155	97,315	194,155	-	
5535 Custodial, Janitorial, Gardening Services	45,000	75,414	82,000	37,000	
5610 Facility Rents & Leases	14,750	-	14,750	-	
5615 Other Space Rental	13,700	39,720	45,000	31,300	
5620 Equipment Leases	21,102	10,254	21,102	-	
5630 Maintenance & Repair	35,000	19,976	35,000	-	
5800 Professional Services - Non - instructional	107,261	78,279	107,261	-	
5810 Legal	45,000	28,025	45,000	-	
5820 Audit & CPA	7,500	1,900	7,500	-	
5825 DMS Business Services	159,597	104,052	161,967	2,370	
5835 Field Trips - Bus Transportations	19,445	6,375	13,445	(6,000)	
5836 Fundraising Expenses	4,000	2,221	4,000	-	
5840 Advertising & Recruitment	20,000	21,253	25,000	5,000	
5850 Oversight Fees	41,030	-	38,895	(2,135)	
5855 Interest Expense - Short Term	2,167	-	-	(2,167)	

**Contra Costa School of Performing Arts
2023-24 Second Interim Budget
BUDGET DETAIL & PRIOR YEAR COMPARISON**

Description	2023-24 First Interim Budget	Year-To-Date Actuals	2023-24 Second Interim Budget	Change From Prior Cycle	Notes/Comments
5860 Service Fees	1,200	13,583	14,000	12,800	
5870 Livescan Fingerprinting	-	299	299	299	
5872 SpEd Encroachment	12,689	-	-	(12,689)	
5880 Instructional Vendors & Consultants	45,070	43,960	45,070	-	
5881 Software	8,000	4,262	8,000	-	
5887 Technology	65,000	32,080	65,000	-	
5900 Communications	10,000	8,461	10,000	-	
TTL Services & Operations	1,149,250	795,437	1,239,067	89,817	
6000 - Capital Outlay					
6900 Depreciation	14,539	-	14,539	-	
TTL Capital Outlay	14,539	-	14,539	-	
7000 - Other Outgo					
7438 Interest on Long-Term Debt	904,950	452,475	678,714	(226,236)	Reduced for bond restructuring - freeze 3 months payments
TTL Other Outgo	904,950	452,475	678,714	(226,236)	
TTL EXPENDITURES	5,472,827	3,280,135	5,416,036	(56,791)	
Revenues less Expenditures	(62,773)	(738,819)	74,366	137,139	
Beginning Fund Balance	(57,683)		(57,683)		
Net Revenues	(62,773)		74,366		
ENDING BALANCE	(120,456)		16,683		
ENDING BALANCE AS % OF OUTGO	-2.2%		0.3%		

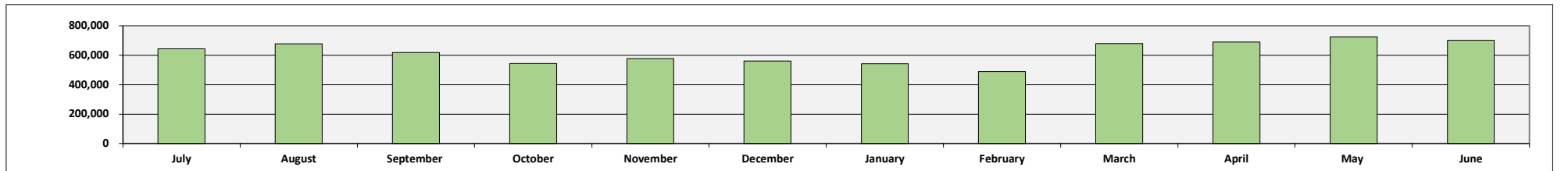
**Contra Costa School of Performing Arts
2023-24 Second Interim Budget
2023-24 Projected Monthly Cash Flow Statement**

Description	2023-24 Second Interim Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,337,192	1,165,552	1,057,248	989,399	904,034	978,418	765,789	742,005	609,262	648,766	582,521	499,799	406,218	1,337,192
CASH INFLOWS															
REVENUES															
LCFF State Aid	2,124,398	-	103,313	103,313	185,963	185,963	185,963	185,963	185,963	246,989	246,989	246,989	234,985	12,004	2,124,398
Education Protection Account	64,638	-	-	-	15,843	-	-	15,842	-	-	16,477	-	-	16,477	64,638
Prior Year Adjustments	16,314	-	16,314	-	-	-	-	-	-	-	-	-	-	-	16,314
In-Lieu-Of Property Taxes	1,684,107	-	99,082	198,110	132,086	132,086	132,086	132,086	132,086	242,162	121,081	121,081	121,081	121,081	1,684,107
Federal Revenues	223,530	-	-	2,149	10,953	28,062	14,600	13,455	13,455	14,600	13,455	13,455	14,600	84,746	223,530
Other State Revenues	883,410	39,240	22,313	84,611	82,523	147,782	46,382	105,670	46,832	46,832	46,832	46,832	46,832	120,730	883,410
Other Local Revenues	494,005	7,179	5,169	10,690	24,195	24,150	35,921	12,260	10,601	10,601	10,601	10,601	10,601	321,435	494,005
TTL CASH INFLOWS	5,490,402	46,419	246,191	398,872	451,564	518,042	414,952	465,277	388,937	561,184	455,435	438,959	428,099	676,472	5,490,402
EXPENDITURES															
All Certificated Salaries	1,859,520	5,976	161,893	176,516	170,945	172,280	172,402	192,111	161,480	161,480	161,480	161,480	161,480	-	1,859,520
All Classified Salaries	470,380	22,957	36,983	34,449	34,982	38,031	36,971	35,667	46,068	46,068	46,068	46,068	46,068	-	470,380
All Benefits	676,989	7,041	50,397	57,930	57,029	57,736	57,153	63,567	58,683	58,683	58,683	58,683	58,683	32,722	676,989
All Materials & Supplies	476,826	3,509	34,206	102,871	60,288	60,423	81,213	46,698	64,283	64,283	64,283	64,283	64,283	-	710,623
All Services and Operations	1,239,067	100,913	88,515	134,204	131,486	104,567	134,624	101,129	115,754	115,754	115,754	115,754	115,754	-	1,374,207
All Capital Outlay/Depreciation	14,539	-	-	-	-	-	-	-	-	-	-	-	-	14,539	14,539
All Other Outgo	678,714	-	75,413	75,413	75,413	75,413	75,413	75,413	75,413	75,413	75,413	75,413	75,413	(150,824)	678,714
TTL CASH OUTFLOWS	5,416,036	140,395	447,407	581,383	530,142	508,449	557,775	514,585	521,680	521,680	521,680	521,680	536,219	(118,102)	5,784,973
NET REVENUES	74,366														(294,571)
Accounts Receivable (net change)		199,896	71,705	27,401	15,606	42,010	5,988	-	-	-	-	-	-	-	362,606
Accounts Payable (net change)		(250,381)	26,347	91,536	(18,118)	22,780	(75,794)	25,524	-	-	-	-	-	-	(178,105)
Fixed Asset Acquisitions		(27,180)	(5,140)	(4,275)	(4,275)	-	-	-	-	-	-	-	14,539	-	(26,331)
Other Cash Inflows/Outflows															-
NET INFLOWS/OUTFLOWS		(77,665)	92,912	114,662	(6,786)	64,790	(69,806)	25,524	-	-	-	-	14,539		158,170
ENDING CASH BALANCE		1,165,552	1,057,248	989,399	904,034	978,418	765,789	742,005	609,262	648,766	582,521	499,799	406,218		
Days Cash On Hand		74	67	63	57	62	48	47	39	41	37	32	26		



**Contra Costa School of Performing Arts
2023-24 Second Interim Budget
2024-25 Projected Monthly Cash Flow Statement**

Description	2024-25 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		406,218	643,920	678,544	618,314	544,121	578,263	560,702	542,385	489,741	679,322	690,476	726,630	702,087	406,218
CASH INFLOWS															
REVENUES															
LCFF State Aid	2,524,977	106,220	106,220	191,196	191,196	191,196	191,196	191,196	191,196	233,072	233,072	233,072	171,223	294,922	2,524,977
Education Protection Account	73,565	-	-	16,160	-	-	16,160	-	-	20,623	-	-	-	20,623	73,565
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	1,916,685	-	101,046	202,093	134,729	134,729	134,729	134,729	134,729	313,301	156,650	156,650	156,650	156,650	1,916,685
Federal Revenues	225,229	-	-	2,165	11,037	28,275	14,711	13,558	13,558	14,711	13,558	13,558	14,711	85,390	225,229
Other State Revenues	900,233	39,987	22,738	86,222	84,094	150,596	47,265	107,682	47,724	47,724	47,724	47,724	47,724	123,029	900,233
Other Local Revenues	344,109	5,001	3,601	7,446	16,854	16,822	25,022	8,540	7,384	7,384	7,384	7,384	7,384	223,902	344,109
TTL CASH INFLOWS	5,984,797	151,208	233,605	505,282	437,909	521,617	429,082	455,705	394,590	636,815	458,389	458,389	397,692	904,516	5,984,797
EXPENDITURES															
All Certificated Salaries	2,054,306	6,602	178,851	195,007	188,851	190,327	190,461	212,234	178,395	178,395	178,395	178,395	178,395	-	2,054,306
All Classified Salaries	565,992	27,623	44,500	41,452	42,092	45,762	44,486	42,917	55,432	55,432	55,432	55,432	55,432	-	565,992
All Benefits	757,100	7,874	56,361	64,786	63,778	64,568	63,916	71,089	65,627	65,627	65,627	65,627	65,627	36,594	757,100
All Materials & Supplies	490,320	3,609	35,174	105,782	61,994	62,133	31,661	31,661	31,661	31,661	31,661	31,661	31,661	-	490,320
All Services and Operations	1,413,096	115,087	100,947	153,053	149,954	119,253	110,686	110,686	110,686	110,686	110,686	110,686	110,686	-	1,413,096
All Capital Outlay/Depreciation	14,539	-	-	-	-	-	-	-	-	-	-	-	14,539	-	14,539
All Other Outgo	273,899	-	30,433	30,433	30,433	30,433	30,433	30,433	30,433	30,433	30,433	30,433	30,433	(60,866)	273,899
TTL CASH OUTFLOWS	5,569,253	160,793	446,267	590,512	537,102	512,475	471,643	499,021	472,234	472,234	472,234	472,234	486,774	(24,272)	5,569,253
	415,544														415,544
Accounts Receivable (net change)		188,236	188,236	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	50,000	50,000		676,472
Accounts Payable (net change)		59,051	59,051												118,102
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	14,539		14,539
Other Cash Inflows/Outflows															-
NET INFLOWS/OUTFLOWS		247,287	247,287	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	50,000	64,539		809,113
ENDING CASH BALANCE		643,920	678,544	618,314	544,121	578,263	560,702	542,385	489,741	679,322	690,476	726,630	702,087		
Days Cash On Hand		42	45	41	36	38	37	36	32	45	45	48	46		



Contra Costa School of Performing Arts 2023-24 Second Interim Budget ENROLLMENT AND A.D.A. ASSUMPTIONS						
	2023-24		2024-25		2025-26	
	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total K-3	-	-	-	-	-	-
Total 4-6	64	59.37	70	64.93	70	64.93
Total 7-8	143	132.86	140	129.67	140	129.67
Total 9-12	143	130.96	190	175.32	215	198.21
TTL Enrollment/ADA	350	323.19	400	369.92	425	392.81
ADA Ratio (average):		92.34%		92.48%		92.43%
Transitional Kinder	-	-	-	-	-	-
Kinder	-	-	-	-	-	-
Grade 1	-	-	-	-	-	-
Grade 2	-	-	-	-	-	-
Grade 3	-	-	-	-	-	-
Grade 4	-	-	-	-	-	-
Grade 5	-	-	-	-	-	-
Grade 6	64	59.37	70	64.93	70	64.93
Grade 7	53	48.50	70	64.06	70	64.06
Grade 8	90	84.36	70	65.61	70	65.61
Grade 9	34	32.50	65	62.14	70	66.92
Grade 10	40	36.63	60	54.94	70	64.10
Grade 11	27	24.18	30	26.87	40	35.82
Grade 12	42	37.65	35	31.37	35	31.37
TOTAL:	350	323.19	400	369.92	425	392.81

LCFF Unduplicated Calc:			
CALPADS Enrollment	350	400	425
Unduplicated Count	119	136	145
Unduplicated % (1-Year):	34.00%	34.00%	34.12%

Coversheet

Executive Summary

Section: V. OTHER BUSINESS
Item: A. Executive Summary
Purpose: Discuss
Submitted by:
Related Material: Executive Summary February 2024 .pdf

Executive Summary

Prepared by Catherine Foster

February 27, 2024

Enrollment:

Grade	August	September	October	November	December	January	February
6	63	63	65	64	66	65	63
7	56	57	57	57	58	56	52
8	97	97	95	91	90	90	90
9	45	34	32	34	35	33	34
10	41	41	42	40	40	39	39
11	29	27	26	27	27	27	27
12	40	41	43	43	43	42	42
Total	371	360	360	356	359	352	347

Attendance:

Contra Costa School of Performing Arts
08/10/2023 to 02/20/2024 = 114 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
6	0	68	0	5	63	7752	0	666	462.00	6624.00	58.11	93.48%
Subtotal	0	68	0	5	63	7752	0	666	462.00	6624.00	58.11	93.48%
7	0	67	3	15	52	7296	0	957	403.00	5927.00	51.99	93.50%
8	0	103	1	13	90	11628	0	1195	572.00	9861.00	86.50	94.52%
Subtotal	0	170	4	28	142	18924	0	2152	975.00	15788.00	138.49	94.13%
9	0	42	0	8	34	4788	0	920	212.00	3613.00	31.69	93.41%
10	0	46	0	7	39	5244	0	712	386.00	4146.00	36.37	91.48%
11	0	33	1	6	27	3648	0	585	251.00	2812.00	24.67	91.81%
12	0	43	0	1	42	4902	0	153	414.00	4335.00	38.03	91.28%
Subtotal	0	164	1	22	142	18582	0	2370	1263.00	14906.00	130.76	91.94%
Grand Total	0	402	5	55	347	45258	0	5188	2700.00	37318.00	327.36	93.13%

Update: March Enrollment & Marketing Plans

1. Calling new families/ helping with Application Process:

We will reach out to our existing families to invite them to re-enroll for the upcoming year.

Additionally, we will streamline and simplify the application process for new families interested in joining SPA.

2. Partnership Inquiry:

We will establish a partnership with BVM magazine for school enrollment purposes. This collaboration will allow us to expand the Northgate community with new Student recruitment. Hopefully (free advertising)

3. Office Hours for New Students and Application Support:

To ensure a smooth onboarding process, we will dedicate specific office hours for new students and their families, providing them with guidance and support throughout the application process.

4. Support with the 8th-grade trip / car wash / dance.

5. Supermarket Enrollment Marketing: community event during the weekend/weekdays.

6. Middle School Behavior Support during lunch.

7. Scheduling School Tours for New Families:

We will actively schedule school tours for new families interested in learning more about our school. These tours will give them an opportunity to see our facilities, meet the faculty, and experience our vibrant school culture firsthand.

8. Brenden Theatres summer enrollment campaign.

I am excited about the possibilities that March 2024 holds for our school, and I believe that implementing these initiatives will contribute significantly to our growth and success.

Ask: None at this time.

Safety & Security

- Safety Plan 24-25 included in Board Packet to review and approve
- School Safety Committee Meeting > members listed on safety plan
- Tightened procedures for receptionist > must stop people, people must have a sticker to be in the building > all staff need to stop and ask if they see adult or student in the building.
- Staffed stations for dismissal similar to arrival.
- Review process anytime incident occurs will staff involved.

Ask: None at this time.

Audit

- This was the summary of findings and potential findings and the updates:

Finding:

1. Instructional Minutes: Grades 9 and 12 had 63,750 instructional minutes offered. This is 1,050 minutes short of the required 64,800. **At this point, there is nothing to do to fix it other than correct it for next year. (Note, minutes have been reviewed by the auditors for 23-24 and we comply).**

Potential Finding:

1. Immunizations: **CLEARED** Two of the students tested did not have the required 2 doses of the Varicella vaccine.
2. Form 700: **CLEARED** Unable to provide completed Form 700s for Board members and management personnel.
3. Payroll: **UNABLE TO CLEAR** The employment authorization portion of IVP 19 was expired.

Independent Study:

1. **CLEARED** I am having a hard time tying out a lot of the independent study attendance to attendance claimed.
2. **CLEARED** Do you have contemporaneous logs of attendance for the students in independent study? This would be a form that the student marks which school days they completed course work and the teacher marks which days count as attendance.

Goals Update

- 1. Increase academic performance to a similar level as the district around us per the charter.**

Progress update:

- iReady Diagnostic 3 will be held starting March 13th.
- Teachers have shared what they have done that worked and where they need support.

- 2. Retain and recruit teachers and students.**

Progress update:

- Kayla has worked on a master schedule and staffing for next year.
- Planning to meet with staff late March.
- Enrollment Number so far for next year.

Grade	Total Spots Offered	Total Spots Accepted	Goal
6th	41	5	70
7th	63	57	70
8th	50	44	70
9th	73	62	70
10th	33	30	70
11th	38	36	40
12th	26	26	35
Total	324	260	425

Intent to Return by Grade:

New Applications by Grade:

Grade	Spots Open	Current Apps
6th	70	41

Grade	Returning
6th	0
7th	57
8th	43
9th	61
10th	30
11th	36
12th	26
Total	253

7th	13	9
8th	27	6
9th	9	13 *
10th	40	3
11th	4	2
12th	9	0
Total	172	74

3. Develop and implement instructional strategies to address the diversity of talents and needs.

Progress update:

- Human Rights Campaign to deliver training to staff in April/May.
 - Intersectionality and Anti-Bias Training - 2 - 2 hour trainings @ \$1,000 each.
- DEI committee investigating triggering behaviors in classrooms and who to restore in the moment.
- Re-establish Youth Council with restorative practices.
- Supporting teachers on differentiation and accommodations for all students.

4. Manage operations for fiscal sustainability. (Input from Candice)

Progress update:

- Filed Notice of Concern documentation.
- Filed Audit documents.
- Met with Bond Holders.
- **Space Lease Inquiry:**
 - Irish dance, 1000 sq feet, Marley floor needed, 2 times a week
 - Diablo Ballet wants to renew

Events update (check the [Live Calendar](#)):

Coversheet

LCAP Mid-Year Update

Section: V. OTHER BUSINESS
Item: B. LCAP Mid-Year Update
Purpose: Vote
Submitted by:

Related Material:
CCSPA 2024_LCAP_Mid-Year_Monitoring_Report_for_the_2023-24_LCAP_Contra_Costa_School_of_Performing_Arts_20240223 (2).pdf



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Contra Costa School of Performing Arts	Catherine Foster Executive Director	catherine.foster@cocospa.org 925.235.1130

Goal 1

Goal Description
CoCoSPA will develop, communicate, and implement a shared vision of project-based, immersive, and integrated arts and project-based learning within our inclusive educational spaces. This vision will include consistent expectations and policies that span daily practices and school-wide expectations of rigor, relevance, relationships, and resilience. Academic performance as measured by CAASPP will increase by 5% in both ELA and Math, including in our Students with Disabilities, English Learners, and African American student subgroups.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Rate of teacher misassignment Data Source: Local Indicators	100% of teachers are properly assigned	2021-22 CDE teacher credentialing and assignment data delayed.	2022-23 Moving to fully credentialed, highly qualified teachers. Teacher shortage continues to make this goal difficult.	23-24 Moving to fully credentialed staff. Challenges hiring in high need areas- Special Education, Math, Science. Teachers taking required components for compliance.	100% of teachers are properly assigned Data Year: 2023-24
% of students with access to standards-aligned instructional materials for use at school and at home Data Source: Local Indicators	100% of students have access to standards-aligned instructional materials	2021-22 100% of students have access to standards-aligned instructional materials	2022-23 100% of students have access to standards-aligned instructional materials	23-24 100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials Data Year: 2023-24
Facilities in good repair Data Source: Local Indicators	96.36 score on CDE Facilities Inspection Tool	2021-22 96.36 score on CDE Facilities Inspection Tool	Passed the Williams Act visit and the Civil Rights Review with only minor repairs needed.	23-24 Passed the Williams Act Review and Good Standing on Facilities Inspection.	>90% score on CDE Facilities Inspection Tool Data Year: 2023-24
Efforts to seek parent input in decision making through parent representation on Board and Board Committees	Parent representation on Board and Board Committees	2021-22 Parent representation on Board and Board Committees	2022-23 We have 4 parents on the board right now.	23-24 One former and two current parents on the board.	Parent representation on Board and Board Committees Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Data Source: Board Meeting Minutes					
Promotion of parent participation in programs for unduplicated pupils and special need subgroups (DEI Committee) Data Source: DEI Committee Documentation	Diversity, Equity, and Inclusion (DEI) committee established but no parent representation to date.	2021-22 Parallel committee as part of parent organization connects with student DEI committee	2022-23 No parent representation- we need to move this work into Ensemble to build engagement.	23-24 More work needs to be done around culture building and DEI with parents and staff.	Parent representation on the DEI committee Data Year: 2023-24
% of parents "strongly agree" or "agree" in associated CHKS annual survey questions - Safety Data Source: Parent Survey	100%	2021-22 80%	2022-23 89%	N/A	>80% Data Year: 2023-24
% of students "strongly agree" or "agree" in associated CHKS annual survey questions - Safety Data Source: Student Survey	59%	2021-22 35%	2022-23 46% - MS 60% - HS	N/A	>80% Data Year: 2023-24
% of parents "strongly agree" or "agree" in associated CHKS annual survey questions - Connectedness Data Source: Parent Survey	90%	2021-22 78%	2022-23 90%	N/A	>80% Data Year: 2023-24
% of students "strongly agree" or "agree" in associated CHKS annual survey questions - Connectedness Data Source: Student Survey	61%	2021-22 55%	2022-23 44% - MS 75% - HS	N/A	>80% Data Year: 2023-24
Middle School Dropout Rate	2019-20 0%	2020-21 0%	2021-22 0%	23-24 0%	0% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Moved from Goal 3 2022-23 Data Source: CALPADS 8.1c Report					
High School Dropout Rate Moved from Goal 3 2022-23 Data Source: Dataquest 4-Year Adjusted Cohort Outcomes"	0% Data Year: 2019-20	All: 10% White: 15% Data Year: 2020-21	All: 12% White: 14% Data Year: 2021-22	All: 3.7% Data Year: 2022-23	0% Data Year: 2022-23
Graduation Rate Moved from Goal 3 2022-23 Data Source: Dataquest 4-Year Adjusted Cohort Graduation Rate	All: 90% Data Year: 2019-20	All: 76.7% White: 65% Data Year: 2020-21	All: 86.2% White: 85.7% Data Year: 2021-22	All: 88.29% Data Year: 2022-23	>95% Data Year: 2022-23
Alternative High School Completion Rates Added 2022-23 Data Source: Dataquest 4-Year Adjusted Cohort Outcomes	CHSPE: 10% SPED Certificate of Completion: 0% Data Year: 2019-20	CHSPE: 10% SPED Certificate of Completion: 3.3% Data Year: 2020-21	CHSPE: 0 SPED Certificate of Completion: 3.3% Data Year: 2021-22	CHSPE: 0 SPED Certificate of Completion: 5% Data Year: 2022-23	3% Data Year: 2022-23
Attendance Rate Moved from Goal 5 2022-23 Data Source: P2 Report	96% Data Year: 2019-20	98.47% Data Year: 2020-21 Data Source: SIS attendance reports 94.54% Data Year: 2021-22	93.93% Data Year 2022-23	93.13% Data Year 2023-24	>95% Data Year: 2023-24
Chronic Absence Rate Moved from Goal 5 2022-23 Data Source: Dataquest	7.3% Data Year: 2018-19	0% schoolwide and for all student groups Data Year: 2020-21	9.3% Data Year 2021-22	15.5% Data Year 2022-23	<5% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>Suspension Rate Moved from Goal 5 2022-23</p> <p>Data Source: Dataquest</p>	<p>1.40% Data Year: 2019-20</p>	<p>0% schoolwide and for all student groups Data Year: 2020-21</p>	<p>6.4% Data Year 2021-22</p>	<p>5.3% Data Year 2022-23</p>	<p><1% Data Year: 2022-23</p>
<p>Expulsion Rate Moved from Goal 5 2022-23</p> <p>Data Source: Dataquest</p>	<p>0% schoolwide and for all student groups Data Year: 2019-20</p>	<p>0% schoolwide and for all student groups Data Year: 2020-21</p>	<p>0% school-wide and for all student groups Data Year: 2021-22</p>	<p>0% school-wide and for all student groups Data Year: 2022-23</p>	<p>0% Data Year: 2022-23</p>
<p>% Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners Data Source: Local</p> <p>Moved from Goal 3 2023-24</p>	<p>2020-21 100%</p>	<p>2021-22 100%</p>	<p>2022-23 100%</p>	<p>2023-24 100%</p>	<p>2023-24 100%</p>
<p>CAASPP Distance from Standard in English Language Arts for all students and all numerically significant subgroups Data Source: CA Dashboard Moved to Goal 1 2023-24</p>	<p>2018-19 All Students: -11.2 points from standard Students with Disabilities: -92.3 points from standard Hispanic: -26.1 points from standard SED: -23.2 points from standard White: 8.1 points from standard</p>	<p>2020-21 CAASPP not administered in 2021</p>	<p>2021-22 All students: -33.5 points from standard Students with Disabilities: -111.1 points from standard Hispanic: -104.3 points from standard SED: -164.3 points from standard White: -58.8 points from standard EL: -126.4 points from standard</p>	<p>2022-23 All students: -44.6 points from standard Students with Disabilities: -89.8 points from standard Hispanic: -55.8 points from standard SED: -87.7 points from standard White: -5.1 points from standard EL: -90.6 points from standard</p>	<p>2023-24 Increase each group and subgroup by 10% from 22-23</p>
<p>CAASPP Distance from Standard in Mathematics for all students and all numerically significant subgroups Data Source: CA Dashboard Moved to Goal 1 2023-24</p>	<p>2018-19 All Students: -134.6 points from standard Students with Disabilities: -92.3 points from standard Hispanic: -84.8 points from standard</p>	<p>2020-21 CAASPP not administered in 2021</p>	<p>2021-22 All students: -94.3 points from standard Students with Disabilities: -164.3 points from standard Hispanic: -104.3 points from standard</p>	<p>2022-23 All students: -102.9 points from standard Students with Disabilities: -146.1 points from standard Hispanic: -127.6 points from standard</p>	<p>2023-24 Increase each group and subgroup by 10% from 22-23</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	SED: -80.6 points from standard White: -31.8 points from standard		SED: -117.2 points from standard White: -58.8 points from standard EL: -126.4 points from standard	SED: - 151.9 points from standard White: - 58.6 points from standard EL: - 133.1 points from standard	
NWEA MAP % of students meeting growth projections in Reading Data Source: NWEA MAP Student Growth Summary Report - Aggregate by School Moved to Goal 1 2023-24	41% students met growth projections in NWEA MAP ELA	2021-22 45.3% Met Fall to Spring Growth Target	2022-23 44.2% Met Fall to Spring Growth Target	2023-24 Moved to iReady Assessment System MS: 72% made growth target	>75% of students meet MAP growth projections Data Year 2023-24
NWEA MAP % of students meeting growth projections in Math Data Source: NWEA MAP Student Growth Summary Report - Aggregate by School Moved to Goal 1 2023-24	34% of students met growth projections in NWEA MAP math	2021-22 41.5% Met Fall to Spring Growth Target	2022-23 37% Met Fall to Spring Growth Target	2023-24 Moved to iReady Assessment System MS: 39% met growth target	>75% of students meet MAP growth projections Data Year 2023-24
EL Reclassification rate Data Source: Dataquest Moved to Goal 1 2023-24	2019-20 0%	2020-21 0%	2021-22 35%	2022-23 10%	10% Data Year: 2022-23
English Learner Progress Indicator Data Source: CA Dashboard Added in 2022-23 Moved to Goal 1 2023-24	2019-20 No English Learner Progress reported due to small number of enrolled English Learners	2020-21 No English Learner Progress reported due to pandemic ELPAC Summative Level 3 & 4: 87.5% Data Year: 2020-21 Data Source: DataQuest ELPAC Summative	2021-22 32.1% making progress toward English Language Proficiency.	2022-23 44.4% making progress toward English Language Proficiency.	55% Data Year: 2022-23

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Shared Vision Development and Communication Shared Vision Development and Communication systems</p> <p>a. In order to increase transparency and provide support to families and staff, the SPA team will develop explicit and detailed communication systems and improve the accessibility and quality of our school website, especially our teacher pages and resources available to ensure that all educational partners have access to necessary information.</p> <ul style="list-style-type: none"> • Weekly Family Newsletters • Monthly family zooms <p>b. Create opportunities and systems (space, time and resources) for all staff to participate in SPA decision making to ensure shared understanding and buy-in with regard to school operations.</p> <p>c. Ensure that SPA stakeholders have regular opportunities to be involved in the LCAP process so that all voices can impact school decision making.</p> <p>d. To better gather school culture and environment data, the School Culture survey will be systematized and implemented annually.</p> <p>e. To build relationships and connections, the CoCoSPASchool Board will increase their presence with staff, students, and families.</p> <p>f. SPA will continue to develop and implement a Diversity, Equity and Inclusion (DEI) committee that will begin the process of defining and</p>	No	Partially Implemented	We continue to send out weekly newsletters through Smore to our families. We utilize the BrightArrow systems to send emergency or specific messages and texts as needed. Teacher use Remind for class needs. Parents can view student assignments and grades on PowerSchool. Weekly staff meetings are held on Wednesdays to address staff needs. ED sends out a weekly staff notes email on Sunday nights. A group Gchat has been established for all staff to be utilized and updated as needed. The DEI committee is comprised of staff members and discussions have been held how to address needs arising at school. Comprehensive schoolwide systems have been implemented but need frequent review and updating.	Weekly newsletters	\$6,000.00	\$4280.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	codifying our approach to social justice. <ul style="list-style-type: none"> • Create, evaluate and implement comprehensive schoolwide systems for equity in order to ensure all our students are being seen and served. • Create, evaluate and implement curriculum instruction in order to ensure that a comprehensive social justice curricula is reflected as an integral part of our school's mission. 						
1.2	PBL Leadership Team and Professional Development CoCoSPA will apply to participate in the HTH/CDE PBL Leadership Academy and identify 3 teacher leaders and 1 school leader to attend. This team will participate in all 4 in-person sessions, 2 online sessions, and required meetings throughout the year while bringing their work back to their colleagues to ensure positive and successful implementation of arts-integrated PBL throughout the school - whether it's academic courses or arts courses.	No	Partially Implemented	We applied and were accepted to the PBL Leadership Academy, but funding was challenging. We opted for an inhouse PBL training for all staff.		\$20,000.00	\$5795.40

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	Parent Involvement CoCoSPA will host once a month 'meet with the Principal' occasions and 4 PBL exhibitions of learning throughout the school year to engage parents in the school.	No	Partially Implemented	2 of 4 exhibition nights have been held. Parent principal events need to be scheduled separate from Ensemble meetings.		\$3,000.00	\$714.41
1.4	Project Based Learning CoCoSPA will implement project-based learning across disciplines (arts and academics) and ensure student engagement and academic success.	Yes	Fully Implemented	Each grade will implement two integrated project-based learning activities.		\$1,560,093.00	\$62012.08
1.5	Ongoing Professional Development and Collaboration CoCoSPA will establish late start Wednesdays so that teachers can collaborate every Wednesday and Collaboration days once per quarter to support the implementation of PBL and iReady.	No	Fully Implemented	Teachers have been meeting 3 out of 4 times a month to collaborate on PBL, DEI, MTSS and other staff needs.		\$15,000.00	\$1000.00
1.6	Data Driven Instruction CoCoSPA will move away from using NWEA MAP and start using iReady, which is a more comprehensive formative assessment program with interventions built in, to support student achievement outcomes in	Yes	Fully Implemented	Two of three iReady diagnostic assessments have been administered. Teachers use iReady tools for planning and instruction as well as content review and intervention.		\$8,000.00	\$7344

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	both ELA and Math, especially in our Students with Disabilities and English Learner subgroups.						
1.7	ELD CoCoSPA will provide ELD for all English Learners. Designated ELD Advisory. PD will include ELD strategies 2x/year EL IA will provide designated support. CoCoARTS will use Rosetta Stone for students in levels 1 and 2.	No Yes	Fully Implemented	Diego Sinisterra works with our EL students for one hour a day, five days a week.		\$1,200.00	\$6485.15
1.8	Special Education CoCoSPA will provide cohesive special education services to all students identified who qualify for services. Inclusion model/ push in. Use case management maximum of 28:1. Speech, OT, PT.	No	Fully Implemented	Consistent services are being provided by 2.5 Education Specialists, 3.5 Instructional Assistants, 1 School Psychologists and 1 .6 counselor as well as outside Speech and OT services are being provided per IEPs.		\$513,437.00	\$208692.00
1.9	Advisory To ensure all students have one adult creating strong, professional relationships with them and tracking their progress across all disciplines, every student will participate in	Yes	Partially Implemented	At the beginning of the year it was determined that more instructional time was needed. Advisory daily was shifted to in class support			\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Advisory for approximately 90 minutes/ week.			on Wednesdays where teachers could support the students in their content vs. advisors covering all the content needs.			
1.10	Independent Study CoCoSPA will continue to implement independent study per law and board policy to support students who need that to thrive and eventually return to in-person instruction.	No	Fully Implemented	Lisa Kingsbury runs our Independent Study Program. We have students on short-term which is up to 14 days and students on long term which is 15 to the end of a semester.		\$50,000.00	\$41500.00
1.11	Credit Recovery CoCoSPA will continue to provide access to credit recovery via an online LMS such as Edgenuity	No	Fully Implemented	Students on long term independent study use Edgenuity for their curriculum.		\$19,000.00	\$23801.37

Goal 2

Goal Description

CoCoARTS will formalize and invigorate the process of enrollment, marketing, and retention, including capturing the intake to post-graduate progression of our students throughout academic and arts programming.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Share of pupils that are college and career ready Data Source: CA School Dashboard College/Career Measures Report	61.1% on the College/Career California School Dashboard Indicator	53.5% Data Year: 2020 Data Source: CA School Dashboard College/Career Measures Report	N/A no date for CA Dashboard.	2022-23 59.3% Prepared	85% on the College/Career California School Dashboard Indicator Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		College and Career Indicator not produced by the CA Dashboard for 2021			
% Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable Data Source: Local Indicators	100% of students enrolled in appropriate broad course of study	2021-22 100% of students enrolled in appropriate broad course of study	2022-23 100% of students enrolled in appropriate broad course of study	2023-24 100% of students enrolled in appropriate broad course of study	100% of students enrolled in appropriate broad course of study Data Year: 2022-23
Pupil outcomes in the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Education Code Section 51220, as applicable Data Source: NWEA MAP Student Growth Summary Report - Aggregate by School	41% students met growth projections in NWEA MAP ELA; 34% of students met growth projections in NWEA MAP math	2021-22 45.3% Met Fall to Spring Growth Target	2022-23 44.2% met in Reading 37% met in Math	2023-24 iReady Data 32% met in Reading 14% met in Math	>75% of students meet MAP growth projections in both ELA and math Data Year: 2021-22
% of students college ready as indicated on the EAP using CAASPP ELA Data Source: CAASP Score Reporting Moved from Goal 4 2022-23	2018-19 35% 2019-20 CAASPP testing suspended by the CDE due to the pandemic	2020-21 Students did not take CAASPP due to the pandemic	2021-22 N/A due to pandemic	2022-23 N/A	TBD based on 2021-22 Data Data Year: 2022-23
% of students college ready as indicated on the EAP using CAASPP Math Data Source: CAASP Score Reporting	2018-19 0% 2019-20	2020-21 Students did not take CAASPP due to the pandemic	2021-22 N/A due to pandemic	2022-23 N/A	TBD based on 2021-22 Data Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Moved from Goal 4 2022-23	CAASPP testing suspended by the CDE due to the pandemic				
CTE pathway completion rate Data Source: CA School Dashboard College/Career Measures Only Report Added in 2022-23	0% Data Year: 2020 Graduates	43.3% Data Year: 2021 Graduates	48.3% Data Year: 2022 Graduates	48.3% Data Year: 2023 Graduates	55% Data Year: 2022-23
A-G Course Completion Rate Data Source: Dataquest Added in 2022-23	60% Data Year: 2019-20	60% Data Year: 2020-21	75.9% Data Year: 2021-22	79.2% Data Year: 2022-23	75% Data Year: 2022-23
AP Pass Rate Data Source: College Board Moved from Goal 4 2022-23	50%	0 graduates passing AP exam Data Year: 2021 Data Source: CA Dashboard College and Career Measures Only Report	3.4% Data Year: 2021-22 Data Source: CA Dashboard College and Career Measures Only Report	Data not available.	54% Data Year: 2022-23

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	CTE Committee CoCoSPA will implement the Board CTE committee in order to provide students with multiple resources to support them in the matriculation process.	No	Partially Implemented	Lisa Kingsbury supports students on the CTE pathways.		\$20,000.00	\$68823.62
2.2	Enrollment	No	Fully Implemented	Miguel Soza oversees enrollment. Currently we		\$100,000.00	\$57974.48

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	CoCoSPA will assign a staff member to oversee enrollment and marketing specifically to ensure we maximize growth and maintain financial solvency.			have 347 students enrolled. We are making progress towards our goals for 24-25.			
2.3	College Networking In order to increase student access to college and career opportunities, SPA will increase our participation in College Fairs and arrange a more expansive list of College Rep Visits.	Yes	Fully Implemented	Four college visits from college recruiters have been completed this year.	4 visits	\$20,000.00	\$31735.00
2.4	CTE Arts CTE: The Arts program will continue to build SPA's Internship opportunities and will develop a more cohesive approach to career training in the arts. Arts teachers will continue to develop a robust Career Technical Education program with the goal to make each arts major its own fully approved CTE pathway.	No	Partially Implemented	Arts teachers are working on CTE pathways with students.			
2.5	Alumni Tracking In order to better reflect on how our programs serve our students and community, SPA will create an Alumni tracking system.	No	Fully Implemented	Lisa Kingsbury monitors alumni tracking.	Overgrad	\$2,000.00	\$7933.79

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.6	Enrollment CoCoSPA will use enrollment software that captures leads and tracks progress.	No	Fully Implemented	For 23-24 we used Enrollment Express to streamline the enrollment process.		\$7,000.00	\$0.00
2.7	Marketing CoCoSPA will work with a marketing firm for a strong digital presence and ads. CoCoSPA will consolidate all social media into one account per platform and coordinate all posts. All posts will be centered on showcasing the school and enrollment.	No	Fully Implemented	Currently we work with Charter Connect for SEO, Facebooks and Google Ads	Metrics from website engagement	\$30,000.00	\$17750.00
2.8	Project Management CoCoSPA will add a project manager position to support technology and systems across the school with a focus on enrollment. This project manager will ensure that each and every interested family is followed up with and that our systems are heavily monitored for accuracy.	No	Fully Implemented	Kayla Knowles is our full-time Project Manager.		\$150,000.00	\$36366.81

Goal 3

Goal Description

CoCoARTS will ensure that students, families and staff all feel safe and supported in each and every education space.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Middle school dropout rate Data Source: Data Source: CALPADS 8.1c Report Moved to Goal 1 2022-23	0% MS dropout rate 2019-20	0% MS dropout rate 2020-21	Moved to Goal 1	Moved to Goal 1	0% MS dropout rate Data Year: 2022-23
High school dropout rate Data Source: DataQuest 4-Year Adjusted Cohort Outcomes Moved to Goal 1 2022-23	2019-20 0% HS dropout rate	2020-21 All: 10% White: 15%	Moved to Goal 1	Moved to Goal 1	0% HS dropout rate Data Year: 2022-23
High School graduation rate Data Source: DataQuest 4-Year Adjusted Cohort Graduation Rate Moved to Goal 1 2022-23	2019-20 90% graduation rate	2020-21 All: 76.7% White: 65%	Moved to Goal 1	Moved to Goal 1	>95% graduation rate Data Year: 2022-23
% Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners Data Source: Local Moved from Goal 4 2022-23	2020-21 100%	2021-22 100%	Moved to Goal 1	Moved to Goal 1	100% Data Year 2023-24
% of students with access to standards-aligned instructional materials for use at home and at school. Data Source: Local Moved from Goal 1 2022-23	2020-21 100% of students have access to standards-aligned instructional materials	2021-22 100% of students have access to standards-aligned instructional materials	Moved to Goal 1	Moved to Goal 1	100% of students have access to standards-aligned instructional materials Data Year 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of teachers properly credentialed and # of teachers misassigned Data Source: SARC Goal 1 2022-23	100% properly assigned	2021-22 Teacher credentialing data release delayed by the CDE	Moved to Goal 1	Moved to Goal 1	100% of teachers properly credentialed and 0 teachers misassigned Data Year TBD
CAASPP Distance from Standard in English Language Arts for all students and all numerically significant subgroups Data Source: CA Dashboard Moved to Goal 1 2023-24	2018-19 All Students: -11.2 points from standard Students with Disabilities: -92.3 points from standard Hispanic: -26.1 points from standard SED: -23.2 points from standard White: 8.1 points from standard	2020-21 CAASPP not administered in 2021	Moved to Goal 1	Moved to Goal 1	TBD based on 2022 Data Data Year: 2022-23
CAASPP Distance from Standard in Mathematics for all students and all numerically significant subgroups Data Source: CA Dashboard Moved to Goal 1 2023-24	2018-19 All Students: -134.6 points from standard Students with Disabilities: -92.3 points from standard Hispanic: -84.8 points from standard SED: -80.6 points from standard White: -31.8 points from standard	2020-21 CAASPP not administered in 2021	Moved to Goal 1	Moved to Goal 1	TBD based on 2022 Data Data Year: 2022-23
NWEA MAP % of students meeting growth projections in Reading Data Source: NWEA MAP Student Growth Summary Report - Aggregate by School Moved to Goal 1 2023-24	41% students met growth projections in NWEA MAP ELA	2021-22 45.3% Met Fall to Spring Growth Target	Moved to Goal 1	Moved to Goal 1	>75% of students meet MAP growth projections Data Year 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
NWEA MAP % of students meeting growth projections in Math Data Source: NWEA MAP Student Growth Summary Report - Aggregate by School Moved to Goal 1 2023-24	34% of students met growth projections in NWEA MAP math	2021-22 41.5% Met Fall to Spring Growth Target	Moved to Goal 1	Moved to Goal 1	>75% of students meet MAP growth projections Data Year 2023-24
EL Reclassification rate Data Source: Dataquest Moved to Goal 1 2023-24	2019-20 0%	2020-21 0%	Moved to Goal 1	Moved to Goal 1	10% Data Year: 2022-23
English Learner Progress Indicator Data Source: CA Dashboard Added in 2022-23 Moved to Goal 1 2023-24	2019-20 No English Learner Progress reported due to small number of enrolled English Learners	2020-21 No English Learner Progress reported due to pandemic ELPAC Summative Level 3 & 4: 87.5% Data Year: 2020-21 Data Source: DataQuest ELPAC Summative	Moved to Goal 1	Moved to Goal 1	55% Data Year: 2022-23
Facilities in good repair. Moved from Goal 1 23-24	96.36 score on CDE Facilities Inspection Tool	21-22 96.36 score on CDE FIT	22-23 Passed Williams Act and Civil Rights Review with only minor repairs needed.	2023-24 Passed Williams Act with only minor repairs needed.	>90 score on CDE FIT Data Year: 23-24
PBIS decrease in student behaviors	Added in 23-24	Added in 23-24	21-22 Suspension Rate All: 6.4% Very High: African American, English Learners, Socioeconomically Disadvantaged, Students with Disabilities	2022-23 Suspension Rate All: 5.3%	Reduce suspension rate by 2% year over year, with a significant decrease in the identified subgroups: African American, English Learners, Socioeconomically Disadvantaged, Students with Disabilities

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Positive Behavior Intervention Supports CoCoSPA will continue the implementation of a strong PBIS program, using the behavior expectations of SHINE, with the middle school students specifically, while using the high school students as mentors. Goal to reduce suspension rate, especially for the following subgroups: African American, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.</p>	Yes	Fully Implemented	PBIS system is in place for showing positive behavior.	Decrease in suspension rate.	\$1,000.00	\$300.00
3.2	<p>Facility CoCoSPA will ensure the facility is in good repair and maintained for safety.</p>	No	Fully Implemented	Repairs to the building as needed.		\$1,366,061.00	\$82182.59
3.3	<p>Training CoCoSPA will ensure all staff participate in required trainings (mandatory reporter, etc.)</p>	No	Fully Implemented	All staff completed Mandatory Reporter training. Staff meet weekly to review different school needs.			
3.4	<p>Technology CoCoSPA will ensure all students and staff have safe technology supports and oversight.</p>	No	Fully Implemented	100% of students have access to technology.		\$142,033.00	\$87272.80

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	CHKS CoCoSPA will continue to issue the California Health Kids Survey to staff, parents, and students in order to collect health related information.	Yes	Planned	This has not been implemented yet for 23-24.			
3.6	Vision and Hearing Screening CoCoSPA will continue to conduct vision and hearing tests as required by state law for grade levels identified by state law.	No Yes	Fully Implemented	K12 Health conducted hearing and vision screenings.		\$2,000.00	\$2178.92

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners Data Source: Local Indicators	100% implementation	2021-22 100% implementation	2022-23 100% implementation	2023-24 100% implementation	100% Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP Distance from Standard in English Language Arts	11.2 points below standard on CAASPP ELA; 59.1 points below standard on CAASPP math	Not tested in 2021	33.5 points below standard on CAASPP ELA	44.6 points below standard on CAASPP ELA	>State of California average
CAASPP Distance from Standard in Mathematics	59.1 points below standard on CAASPP math	Not tested in 2021	94.3 points below standard on CAASPP Math	102.9 points below standard on CAASPP Math	>State of California average
English learner reclassification rate Data Source: DataQuest English Learner (EL) Data - Reclassification Rate	0%	2020-21 0%		22-23	>State of California average
Share of pupils that pass Advanced Placement exams with 3 or higher Data Source: CA Dashboard College and Career Measures only report	50% pass rate	2020-21 0%		22-23 Data not available	>National Average
Share of pupils determined prepared for college by the Early Assessment Program	35% ELA; 0% math	Not tested in 2021		22-23 Data not available	>State of California average in both ELA and math
% of graduates completing A-G requirements for all students and all numerically significant subgroups Data Source: DataQuest 4-Year Adjusted Cohort Graduation Rate	2019-20 All students: 67% White: 64% Source: Dataquest	2020-21: All: 78.3% White: 76.9%		22-23 79.2%	
% of graduates completing CTE Pathways Data Source: CA Dashboard College and Career Measures only report	2019-20: 0% CA Dashboard College and Career Measures report	2020-21 43.3%	2022-23: Not reported.	2023-24: Not reported.	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
School attendance rate	96%			23-24 93.13%	>95%
Chronic absenteeism rate Data Source: DataQuest Chronic Absenteeism	7.3%	2020-21 0% school-wide and for all subgroups		22-23 15.5%	<5%
Pupil suspension rate Data Source: DataQuest Suspension Rate	1.4%	2020-21 0% school-wide and for all subgroups		22-23 5.3%	<1%
Pupil expulsion rate Data Source: DataQuest Expulsion Rate	0%	2020-21 0% school-wide and for all subgroups		22-23 0%	0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.4	d.						

Coversheet

COCOSPA Safety Plan 23-24

Section: V. OTHER BUSINESS
Item: C. COCOSPA Safety Plan 23-24
Purpose: Vote
Submitted by:
Related Material:
2024-2025_Comprehensive_School_Safety_Plan_Contra_Costa_School (1).pdf

**Comprehensive School Safety Plan
2024-25
School Year**

School: Contra Costa School of Performing Arts

CDS Code: 07100740134114

District: Contra Costa School of Performing Arts

Address: 2730 Mitchell Drive

Walnut Creek

Date of Adoption: February 28, 2023

Approved by:

Name	Title	Signature	Date
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Tiana Freiri	Assistant Principal		
Lorran Garrison	School Psychologist		
Gerard Flaherty	Dean of Students		
Miguel Soza	Supervisor of Enrollment & Community Engagement		
Melissa Kirmsse	Office Manager		
Callie Tirlia	HR/Registrar/Admin Assistant		
Paul Rapier	Custodian		
Aj Aljishi	Receptionist		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Contra Costa School of Performing Arts office.

Safety Plan Vision

On an annual basis, our School Site Safety Committee will evaluate and review the prior year's Safe School Plan. This process will involve meetings to determine areas of strength and concern. Our team will recommend refinements based on data and the experiences brought forward to the committee. Steps to modify the plan will take place based on discussion and consensus. The new plan will then be implemented and shared with the community through the process outlined in Section VI. It is the intent

of Contra Costa School of Performing Arts to have the Safe School Plan be a document that will be a working and fluid plan that can be adjusted as the needs change on our campus.

Components of the Comprehensive School Safety Plan (EC 32281)

Contra Costa School of Performing Arts Safety Committee

Catherine Foster, Executive Director

Tiana Frieri, Assistant Principal

Lorran Garrison, School Psychologist

Gerard Flaherty, Dean of Students

Miguel Soza, Supervisor of Enrollment & Community Engagement

Melissa Kirmsse, Office Manager

Callie Tirlia, HR/Analyst/Registrar/Administrative Assistant

Aj Aljishi, Receptionist

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

SPA has implemented multiple strategies that will allow students to feel safe while at school. SPA teachers engaged in an on-site PD session to learn strategies for dealing with conflict and behaviors on campus. Staff members and Administration utilize a tiered system that responds to incidents on levels one, two, and three. Staff have implemented Positive Behavior Interventions Supports (PBIS) throughout the school as can be seen with our shared schoolwide expectations of SHINE: Show Responsibility, Have Respect, Invest in Yourself, Notice Others, and Expect Excellence. Additionally, SPA collaborates with The Creek which runs an after school program to make sure students have a productive and safe space to learn Monday-Friday. Teachers individually offer office hours after school as needed.

In order to ensure the safety when students are out of class, staff members are monitoring campus by walking around inside and out at all times to ensure all students are headed where they need to go without incident and with a pass. The campus is supervised from 8:00 am until 4:00 pm to ensure that students feel safe arriving and leaving campus. Staff immediately reports any observable issues to administration. Additionally, the school now has 9 cameras placed throughout the school to provide an added layer of safety and security.

All visitors to campus are asked to wear a visitor badge/sticker while on campus as well as signing in and out of campus at the front desk. Anyone without a badge is stopped, questioned and asked to return to the front desk or leave campus immediately.

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

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within scope of their employment whom they know or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

SPA will provide annual training on mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 1166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both imprisonment and fine.

All employees are required to receive mandated reporter training and must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

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

Disaster Plan (See Appendix C-F)

Emergency Signals - COCOSPA

FIRE: Signal to Exit Building: Fire Alarm Signal to Return to Building: Communication from Administration with bullhorns or intercom system to students and staff in exit areas after communication from Administration via walkie talkies signaling "All Clear"

LOCKDOWN: Intercom announcement and email communication: "This is a lockdown, this is a lockdown, please lockdown and wait for further instruction."

SHELTER IN PLACE: Intercom announcement: "Teachers, please shelter-in-place. Continue to keep doors locked, blinds closed, and have students work at their desks quietly."

EVACUATION: Intercom announcement: "Teachers, we have been instructed to evacuate our building. Please wait for the announcement to evacuate your room. Make sure to bring safety folders and walk your students in a single file line to the parking lot."

LOCKDOWN PROCEDURES: Students In a Classroom:

- Lock doors and barricade door with available resources
- Do not allow anyone to enter or exit
- Remain as silent as possible

Teachers are to:

- Immediately make themselves visible and available to direct students to classrooms.
- Pull shades and lock door
- Take roll
- Identify/list missing and injured students
- Identify/list extra students sheltered in classroom (student names and teacher name)
- Notify designated contact in the office/command center of status ("all present," "all present plus student A from teacher B's classroom" or missing) via email
- Remain in room with door locked until all-clear signal is given.

Students are to:

- Quietly proceed to the nearest classroom unless otherwise advised by a staff member
- Duck and cover away from windows and remain quiet.

If students are OUT of classroom post lockdown then they should:

- Take note of the two nearest exits and leave immediately
- Run-"The hit rate on a moving target is less than 4 percent so by running, you have a 96 percent chance of getting away and even if you are hit, the fatality rate is less than 0.1 percent," Shaffer said.
- Find a secure hiding space the shooter would not likely find you if you cannot run or exit the building without being seen
- As a last resort, attempt to take the active shooter down. When the shooter is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her

https://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf

Public Agency Use of School Buildings for Emergency Shelters

Primary Off Site Evacuation: UFH 2675 Mitchell Drive

Secondary Off Site Evacuation: JoyBound 2890 Mitchell Drive

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

- A. Grounds for Suspension and Expulsion of Students A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at 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.
- B. Enumerated Offenses
 - 1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school

personnel engaged in the performance of their duties. *Note 48900k has specific parameters

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of

hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u) Intentionally harassed, threatened or intimidated 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - 2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii) "Electronic Act" means the transmission 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:
 - 1) A message, text, sound, or image.
 - 2) A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible

impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

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

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

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

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

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

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

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

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

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact

upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - 2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii) “Electronic Act” means the transmission 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:
 - 1) A message, text, sound, or image.
 - 2) A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

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

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses. Local law enforcement will be notified of any firearm on campus.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or

designee. The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. 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 in writing 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 Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. Upon determining that the pupil will be recommended for expulsion, the Executive Director or designee shall inform the student services office for the authorizer via email.

4. Academic Work During Suspension

Students shall be given the option to participate in independent study while on suspension. In order to be eligible for independent study, both the student and the parent (or the adult student) must agree to participate in independent study and sign the required documents. The independent study provided during this time period shall comply with the board policy on Independent Study and the Independent Study Master Agreement. Special education students (suspended for ten days or less in a school year) may participate in independent study as long as his or her IEP specifically provides for that participation in accordance with Education Code Section 51745(c). Services for special education students who are suspended for more the ten days in a school year are discussed below in Section O. If a student does not

wish or cannot participate in independent study, the student shall be offered work packets to be completed during the term of the suspension.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of

the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be

represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

11. Local Law Enforcement will be notified of any sexual assault that occurs.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the County upon request.

K. Expulsion Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA: The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.
2. Services During Suspension: Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination: Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
 - If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
 - If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
 - If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
 - Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
 - If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.
 - If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the

expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

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

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

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

6. Interim Alternative Educational Setting: The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services: A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and

determined to not be eligible.

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

Violations of 48900 will be communicated to staff from the Campus Supervisor to the teachers who have the student in class. "Student (X) has been suspended for violation within EC 48900." This information shall be received in confidence for the limited purpose of providing notice to teachers and shall not be further disseminated. Any further information can be obtained from the Director of Operations.

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

Contra Costa School of Performing Arts is committed to providing a school that is free from discrimination and sexual harassment as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Contra Costa School of Performing Arts has developed policies to prevent and investigate any concerns about sexual discrimination, exploitation, and/or harassment at the school, including employee to employee, employee to student, student to student, and student to employee misconduct. We will consult with necessary agencies to determine the proper outcome of a school consequence, an arrest, or a report to Child Welfare Services. Additionally, if we suspect that a person may be a victim of human trafficking, we will call the Homeland Security Investigations Tip Line at 1-866-347-2423.

Instruction on age-appropriate information for Sexual Harassment will include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment under any circumstance.
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained.
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable Disciplinary Actions.

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

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

It is the intention of these guidelines that students be neat, clean and appropriately attired so that they

can take part in the regular activities of the school day. Clothing must be appropriately sized.

- Clothing may not contain words referencing profanity, drug/alcohol/tobacco/weapons use, or contain offensive/inappropriate words or statements or gang related references
- Clothing must not be too short or revealing.
- Arts teachers may restrict accessories based on the requirements of the arts course. Students will be asked to remove any headgear that covers the face unless for religious purposes.
- Physical Education, Theater and Dance students will be required to wear their prescribed uniform/attire daily to enable proper body movement for instruction. Time will be given during class to change.

Students who are in violation of the dress code will be loaned a change of clothes, parents will be contacted and/or student will be sent home. The SPA administration reserves the right to make adjustments to the Dress Code in the spirit in which the guidelines were drafted. The SPA administration will use their professional judgment in enforcing the dress code.

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

Closed Campus: SPA operates as a “closed campus” facility. Upon arrival at school, students may not leave until the school day concludes, unless signed out by an authorized parent or guardian. Families are strongly discouraged from taking students out of school early. Families who need their student to leave school early should contact the office via phone 925-235-1130 or email (attendance@cocospa.org). The per-approved designee will then be allowed to pick the student up from SPA. Please contact the school at least 24 hours prior. Any student who leaves without such authorization shall be classified as truant and subject to disciplinary action.

Visitors: All visitors must sign in at the SPA Front Desk and receive proper authorization to be on the school campus. Visitors will be asked to display their pass. Student visitors must have prior authorization from their parents as well as from the school administration before entering the campus. A student visitor must follow the SPA rules during his/her visit.

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

Component:

Positive Behavior Intervention and Supports (PBIS)

Element:

Build and create a positive environment using PBIS

Opportunity for Improvement:

Increased awareness of positive behaviors on campus while creating a systematic process for referring students or groups who need interventions will decrease the rate of negative incidents/behaviors on campus

Objectives	Action Steps	Resources	Lead Person	Evaluation
PBIS to reward or give incentives for positive behavior in the community.	1. Students are given raffle tickets by teachers for positive behavior actions. 2. A drawing is conducted each Friday and prizes are awarded.	PBIS rewards	Principal	Number of awards given, suspension and expulsion data

Objectives	Action Steps	Resources	Lead Person	Evaluation
Tier 1: Friendship issues/ drama Low level counseling matters	1. Refer to counseling interns who will respond appropriately with one one check-ins, peacemaking, and group workshops.	Provide more proactive training for students in general education around 6th-8th grade friendship drama.		Utilize a student survey to better understand what tier I interventions to implement and to track the data to show a reduction in symptoms.

<p>Tier 2:</p> <ul style="list-style-type: none"> · Argument/outbursts · major disrespect of teacher · yelling/swearing of student · argument with teacher · truancy 	<ol style="list-style-type: none"> 1. Call appropriate disciplinary team member and contact parent/ Guardian 2. · teacher conference. · removal from class · restorative justice circle/ parent phone call home/ parent Teacher conference · lunch detention 3. If incidents repeat then move forward for a level 3 response. 	<p>To create a clear level I of tiered services for discipline and restorative justice</p> <p>To create a clear level of tiered services for behavioral support</p>		<p>Track student recidivism through collecting data and sanctions given.</p>
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Objectives	Action Steps	Resources	Lead Person	Evaluation
Tier 3: Level 3 · power struggle · physical fight · drug possession	1. school suspension, campus cleanup/ special assignment with teacher, 2 Out of School Suspension and meeting with school Principal 3. Re-entry upon return from suspension and a binding behavior contract 4. Expulsion if behavior violates California Education Codes	Increased parent involvement and accountability for student behavior in school Create behavior plans for students to abide by and uphold	Counselor/ Psychologist/Principal /Therapist	Student Compliance , number of suspensions and expulsions

Component:

Youth Council

Element:

Build and create a positive environment using a Youth Council program

Opportunity for Improvement:

Increased awareness of positive behaviors on campus while creating a systematic process for referring students or groups who need interventions will decrease the rate of negative incidents/behaviors on campus

<p>Classroom observations to look at negative behavior and work with the teacher on how to address it.</p>	<p>Classroom will be addressed through peer to peer interventions led by students who become members of the Youth Council: The Youth Council will be a group of 10-16 students rigorously trained in restorative practices and how they are implemented in schools. They will hear a range of infractions by students including but not limited to, physical altercations, truancy, defiance etc. In restorative justice, the emphasis for the goal is to hold offenders accountable by providing opportunities for them to understand the effect their actions have on others, the community, and impact school culture. Youth Council will provide a sanction at the end of their session that a student is required to complete that would build upon their character and will</p>	<p>Youth Council focuses on students and staff taking an active role in our community and learning that mistakes are often a teaching moment for students. It also demonstrates a more effective way of problem solving which creates a space of honesty makes students more willing to air out their grievances and report incidents.</p>	<p>Admin Team</p>	<p>Tracking compliance rates each year and reviewing to see if students commit recidivism</p>
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	provide them an opportunity to right their wrong.			
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Contra Costa School of Performing Arts Student Conduct Code

Conduct Code Procedures

STUDENT BEHAVIOR AND DISCIPLINE

The goal of the SPA behavior and discipline program is to ensure that student behavior supports an environment in which academic achievement and artistic excellence can flourish. SPA staff will communicate these expectations to our student body. Our application of “discipline” is not simply intended to deliver punishments for breaking rules, it is founded on the practice of community building, self-assessment, and self-discipline. All students will be afforded the full extent of their due process rights.

SPA is implementing a Restorative Justice system to better cater to the needs of our communities and create a system that allows for reparations, reform, and a space for students to feel safe enough to express themselves honestly. Because SPA has a diverse population with diverse needs the Student Services team has created a tier system that allows for an appropriate response to the levels of different types of behavior. Some examples are listed below:

- Tier 1: Minor argument with peer, outburst in class, cheating etc.
Response: Meeting with School Counselor, teachers resolve in classroom, one on one with student
- Tier 2: Horseplay, cyber bullying, major argument with peer (could potentially lead to physical altercation) etc. Response: Meeting with Student Support Personnel who determines if the student is self-aware of their actions. Can lead to parent contact, peer mediation, plus a warning along with a consequence of campus beautification, behavior plan, or creative sanction such as school presentation, after-school activity etc.
- Tier 3: The site administrator will determine whether the consequence should include, but not be limited to, home suspension, in-school suspension, or community service. Community service may include, but is not limited to, work performed on school grounds during non-school hours in the areas of beautification, campus betterment, and teacher or peer assistance programs.
For example: bringing a weapon on to campus, vaping, physical altercations with an intent to cause bodily harm or injury, vandalism, etc.

Law enforcement agencies may be notified at the discretion of the administration. If the nature of the offense makes an alternative education placement or expulsion recommendation appropriate, the student will be suspended five days for the infraction.

A student may be suspended on the first offense if it is determined that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

The school suspension and expulsion policy closely mirrors the language of Education Code Section 48900 et seq. SPA is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Suspended or expelled students shall be excluded from all school and school-related activities.

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

The online activities and technologies often used by students engages in Cyber Bullying include but are not limited to social networking sites, chat rooms and discussion groups, instant messaging, text messaging, computers, cell phones and personal digital devices, digital cameras, cellphone cameras, and webcams. As new technologies emerge, they too may be included with the above forms of electronic communication.

If the conduct occurs off school grounds and causes or threatens to cause a substantial disruption at school or interferes with the rights of students to be secure, school administration may impose consequences. The Administration may also report the Cyber Bullying or Harassment to the police.

Action Steps to Respond to Cyber Bullying or Harassment

- Save the evidence; print online harassing
- Identify the bully
- Clearly tell the bully to stop
- Ignore the bully by leaving the online environment and/or blocking communications
- File a complaint with the Internet or cell phone company
- Contact the bully's parents/guardians
- Contact the school administration
- Contact the police

Detention of Students after School

Per the California code of regulations: A school may detain a student for up to but not exceeding one hour after school for disciplinary reason.

Detention (before school, after school or lunch), lasting up to 60 minutes, may be assigned by individual teachers as a consequence for inappropriate behavior in an individual classroom. Twenty-four hours' notice will be given to the student for After-School Detention, and these detentions are served under a teacher's supervision. The Education Code allows for school detention regardless of a student's transportation constraints.

After-school detention (ASD) may be assigned by administration/supervision in certain instances. Failure to serve ASD will result in the assignment of an additional detention. Failure to serve detentions will then result in a meeting with parent/guardian.

Dress Code

It is the intention of these guidelines that students be neat, clean and appropriately attired so that they can take part in the regular activities of the school day.

- Clothing may not contain words referencing profanity, drug/alcohol/tobacco/weapons use, or contain offensive/inappropriate words or statements.
- Arts teachers may restrict accessories based on the requirements of the arts school. Students will be asked to remove any headgear that covers the face- unless for religious requirements.
- Physical Education, Theater and Dance students will be required to wear their prescribed uniform daily to enable proper body movement for instruction. Time will be given during class to change.
- Students who are in violation of the dress code will be loaned a change of clothes, parents will be contacted and/or student will be sent home. The SPA administration reserves the right to make adjustments to the Dress Code in the spirit in which the guidelines were drafted. The SPA administration will use their professional judgment in enforcing the dress code.

Restitution – School Property

(STATE EDUCATION CODE 48904) The following action is taken to recover loaned school property or to seek restitution: that the School shall notify parent(s) of the student in writing before taking any withholding action. When the student and parent(s) are unable to pay for the damages or return the property, the School shall offer a program of voluntary work in lieu of payment. Implementation of this policy shall not be interpreted as denying the student a right to the normal use of texts and other school property while actively enrolled in school.

Skateboards, Skates, Scooters and Bicycles

To ensure the safety of all students, skateboards, skates, scooters and bicycles may not be used during school hours while on school grounds.

Suspension from Class / In-School Suspension (ISS)

Suspension from class is the temporary removal of a student from his/her regular classroom by a teacher or administrator. A teacher shall send the pupil to the administration for appropriate action. As soon as possible, the teacher will contact the student's parent/guardian regarding the suspension. If an in-person conference is not feasible, a telephone conference may be substituted. A school

administrator will attend the conference if the teacher or parent/guardian so request. The pupil shall not be returned to the class during the period of suspension without the concurrence of the teacher and the administration. A pupil suspended from a class shall not be placed in another regular class during the period of suspension.

In-school suspension takes place on campus in the in-school detention room. Out-of-School Suspension requires the student to be removed from school and the student may not attend any school events or activities during the time of suspension.

(J) Hate Crime Reporting Procedures and Policies

The Contra Costa School of Performing Arts is committed to providing a safe, welcoming, and legally compliant educational program and environment. Should the need for a stakeholder to file a formal complaint arise, the following mechanisms and procedures are in place:

- Uniform Complaint Procedures
- General Complaint Policy
- Title IX Policy

Safety Plan Review, Evaluation and Amendment Procedures

This plan is required to be updated annually for SPA records each year by March 1.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire /Paramedic	Walnut Creek non emergency	925-943-5844	166 No. Main St.
Law Enforcement/ Fire/Paramedic		911	
Law Enforcement/ Fire/Paramedic	Contra Costa County Office of Emergency Services	925-228-5000	
Public Utilities	PG&E	(925) 933-6778/ (800) 743- 5000	
Public Utilities	EBMUD	1-866-403-2683	
American National Red Cross	Red Cross	(925) 603-7400	
Local Hospitals	John Muir Medical Center WC 24 hr emergency	925-939-3000	1601 Ygnacio Valley Rd.
Local Hospitals	John Muir Medical Center Concord 24 hr emergency	(925) 674-2333	1601 Ygnacio Valley Rd.
Local Hospitals	Kaiser Hospital WC	925-295-4000	1425 S. Main St.
City Services	City of Walnut Creek	925-943-5800	511 Lawrence Way

Contra Costa School of Performing Arts Incident Command System

Role	Name & Title Contact
Incident Commander	Catherine Foster, Executive Director 925-235-1130
Safety Officer	Gerard Flaherty, Dean of Students 925-235-1130
Scribe	Tiana Freiri, Assistant Principal 925-235-1130
Public Information Officer	Catherine Foster, Executive Director 925-235-1130
Operations	Gerard Flaherty, Dean of Students 925-235-1130
Planning-Intelligence	Tiana Freiri, Assistant Principal 925-235-1130
Director of Logistics	Melissa Kirmsee, Office Manager 925-235-1130
First Aid & Search A	Miguel Soza
Student Release & Accountability Teacher B	Callie Tirlia

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

SEMS consists of five functions:

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

1. FIRE:
 - Signal to Exit Building: Fire Alarm
 - Signal to Return to Building: Communication from Administration with bullhorns who are with students in exit areas after communication from walkie talkies signaling "All Clear"
2. LOCKDOWN:
 - Intercom announcement and email communication: "This is a lockdown, this is a lockdown, please lockdown and wait for further instruction."
3. SHELTER IN PLACE:
 - Intercom announcement: "Teachers, please go into a shelter-in-place. Continue to keep doors locked, blinds closed, and have students work at their desks quietly."
4. EVACUATION:
 - Intercom announcement: "Teachers, we have been instructed to evacuate our building. Please wait for the announcement to evacuate your room. Make sure to bring safety folders and walk your students in a single file line to the parking lot."
5. INTRUDER ALERT:
 - Walkie announcement: "An unidentified individual has entered the building from {location}. They are currently {location}. Please respond."

School Administrator will:

- call 9-1-1 as applicable,
- sound the fire alarm, and
- notify administrators

School Staff will:

- supervise evacuation according to the Emergency Evacuation Plan posted in every classroom,
- close doors upon evacuating,
- take roll books and take roll at evacuation site, and
- report missing students to the School Administrator.

Step Two: Identify the Level of Emergency

Level 1-Site emergency with limited impact. Response handled by site personnel and/or city emergency responders.

Examples of a level 1 emergency:

- * A fire resulting in no injuries with minor fire, water or smoke damage
- * An extended electrical outage
- * A serious medical emergency warranting a 911 call
- * An unarmed intruder threatening or disturbing activities
- * Death of a student or teacher that occurred off campus
- * A water main break, resulting in site flooding
- * A public demonstration with picketing students and/or the community

The site administrators or designee serves as Incident Coordinator directs immediate protective actions, following site specific crisis response plans. The disaster procedures are kept in standardized classroom safety folders. The I.C. will be the point of contact.

Level 2-Site emergency with significant impact. Response handled by site personnel and city emergency responders.

Examples of a level 2 emergency:

- * A fire resulting in injuries and/or major structural damage
- * A school shooting
- * A chemical spill or explosion
- * Civil disturbance or riot
- * Violent intruder
- * Viable threat

Level 3-Community or region wide event, which may include a local declaration of emergency. This would be a major emergency or disaster where resources in or near the impacted area are overwhelmed and extensive regional, state and/or federal resources are required.

Examples of a level 3 emergency:

- * Major flooding affecting the school site and/or building
- * Widespread power outage projected to last over 12 hours
- * Highest elevated terrorist attack alert targeted for the Contra Costa area.
- * Major damage as a result of an earthquake

The Executive Director or his designee will organize or activate the Incident Command Team and disaster operation plans.

A sustained plan may be needed depending on the extent of the disaster. Local authorities and other state and federal agencies may be needed as part of this plan.

Step Three: Determine the Immediate Response Action

1. Class Emergency – requires immediate assistance.

Please follow these procedures:

- * Contact Director of Operations, (925) 235-1130 or 2701 for the Front Desk
- * Contact an Administrator on site.

- * Recruit a neighbor teacher.
- * Call 911 only if there is a life-threatening emergency.
- * When administration arrives, keep class orderly and calm and wait for further direction.

2. Evacuation – evacuations are called for in emergencies where it is in the best interest of the staff and students to exit the building. Please follow these procedures:

The alarm will sound or an announcement via the phone intercom will be made by administration with the word “EVACUATION”

- If you observe a fire and the alarm is not sounding, pull an alarm and alert administration.
- Using the evacuation route, proceed with your class to the designated muster area in a calm and orderly fashion.
- If you are a Teacher, bring your emergency binder (name sign, rosters, procedures, Injured, Missing or Not your Student Pupil Report, etc.) with you.
- If you are on a prep or break time, help to escort those around you to the muster area that is closest to your location.
- If you notice that a person who is not in your class needs assistance, call an administrator as needed.
- In all cases, use the safest route to your muster area. This may mean deterring from your main or alternate route.
- Once you reach the designated muster area, direct all students to line up quietly with their teacher.
- Teachers will complete the Injured, Missing or Not your Student Pupil report and wait for an Administrator to collect them.
- If students/teachers are at break they should proceed to the muster areas of the last period they attended.
- Wait for “ALL CLEAR” announcement to return to class or further instructions from administrators.
- If before/after school, intermission/interlude or passing period students are to be directed to their Spotlight muster area.

3) Lock Down – an emergency that requires teachers and students to remain inside behind locked doors. Please follow these procedures:

- If you or one of your students are the one to identify the need for a lockdown please alert administration immediately.
- An announcement will be made by administration with the words “LOCK DOWN” and further instructions. At this time exterior doors and windows will be locked.
- Do not let any students, staff, or visitors enter or exit (use your best discretion).
- Depending on the situation, you may be asked to continue teaching, shelter out of sight.
- Be prepared to follow additional directions as communicated from admin.
- Keep computers on in case there is a need to communicate via email.
- Stay in lock down mode until the “ALL CLEAR” announcement via the phone intercom is made or you receive further instructions from administration.

4) Duck, Cover, and Hold On – a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris.

Please follow these procedures:

- As soon as an earthquake (or similar event) happens students should be directed to “duck, cover, and hold on” by the teacher.
- If indoors: this means dropping immediately to the floor and crawling under the table.
- Use one hand to hold onto the furniture/table and the other to cover the back of your neck.
- If furniture is not available kneel next to a bare, inside wall and place your hands over the back of your neck.
- If outdoors: move away from trees, billboards, signs, buildings, electrical wiring and power poles. Do not move until the “ALL CLEAR” announcement is made or after one minute after earthquake is finished.
- Proceed with evacuation (see #1 in preceding pages) after the earthquake is finished. Follow all evacuation procedure instructions.
- If anyone is trapped, they must be left behind for help to arrive. Trapped individuals should follow these tips:
 - Do not light a match
 - Try not to move about or kick up dust
 - Cover your mouth with handkerchief or cloth if possible
 - Tap on pipe or wall to alert Administration
 - Shout only as a last resort (can cause you to inhale smoke or dust)
 - Remember to stay alert for aftershocks.

Step Four: Communicate the Appropriate Response Action

The School Messenger System (automated communication system via phone and email) will be utilized to communicate the necessary information to parents and the community.

Types of Emergencies & Specific Procedures

Aircraft Crash

Fallen aircraft will probably occur without warning and may only be noticed by sight, sound, or fire.

Step 1:

Information gathering:

1. Where is the crash? Proximity to buildings/students?
2. Is there a fire?
3. Are there injuries?
4. Is there a threat to students, staff, and community?
5. Is there building damage? Proximity?
6. Determine if gas/electricity needs to be turned off.

Step 2:

Response:

1. Call 911, and administrators
2. Take action to remove/keep students and staff at a safe distance from danger.
3. Activate evacuation or lock down as appropriate in the specific situation.
4. Shut off gas, electricity, if situation warrants.
5. Act to support fire and rescue personnel.

Animal Disturbance

1. Staff will be directed to engage in a shelter in place until the animal is removed from campus and the surrounding area.
2. Contact Animal Control, 4800 Imhoff Place, Martinez (24-hour emergencies) 925-335-8300

Armed Assault on Campus

Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Guns, knives, or other harmful devices may be involved.

School staff should move students into classrooms and buildings and call 9-1-1.

- Begin lockdown procedures including covering windows, turning off lights, and seeking cover under or near furniture and away from windows.
- Take roll and identify all students and staff in the classroom.
- Conduct anxiety-reducing activities
- Be prepared for an evacuation at any time.
- Place a red card under the door or in the window if someone in the room requires medical attention.

Procedure:

1. Upon first indication or armed assault, school personnel immediately call 911. School site safety is notified via radio or cell phone.
2. School administrator is notified. School administrator assures or designates a person to remain online with police if safe to do so.
3. If suspect is seen, do not engage. This could generate a hostage situation. Give 911 operations a detailed description of the suspect(s)/ If suspect is outside, they and keep them outside.
4. Begin lockdown procedures including covering windows, turning off lights, and seeking cover under or near furniture and away from windows.
5. Staff keeps everyone in an area under cover and as concealed as possible. Stay behind solid walls and doors away from windows.
6. If students are in class at time of Lock Down, staff will:
 - a. Lock all doors
 - b. Have students lie on the floor, behind or underneath solid objects
 - c. Close blinds and stay away from windows
 - d. Remain in classroom until personally advised to move by administrators or law enforcement.Comprehensive School Safety Plan 48 of 56 1/25/22
- e. Turn off all lights and noise making devices: laptops, TV's etc.
7. If students are not in class, staff will:
 - a. Move students to nearest available safe building, without drawing attention to self or students. If doors are locked continue to look for a safe area.
 - b. Once inside, lock doors if possible; if lock is on the outside, attempt to secure door from inside and follow steps in item 6
8. Staff takes steps to calm and control students, and if safe to do so, attempt to maintain separation between students and suspect(s)
9. Maintain order in all areas of assembly or shelter, await arrival of law

enforcement. Be prepared for lengthy stay of 2-4 hours. If safe and possible, check email during this time.

10. All Clear communication will be made after consultations with local law enforcement

Biological or Chemical Release

Explosion/Chemical Accident

Step 1:

1. If an explosion occurs, attempt to remain as calm as possible
2. Assess the immediate area. Are there injuries? Danger? Is it better inside or outside?

Step 2:

1. Act on situations to prevent injury and ensure safety
2. Move to an area where you are out of danger and you can control student. (This may be inside or outside).
3. Take roll
4. Render first aid if necessary
5. Await instructions from administration/authorities/HAZMAT.

Gas Leak/Suspicious Odors

Step 1:

1. Inform staff of designated places where multiple turn tools are located. Map of all shut-off valves and instructions for usage included on the back
2. If possible, turn off gas.
3. Notify all school personnel of leak/odor and/or possible emergency
4. Gather all information to determine if evacuation is necessary
5. Call EBMUD or PG&E
6. Have emergency cards/information available if evacuation is needed
7. If evacuation is executed, use fire-drill signal or procedures
8. Communicate with parent community
9. Contact local fire and law enforcement as appropriate

Air Pollution Alert

1. Alert notice is received from front office or outside agency
2. Curtail all outdoor activity
3. Be aware of asthma/respiratory impaired students and staff and have them housed indoors immediately
4. Send students home and cancel classes if air quality is determined a danger by EPA guidelines

Bomb Threat/ Threat Of violence

At the time of a bomb threat or threat of violence, the most important task is the acquisition of information. The person receiving the bomb threat should attempt to gather as much information as possible from the person making the threat.

Telephone procedures:

1. Be calm, courteous, listen, and do not interrupt. Take all calls seriously.
2. Keep caller on the line
3. Get as much information as possible (write it down).

5. DO NOT TALK TO OTHERS until principal or designee is located and informed
- a. 1. Where is the bomb right now? 2. What does it look like? 3. What kind of bomb is it? Why did you place it there? How big is it? 6. Pay attention to any sounds you could pick up around the caller and describe their tone of voice and responses.

Procedures after the call:

1. Notify Principal/designee immediately
2. Give detailed information/notes
3. Leave the phone OFF the hook after the caller hangs up.
4. Return to assignment, await instructions
5. Upon notification of bomb threat at school, secure class lists, roll book, keys, weather-appropriate clothing
6. You may be asked to evacuate, you may be asked to remain in class; be flexible
7. Do not utilize school or personnel cellular phones they could activate bomb
8. Contact local law enforcement

Evacuation (Signal or Instruction):

1. Inform students of event, leave classroom, and proceed to designated area immediately - await instructions, do not return to classroom until "ALL CLEAR" signal or instruction

Remain In Classroom:

1. Follow search procedures as directed

Suspected Explosive Device:

1. Never touch or move any suspicious objects
2. Keep all school personnel away from object
3. Evacuate all personnel if appropriate to Ultimate Field House
4. Call local law enforcement and report location device
5. Call Executive Director

Bus Disaster

1. Principal or designee call 911 to report incident
2. Principal or designee will give "all-clear" signal when emergency personnel has deemed environment safe for students.
3. Counselors will be utilized to speak with traumatized students.
4. County resources will be notified if additional support is needed.
5. Students will be provided with a safe place to talk with trauma support providers.

This Plan:

1. Call Bus Dispatch.
2. Secure the bus: shut off motor, set brake and remove keys.
3. Determine the appropriate evacuation route such as: front door, side doors, rear exit, roof hatch or windows. If necessary, the windshield and rear glass panels can be kicked out.
4. Choose an assembly area at least 100-200 feet from danger, usually up-wind. Keep in mind that if the emergency occurred due to weather or other environmental conditions, other vehicles may lose control in the same place. Vehicles passing by may be distracted by the situation and cause additional crashes.
5. Identify student helpers to stand by the emergency exits and help students get off safely. Assign

other helpers to lead students to the assembly area and keep everyone together.

6. Instruct students to evacuate and where to assemble. In cases when time is of the essence, instruct students to leave personal belongings on the bus.
7. Check each seat and floor area to be sure everyone is off the bus.
8. Leave the bus last, with the emergency packet, first aid kit, and cell phone, (if available).
9. Gather with and keep the students together at the assembly area.
10. Follow Student Accountability and Release procedures.
11. Do not reenter the bus until cleared by Bus Dispatch or appropriate authorities.

If Life Threatening:

1. Pull over and stop the bus in a safe location.
2. Call Bus Dispatch or 911/ School Principal.
3. Wear protective equipment such as medical gloves, mask, goggles, etc.
4. Evaluate first aid needs. Treat the most critical conditions first. Initiate CPR or other life-saving actions within your level of training and ability.
5. If needed, enlist the help of other passengers who are trained in first aid. Assign other students to stay with those who are treated so you can continue to provide first aid to others.
6. Assign students to tend to the emotional needs of other students, working to calm and reassure them. Consider relocating non-injured students to another area on the bus in order to a) make space to provide first aid, b) protect others from bodily fluids, and c) reduce bystander trauma.
7. If a student is sent to the hospital, give their name and birth date to the first respondents. Keep a written record of all students taken to a hospital by ambulance. Note which hospital they are going to.
8. Account for and supervise students. Follow Student Accountability & Release procedures.

Minor Medical Situations – i.e. vomiting, stomach ache, feeling faint, bloody nose, cut or scratch. Treat all medical situations seriously regardless of how they appear. Without the medical history of each student, doing nothing is not an option.

Disorderly Conduct

Step 1:

1. Survey the situation (principal/designee)
2. Set in motion the signal for going back to class (Shelter in Place)
3. Pupils/staff return to classroom
4. Immediately lock doors and draw shades
5. Take roll
6. Teachers determine if situation merits the duck and cover procedure

Step 2:

1. Contact site administration and give information needed (event, time, description of person and/or vehicle)
2. Call Executive Director
3. Keep school's communication system open
 - a. When it is determined that the site is safe, The "ALL CLEAR" signal may be used so

students and staff can return to their normal routine

b. When event is at dismissal time, continue to keep student in the classroom.

c. All support staff without students will have pre-decided duties:

i. Go to the nearest classroom to assist teacher

ii. Go to the office to assist

iii. Go to prearranged emergency site

4. Administration assess the need to communicate with families to discuss the event.

Earthquake

General Responsibilities:

1. Activate emergency signal/runner. (Lockdown)
2. Disconnect all electrical
3. Assess damage or injuries
4. Call 911 if there are injuries
5. Call Executive Director
6. When earthquake subsides, principal will signal to evacuate the building
7. Principal will give signal to return to building or remain outside
8. Principal will work with staff to transport students if necessary
9. Tune into emergency preparedness channel

Classroom Procedures:

Students responsibility for "Drop, Cover and Hold"

1. Face away from windows
2. Duck or drop to the floor
3. Cover under a sturdy desk or table or seek cover against an interior wall and protect head with arms
4. Hold on to the desk or table to keep it from moving

Adult Responsibilities

1. Close blinds to prevent glass from falling into classroom.
2. Disconnect electrical appliances
3. Check student condition/attendance (report to office)
4. Assess damage
5. Inform principal regarding injuries if possible

After the Quake:

1. Stay clear of any wires that have fallen
2. Staff will assess damage and report principal
3. Administration will work with emergency personnel
4. Principal will work with local media and public information officer

Evacuating the Building:

1. Upon signal from the Administration, the teacher guides/signals students out of the building
2. Students and staff proceed to an open, safe place away from emergency access
3. Students and staff wait until a signal is given
 - a. Return to class

- b. Remain outside until decision is made to transport children from site
- c. Initiate a communication to notify parents

Explosion or Risk Of Explosion

Explosion/Chemical Accident

Step 1:

1. If an explosion occurs, attempt to remain as calm as possible
2. Assess the immediate area. Are there injuries? Danger? Is it better inside or outside?

Step 2:

1. Act on situations to prevent injury and ensure safety
2. Move to an area where you are out of danger and you can control student. (This may be inside or outside).
3. Take roll
4. Render first aid if necessary
5. Await instructions from administration/authorities/HAZMAT.

Gas Leak/Suspicious Odors

Step 1:

1. Inform staff of designated places where emergency tools are located. Map of all shut-off valves and instructions for usage included on the back
2. If possible, turn off gas.
3. Notify all school personnel of leak/odor and/or possible emergency
4. Gather all information to determine if evacuation is necessary
5. Call EBMUD or PG&E
6. Have emergency cards/information available if evacuation is needed
7. If evacuation is executed, use fire-drill signal or procedures
8. Communicate with parent community
9. contact local fire and police department as appropriate

Fire in Surrounding Area

1. Principal/ Executive Director or designee call 911 to report incident
2. Principal/Executive or emergency personnel will determine whether a shelter in place or evacuation is appropriate
3. Principal/ Executive Director or designee will give "all clear" signal when emergency personnel has deemed environment safe for students.

Fire on School Grounds

School Administrator will call 911, sound the fire alarm, and notify the Superintendent and LEAD.

School Staff will:

1. supervise evacuation according to the Emergency Evacuation Plan posted in every classroom,
2. close doors upon evacuating,
3. take roll books and take roll at evacuation site, and
4. report missing students to the School Administrator.

Staff or ERT member will open necessary gates for emergency vehicles.
Re-occupy buildings when ordered to do so by local fire department

Flooding

Flood assessment (the day or night before)

1. Staff should be notified to be on alert
2. Determine if flood area at school or nearby streets
3. Staff meeting to inform emergency procedures
4. Consider cancelling night activities for safety reasons
5. Record a message on school messenger "to listen to the radio for flood information"
6. Identify neighboring businesses for phone and water use
7. Have class lists and emergency information updated and siblings identified
8. Have support personnel assigned to classrooms or supervisor duty
9. Be sure staff members have their own personal emergency plans in place so that they can stay at school in case of emergency

Flood assessment (day of)

1. Report any major flooding on streets to administration
2. Administration is to do a walk through to assess school damage or potential flood areas
3. Executive Director will notify media if school is to be closed
4. If electricity is out, shut off electrical circuit breakers and gas valves
5. Use bullhorn system, runners, to communicate with classrooms if electricity is out
6. If some classrooms are flooded, designate higher-ground areas to "hold students and personnel"
7. Have emergency set of supplies
8. If children arrive at school and school is later closed, have a plan to notify parents and arrange for pick up and have siblings go to the same dismissal area if appropriate
9. Keep all administration informed
10. Contact local fire and police departments as appropriate

Loss or Failure Of Utilities

1. Notify Principal or designee
2. Contact PG&E
3. Consult with the Executive Director if school will be closed. If school is open, the Administrative Office team will provide food, water and restroom facilities
4. Principal or designee will determine whether evacuation or shelter in place is appropriate to ensure student safety.

Power Outage/ Rolling Blackouts:

It is the District's intent that schools will remain open during a power outage.

How to Prepare for an Outage?

Ensure portable lighting (i.e., flashlights and batteries) is available at your school site.

1. Keep hallways and pathways clear at all times. Ensure school staff have established alternative teaching methods and plans to be used during power outages.

2. Conduct a survey of your school site for the classrooms and offices with no windows and identify relocation options.

During an Outage

Contact: Contact PG&E immediately if your school site is experiencing a blackout- see if it is a scheduled blackout or if any information is available on what caused it.

1. After 30 minutes, have pre-identified members walk through campus and check on the status of individuals in each building.
2. Ensure students use a buddy system when going to the restroom.
3. Do NOT use candles or gas lanterns.
4. Turn off computers, monitors, printers, copiers, major appliances, and lights when not in use or needed.

Motor Vehicle Crash

1. Principal or designee call 911 to report incident
2. Principal and emergency personnel will determine if shelter in place or evacuation is appropriate based on the level of damage and areas of damage.
3. Principal or designee will give "all-clear" signal when emergency personnel has deemed environment safe for students.
4. Counselors will be utilized to speak with traumatized students.
5. County resources will be notified if additional support is needed.
6. Students will be provided with a safe place to talk with trauma support providers.

Parent/Staff Exchange

All parents and staff members are expected to adhere to a code of conduct that promotes respect, courtesy, and a safe environment during any interactions within the school premises. In the event of an escalated parent situation where staff or parent feel threatened or unsafe:

1. Additional personnel should step in as needed to de-escalate the situation.
2. The incident should immediately be reported to the school administration or designated personnel.
3. Reports can be submitted verbally or in writing, ensuring that all relevant details are included, such as the date, time, location, and description of the incident.
4. If necessary, the school may involve law enforcement authorities to address serious threats or criminal behavior.
5. Safety protocol shall be reviewed for protecting staff or parent from future interactions.
6. Procedures should be shared with all involved parties.

Psychological Trauma

The School Administrator will activate the School Psychological Team, which has primary responsibility for providing necessary assistance after all types of crises.

1. The Psychological Team will assess the range of crisis intervention services needed during and following an emergency.
2. The Team may determine the need for additional psychological support and will contact the

executive director to request additional mental health support.

3. The Psychological Team will provide direct intervention services.
4. The Psychological Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
5. In performing their duties, the Psychological Team members will limit exposure to scenes of trauma.
6. The Psychological Team should isolate students demonstrating externalized behavior.
7. The Psychological Team will provide ongoing assessment of needs and follow-ups services as required for both student and staff.
8. The school psychological team will contact local law enforcement as appropriate

Suspected Contamination of Food or Water

1. Notify Principal or designee
2. Contact EBMUD
3. Shut off water main
4. Cover contaminated water access to all

School processes:

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will determine if they need to call "911."
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will determine necessary follow-up actions including the need to notify other potentially affected facilities.
7. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate

Unlawful Demonstration or Walkout

Prior to the Demonstration/Walkout

Prior to a possible student demonstration or walkout, the building principal or designee shall:

1. Demonstrate willingness to discuss the issue(s) with any designated student/staff leader(s).
2. Approach the students/staff and attempt to determine the reason for their actions.
3. Direct the students to return to their classrooms and cease disrupting the school environment.

After a Demonstration/Walkout

After a student demonstration or walkout has taken place, the following procedures shall be carried out:

1. Doors shall be secured with an employee stationed at each door.
2. Attendance shall be taken in each classroom to develop a complete list of those students

participating in the demonstration or walkout.

3. Police may be called for assistance.

4. Students participating in the demonstration or walkout shall be advised that they need to return to class and give their name as they enter the building.

5. Students participating in the demonstration or walkout who do not return to the building may be referred to the school administration for possible disorderly conduct or truancy charges.

6. Contact law enforcement as appropriate

Emergency Evacuation Map