



Redwood Academy of Ukiah

School Site Council

Harvard Classroom

1059 N. State Street * Ukiah, CA 95482

(707) 467-0500

October 2, 2024 *2:00 p.m.

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

I. Welcome and Training

- a. Welcome to the School Site Council 2024-2025/Call to Order/Roll Call of Elected Representatives
- b. Adoption of Agenda
- c. Training by the Principal regarding actions required of the School Site Council

II. Annual/Organizational Meeting—Action Items

- a. Election of Officers—The Council is requested to elect a chairperson and vice-chairperson/secretary to serve until the next organizational meeting.
- b. Adoption of Calendar 2024-25—The Council is requested to approve October 2, 2024 as the date of the annual and organizational meeting and December 4, 2024 and February 5, 2025 at 2:00 p.m. as meeting dates.
- c. Review and Adoption of Title I Parent Involvement Policy—The Council is requested to review the Charter Academy of the Redwoods board policy and revise as needed to adopt for the school.

III. Discussion and Reports

- a. Review the *Redwood Academy* WASC Action Plan, CAASPP/CAST results, Student Survey results, and Parent Survey Results -- Based on a presentation of the 2023-24 achievement and survey data by the principal, the Council is requested to monitor implementation of the school plan for 2024-25 and consider improvement strategies for incorporation into revisions of the Action Plan.
- b. Review the *Redwood Academy* Comprehensive School Safety Plan and revise as needed to adopt for the school at our next meeting.

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

V. Next Regular Meeting—Wednesday, December 4, 2024 @ 2:00 p.m. @ *Harvard Classroom*
Agenda will include: Adoption of School Safety Plan, and recommended modifications to the WASC Action Plan.

VI. Adjournment

Preparing students for a successful future in safe, challenging, well-managed charter schools

Charter Academy of the Redwoods

CAR Board Policy 501.1 Charter Academy of the Redwoods recognizes that student success results when students, their families, the community, the staff, and the charter-granting agencies work in a concerted manner to ensure each student's achievement. The staff will strive to ensure that all parties have the information they need to support students and the school in meaningful ways.

Title I Parental Involvement Policy

1. Statement of Purpose

As stated in board policy 501.1, Charter Academy of the Redwoods (CAR) is committed to fostering the effort of all parties to fulfill the mission of preparing every student for a successful future in safe, challenging, well-managed charter schools. To accomplish this, we establish and enhance partnerships with student ~ families (including parents and guardians) and with the community. *Redwood Academy* student ~ families play a key role in supporting the activities of the school including attending events, participating in meetings, supervising at-home study, and monitoring academic progress. This Title I Parental Involvement Policy is designed to augment CAR Board Policy in adherence with Title I requirements.

Information about parent involvement expectations will be distributed to all parents in the *Student ~ Family Handbook* that is also posted on the school's web page at www.caredwoods.org. We recognize that some students may need the extra assistance available through the Title I program to reach their goals. CAR will include parents in all aspects of the district's Title I program. The goal is a school-home partnership that will help all students to prepare for future success.

2. Parental Involvement in Developing the Policy

The Parent Advisory Meetings, consisting of parents and involving teachers, paraprofessionals, and administrative staff, representing each of the School Site Councils and other volunteers have developed and will revise the CAR Parental Involvement Policy. Because both Academies are Title I school-wide program schools, all participants will be equally welcome.

3. Annual Meeting for Title I Parents to be Held for Redwood Academy of Ukiah

All students and a responsible adult will be required to attend an orientation or complete an orientation packet prior to enrollment and will be informed about the Academy's methods of communications. As posted on the school calendar, parents will be invited to attend an annual meeting for discussion of specifics concerning the instructional objectives and methods of the program. The parents will be given information about the Title I guidelines, program, and copies of the *Redwood Academy* Parental Involvement Policy. They will be offered a chance to become involved in revising the policies as needed. Parents will be encouraged to volunteer to attend Parent Advisory Meetings and/or serve on the School Site Council. The annual meeting will usually be held during quarter one. Translation (English-Spanish) will be available. Parents will be sent written notice about the meeting times.

4. School-Parent Compact

In keeping with CAR Board Policy 501.5 and Title I regulations, *Redwood Academy* shares responsibility with parents for high student performance by signing a school-parent-student compact. These compacts outline how parents, staff, and students share responsibility for promoting high student achievement. All parents may be involved in revising these compacts by participating on the School Site Council. Parents will receive the compact, in the home language whenever possible, following enrollment. Parents are urged to discuss the compact with their student.

5. Types of Parental Involvement

Parent/guardians may become actively involved in their student's education in diverse ways. The Parent Advisory Meetings and School Site Council encourage five specific strategies:

- 1) planning and attending school-based events such as Showcase and Family Fun Night and participating in activities such as field trips;
- 2) participating in meetings such as Parent Advisory Meetings and School Site Council;
- 3) supervising at-home study using information about missing assignments;
- 4) monitoring academic progress by checking PowerSchool® weekly and following up on missing work and low grades; and
- 5) assuring student preparedness and proper attendance.

6. Matching Programs to the Needs of Our Community

Annually *Redwood Academy* will assess the needs of parents and children through a variety of measures including parent interviews and satisfaction surveys sent home to parents so that the Title I programs may be revised to support individual student achievement. A library of selected resources, PowerSchool® training, and educational sessions may be provided for the Parent Advisory Meetings as requested.

7. Staff-Parent Communication

Communication with parents will involve all students ~ families. Methods will include but not be limited to: required orientation information for new students; use of PowerSchool®, e-mails, and a web page; maintenance of a timely school calendar of events, teacher conferences, student study team sessions, and calls home. Beginning at orientation, parents are requested to notify the staff in person or by e-mail of any concerns and to use the parent satisfaction survey to identify needs and suggestions.

8. Evaluation

The School Site Council will be involved in the process of school review, planning, and improvement. The group will collect and review information about student achievement. There will be an annual evaluation of the content and effectiveness of the Title I parental involvement program; parents will be asked for their suggestions. The evaluation will include an assessment of any changes in parental involvement and an identification of barriers to parental participation. *Redwood Academy* will revise its Parental Involvement Policy, if necessary, on the basis of this annual review. The site administrative staff will be responsible for adhering to all elements of the regulation and policy.

9. Barriers to Parent Participation

Parent Advisory Meetings and the School Site Council will ensure that barriers to participation by *Redwood Academy* parents in school activities are identified and removed. Particular attention will be given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

Action Plan 2023-2024

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

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

Goal #2: Increase student engagement, learning, and mastery by increasing excellence in planning, instruction, and assessment across all disciplines – added 2023			
Rationale: Self-study findings indicate that Redwood Academy is experiencing attrition in the upper grades, state assessment results that are historically low, and staff are expressing concerns about burnout and limited time.			
SLOs Addressed: Language, Heritage and Future, Mathematics/Science, and the Arts Growth Targets: Demonstrate growth on the state assessment and staff perception of effectiveness, confidence, and satisfaction Measurable Outcomes: Students will demonstrate year to year growth on state assessments			
Specific Steps to Achieve Goal in Area of Improvement (Activities)	Timeline / Resources	Responsible Person(s)	Assess Evidence of Progress / Monitor and Report Progress

A. Develop an effective PLC	Fall 2024 and ongoing	C. Cimmiyotti and all teachers	Evidence: Meeting agenda minutes Monitor: C. Cimmiyotti and PLC leaders
B. Staff will evaluate and allocate time for staff collaboration and planning	Fall 2024 and ongoing	C. Cimmiyotti and all teachers	Evidence: Staff survey and goal setting discussions Monitor: C. Cimmiyotti and relevant staff
C. Retrofit or acquire a classroom for a dedicated science lab facility	Fall 2024 and ongoing	C. Cimmiyotti and S. Sawyer	Evidence: Lab facility Monitor: C. Cimmiyotti and S. Ward to monitor acquisition or retrofitting process
D. Expand and refine STEM opportunities to include areas of specialization such as robotics and computer science concepts	Fall 2024 and ongoing	C. Cimmiyotti and all math and science teachers	Evidence: STEM emphasis in coursework grades 7 through 12 Monitor: C. Cimmiyotti and relevant staff to monitor existing course modifications and new courses
E. Staff participate in a Visioning Retreat	Fall 2024 and ongoing	C. Cimmiyotti	Evidence: Retreat minutes/documentation Monitor: C. Cimmiyotti and relevant staff
F. Increase trained substitute teacher pool	Fall 2024 and ongoing	C. Cimmiyotti	Evidence: Increased number of trained substitute teachers Minitor: C. Cimmiyotti

Goal #3: Create a positive school climate that promotes the values of integrity, compassion, and effort as important measures of personal success and college readiness –added/rev 2018, 2020
Rationale: Recent student survey and anecdotal data following the pandemic show students feel a lack of kindness and honesty between students and a lack of confidence regarding their own personal success and college readiness. As a result, this goal continues to serve as a continuation of the school’s previous action plan goal regarding this same data.
SLOs Addressed: Independent Living Growth Target: Increase students’ feelings of personal success and college readiness as measured by student surveys and interviews Measurable Outcomes: Students will express increased confidence in the areas assessed by student interviews and surveys

Specific Steps to Achieve Goal in Area of Improvement (Activities)	Timeline / Resources	Responsible Person(s)	Assess Evidence of Progress / Monitor and Report Progress
A. Continue to hire a Student Services Coordinator to provide additional college and career counseling services	Fall 2014 and ongoing	C. Cimmiyotti and C. McClure	Evidence: Position is filled by C. McClure; job description / LCAP Monitor: C. Cimmiyotti to review C. McClure's duties and effectiveness annually
B. Continue to implement Artward Bound, Outward Bound, and Future Bound programs to increase enrichment education aimed at improving student feelings of personal success and college/career readiness	May 2016 and ongoing	C. Cimmiyotti, C. McClure, and all teachers	Evidence: Program operation schedules; Outward Bound contract / LCAP
C. Continue fall college tours for all grades and expand college tours for juniors to include an extra tour in the junior year for qualifying students	Fall/Winter 2017 and ongoing	C. Cimmiyotti, and C. McClure	Evidence: Permission slips / LCAP Monitor: C. McClure to arrange and monitor tours
D. Continue to implement the Buddy Program to emphasize the values of compassion and inclusion	Winter 2013 and ongoing	C. Cimmiyotti, L. Keast, S. Marlow, W. Chavez, and W. Consterdine	Evidence: Life and Leadership lesson plans / Master Calendar Monitor: Advisors of grades 7, 8, 11, and 12 to report to C. Cimmiyotti about Buddy Program activities
E. Formally recognize acts of compassion, inclusion, effort, and integrity as achievements by giving out character-based awards	Fall 2018 and ongoing	C. Cimmiyotti, L. Keast, and all teachers	Evidence: Awards lists Monitor: C. Cimmiyotti to keep track of Demonstration Night and Promotion ceremony awards; L. Keast to keep track of student council awards
F. Continue MTSS and SEL character education programs and attend professional development on character-based education	Fall 2018 and ongoing	C. Cimmiyotti and all teachers	Evidence: Training materials Monitor: C. Cimmiyotti to monitor and distribute the

			Independent Living Matrix assignments
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Home / Aggregate Reports (/aggregate-reports) / RA 24 Results

RA 24 Results

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Summative Math Export

Column Order: 1 empty rows Display value as: Percent Number Achievement levels: All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
District Redwood Collegi...	7	2023-24	Overall	31		2557 ± 21	32%	22%	16%	29%
	8	2023-24	Overall	32		2562 ± 22	28%	25%	15%	31%
	10	2023-24	Overall	0		-	-	-	-	-
	11	2023-24	Overall	10		2597 ± 32	30%	20%	40%	10%

Summative ELA Export

Column Order: 1 empty rows Display value as: Percent Number Achievement levels: All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
District Redwood Collegi...	7	2023-24	Overall	31		2580 ± 21	22%	22%	19%	35%
	8	2023-24	Overall	32		2599 ± 19	12%	9%	50%	28%
	10	2023-24	Overall	0		-	-	-	-	-
	11	2023-24	Overall	10		2715 ± 40	0%	20%	10%	70%

Summative CAST Export

Column Order: 1 empty rows Display value as: Percent Number Achievement levels: All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
District Redwood Collegi...	8	2023-24	Overall	32		415 ± 4	6%	40%	25%	28%
	10	2023-24	Overall	0		-	-	-	-	-
	11	2023-24	Overall	10		619 ± 8	0%	40%	30%	30%
	12	2023-24	Overall	1		617	0%	0%	100%	0%

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RA 24 Results

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Summative Math Export

Column Order

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Organization Assessment Grade Academic Year Subgroup

Show Hide Percent Number All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
Redwood Collegi...	7	2023-24	Overall	31		2557 ± 21	10	7	5	9
	8	2023-24	Overall	32		2562 ± 22	9	8	5	10
	10	2023-24	Overall	0		-	-	-	-	-
	11	2023-24	Overall	10		2597 ± 32	3	2	4	1

Summative ELA Export

Column Order

1 empty rows Display value as Achievement levels

Organization Assessment Grade Academic Year Subgroup

Show Hide Percent Number All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
Redwood Collegi...	7	2023-24	Overall	31		2580 ± 21	7	7	6	11
	8	2023-24	Overall	32		2599 ± 19	4	3	16	9
	10	2023-24	Overall	0		-	-	-	-	-
	11	2023-24	Overall	10		2715 ± 40	0	2	1	7

Summative CAST Export

Column Order

1 empty rows Display value as Achievement levels

Organization Assessment Grade Academic Year Subgroup

Show Hide Percent Number All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
Redwood Collegi...	8	2023-24	Overall	32		415 ± 4	2	13	8	9
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	11	2023-24	Overall	10		619 ± 8	0	4	3	3
	12	2023-24	Overall	1		617	0	0	1	0



RCA Student Survey 2024

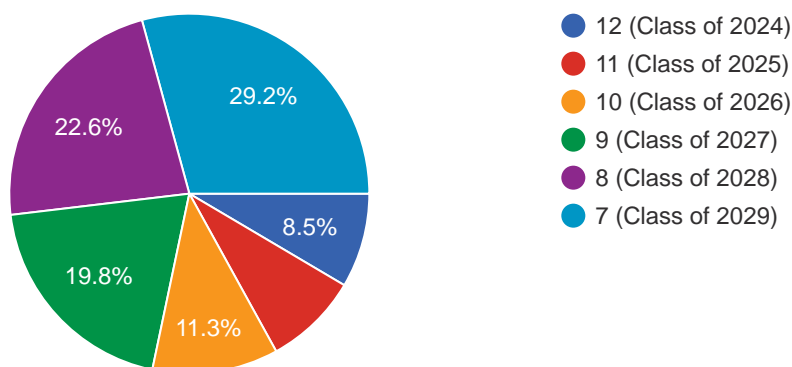
106 responses

[Publish analytics](#)

What is your current grade?

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106 responses

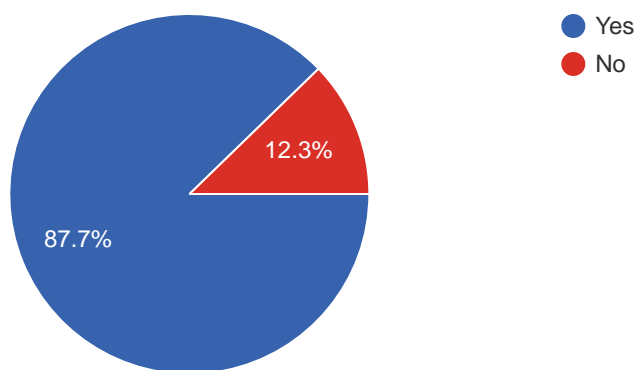


Required Section 1

Do you feel like the school staff supports and values you for who you are?

Copy

106 responses



If you answered "no," please write a sentence or two telling the staff what they could do to better support and value you.

106 responses

NA

na

N/A

Na

n/a

Well sometimes when there's a problem they get you in trouble, when literally were not the problem then you tell them the truth but still get in trouble.

ok

they are mean to me and they don't agnolage my adhd and they don't respect me or help and they always say i'm lying even tho i will tell the truth and its unfair its like they target me every time 😞

They have favorites and often ignore people.

I don't especially feel like there has been much action. but the staff also are not not being supportive.

Nothing. Just leave me alone.

they could at least take what i say into consideration instead of just saying "that didnt happen" or "you must have done something"

na

Yea, they value me

because some staffs don't respects me

its not exactly no its just some teachers that didnt but maybe if some teachers were more nice

I think the staff could be a bit more joyful and maybe not so hard on us.



you guys can be mean and petty for no reason.

They like my work but they don't get me

N/a

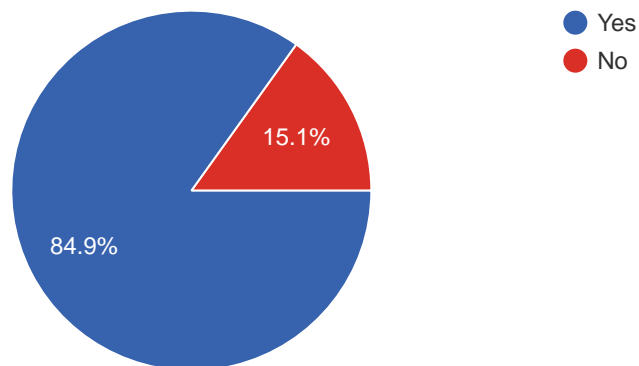
Cimmmmyoti has been particularly rude these past months, whether its his conduct in physics (i.e. teaching "style") or the amount of work he gave us right before the state testing which was meant to "prepare us for it," but was graded, and required in so much as a matter of days. Not to mention the work was to refresh our minds of what we might've learned in years past, but for half of it he essentially left us on our own to do them with minimal explanations for the simplest examples.

yes

Do you feel like your fellow students support and value you for who you are?



106 responses



If you answered "no," please describe how you could be better supported and valued with a sentence or two.

106 responses

NA

na

N/A

Na

I feel like the younger students are becoming much more hateful and rude to one another.

they are kinda rude

mo

girls are childish and talk about me even if we brought it to the office.

Not applicable

If your not like them, if you are different the you are worse for some reason. what ever makes you you is why you are shut out.

Nothing. I don't like people who aren't my firends.

Other students are judgy.

they dont care which is fair i dont really care either about people i dont know

I feel like students are judgy

Yes, they do

I feel as if not many of my classmates take me seriously, but I'm really not surprised at all. This happened at my old school, so I've just decided to try & get used to it. I really, really, REALLY wish those people would show everyone at least a LITTLE respect. Not calling any names... [REDACTED]

I feel like I am often misunderstood and so my peers value me often as lower. I feel like if they were given the chance to fully understand me, they may support me better.



Idk what happened this year but people in the classroom sort of don't value feelings all too much like sure there's a few but there's a lot that don't think about it all too much and i can't really be myself without me looking like i did something wrong.

idk what to write

n/a

some are rude.

been knowing that, they some haters fr

N/a

Every day in every single period we have together, [redacted] tells me to shut up. And yet, I prefer that in stark contrast to interactions with the vast majority of the student body here. I don't expect to be better supported and valued, but doing these surveys is kind of annoying since little to nothing will be done about any of this anyways (not that I particularly want anything to be done but, my point still stands).

yes

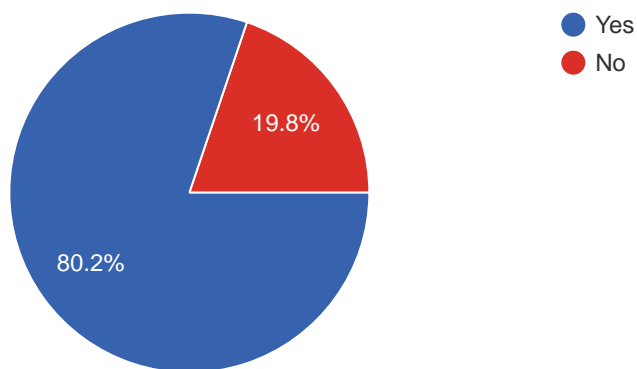
They dont respect eachother

NA

Do you feel like kindness and honesty are encouraged at this school?



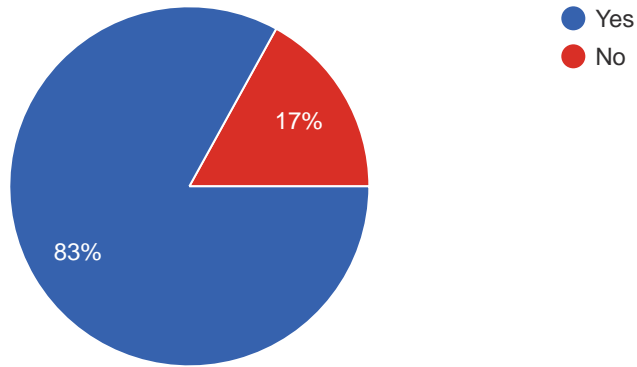
106 responses



Do you feel like the school staff respects differences at this school?

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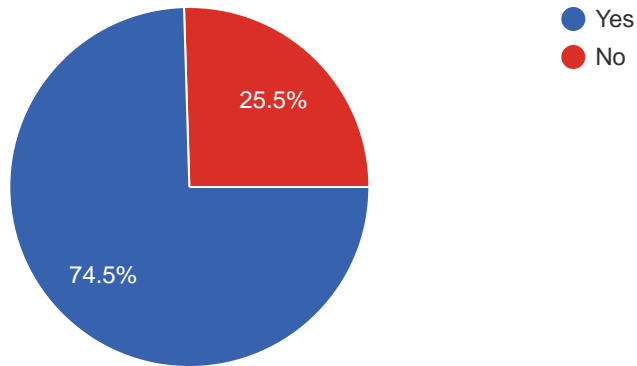
106 responses



Do you feel like your fellow students respect differences at this school?

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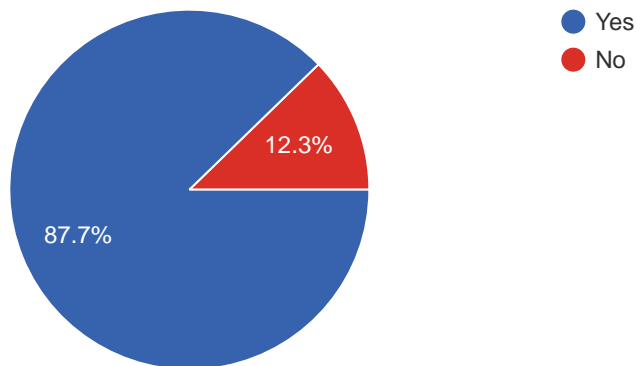
106 responses



Do you feel safe while at school?

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106 responses



If you answered "no" to any of the above questions, please explain your choice with a sentence or two.

106 responses

NA

na

N/A

I don't feel safe at times since certain students in my class are randomly awfully violent.

Na

I think the fellow students are not honest and tells lies and do much more things so I dont trust them but some i do trust

some classes are not very nice :(8th grade im looking at you

When in lock down you have to be honest with students so that they dont worry and contact parents so they dont worry about kids on campus

Some students can be mean as "jokes" about certain differences students have. Mainly homophobic jokes.

some students in my class make a lot of jokes that are sexist, racist, homophobia, etc

hi

students care about what you wear or what you do.

NA

I don't trust the students in my class. I have to spent the most amount of time in the same room

The only teacher that has my trust and respect is Mrs. Metcalf because she's really good at her job and making sure we're safe.

Some students feel that anyone that is different are wried



As a christian, I feel as though they support the lbgtq community, but not religions against it. I'm not complaining that there's a day with pride flags everywhere, I'm complaining that my god is mocked and disrespected and spat on. A subject in improv was "satanic ritual" and the teacher agreed. She changed it because there was a religious person acting out but it was unbelievable that such a thing was even recommended in the first place. Please spread awareness and fairness to religion as much as lbgtq.

The students are judgy and sometimes staff doesn't do much to stop it.

The reason is because my friend is scary

I feel like the people who do bad things are not punished and then the people who stand up for the people being harassed or bullied are punished. It feels like certain people (who may or may not bully people) get away with everything due to social connections too.

Yes, I feel safe

1. I'm pretty sure that a LOT of people get bullied everyday for their differences. (Including me!)

2. I have heard soooooo many bad things that have happened here, like people saying Lily Prosser is some kind of "a thief," or that there have been many fights after school. The WORST day was when some idiot decided it would be funny to hide an explosive pumpkin on campus! I'm still shaken up about it... 😞

I feel like students do not respect differences at this school because we still experience bullying incidents and people judging each other. Sometimes, I don't feel safe at school because I know that there are people who go to my school who possibly have malicious intent or to harm. It's not me stereotyping people, but from what I've witnessed and with their history of causing destruction causes me to feel uneasy.

I feel like the kids in my class are perfectly fine but they're really negative sometimes and the talk behind a lot of peoples backs and they also act really stupid to a lot of "i'm getting in trouble situations" where they treat it as a joke rather than a thing i need to learn from a good example of people who do this is [REDACTED] who does not learn from something bad they did and don't stop.

the kids in my class don't respect anyone, let alone differences.

because i take time to be safe at a new place

I don't feel like fellow students respect differences at this school because I feel targeted as the only East Asian in my classroom. I don't feel safe at school because I have paranoia.

the answers i clicked no for are more of a kind answer but the last one is no



the way one dresses could be considered a difference, so no.

The school staff racially profiles the students and the students are very factional until they become upperclassmen

part of me wants to answer No for "fellow students respect differences" because I've heard a lot about fat shaming and I know there are a good few students who are -phobic, racist, sexist ... people say things in some classes with it going unnoticed. makes some people feel unsafe. I hear most about the 7th grade

We have had multiple lockdowns over nothing in recent years, yet, more than anything, what I'm scared of is the school itself. Every day I come to school in fear that I might get in trouble for some random thing that I did, didn't do, said, or didn't say, because it's happened before to just about anyone who stands out because they're more normal. Anyone who fits into the culture is significantly less likely to have problems because rather than standing out as they would at most schools, they stand in, because they make up 80% of the student body. [REDACTED] and [REDACTED] for example, stand out incredibly so, both in personality, style, and reputation according to the actual school, which has, for years, punished them for a wide array of things both deserving and undeserving, going so far as to pin unrelated incidents on them, as happened to [REDACTED] before his expulsion. In recent years they have quietened down and do little more than talk every period, because, for any other thing they are sure to be slapped with more and more detentions just like they once were, and like [REDACTED] was before he was expelled as well.

yes

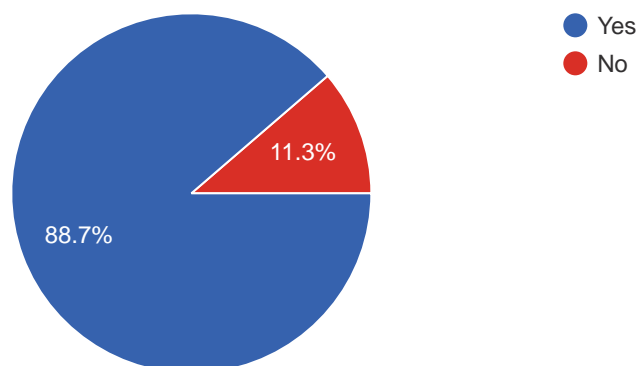
Because they judge.

Required Section 2

Is there an area of your life in which you have felt successful this year?

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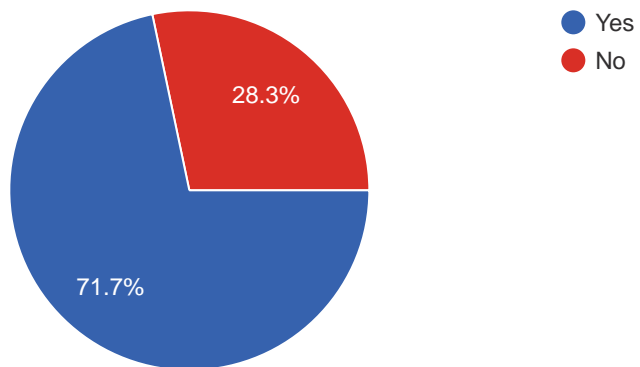
106 responses



Do you feel that you can talk to staff about your needs?

 Copy

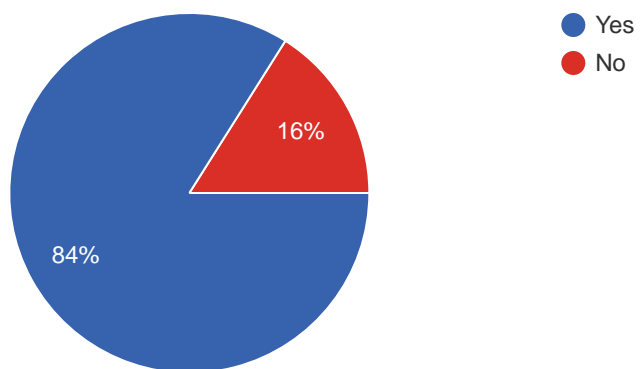
106 responses



Do you feel like most of your classes are helping you learn and prepare for college?

 Copy

106 responses



If you answered "no," please write a sentence or two describing which classes you feel are not helping you learn or prepare for college and why.

106 responses

NA

na

N/A

Na

yes

some of this classes aren't really helping learn anything

Most of the seventh grade classes don't really focus on college.

because they dont really talk about it much but we are also only in the 7th grade

I just don't feel like any of them are necessarily that useful, but maybe because I'm still early into high school.

I am scared of people when i have to talk about myself and they give me advice that i dont want or wont use.

mama

im a slow learner and rather fail then get help

Teachers often have too many questions to answer and take a while to answer.

Staff do not normally do anything that really needs to be done to stop the problem.

I don't feel like the school really helps us envision what college will be like and how much more difficult college is compared to being like a junior since i think being a junior is kinda difficult.

I am very interested in astrophysics and have had to take basic science studies into my own hands.

All of them because I'm never in the mood to be here at all lol.



Like I said before, I can't talk about how my god is mocked to a teacher who has a pride flag in his/her office. I don't feel as important as those who have mental issues.

There are no music classes.

Math, science, and spanish has made me forget more spanish that i had known in the past than he taught me

chemistry/science. I didn't feel like I've really learned and practiced this year or last. Most of the work has felt like busy work and rather than being expected to really know the subject and do work myself, it feels like teachers will hand you answers to pass time.

I feel like I know most of the things taught and in science we copy off of the teacher and mess around all class. No work or learning gets done.

Yea,their doing good

The only way that I can't learn is that about half of the class doesn't even care, so they just keep on talking as if they think they're allowed to.

Math sucks i feel like my teacher doesn't really help me maybe it's my slightly annoying class but this year could have been better if we had more longer lessons and a little less homework (especially since miss consterdine was spewing like 50 assignments towards the end of the year) and i'm fine with miss gillespie she's a good teacher.

How does robotics help you get into college? And why does P.E. affect your GPA? Physical education is a physical activity, designed for exercise. It shouldn't affect your grades, and it doesn't carry you single handedly to Harvard or Stanford. I mean, it totally sucks that your badminton team lost a game in 6th grade, but let's be honest with ourselves here. If we're graded on participation, why do we have tests for it? So it makes us pay attention? If we can play the game correctly, we know the rules. There is no need for tests. And then there's robotics. Don't get me started on Robotics. I can name plenty of schools that don't offer subjects like this, and the kids turn out fine. But, we know everyone's motto here, 'If you don't get to college, at least you know how to build a robot brain!' We can learn all of the important values like 'teamwork' or 'problem solving.' We do enough of that everyday, just to survive middle school.

my classes ya they are hard but i dont feel like there really helping with collage prep. and i cant talk to a teacher cause i dont trust them

when i asked mcclure whos supposed to be the counselor about nursing she just said "idk" and didn't help me with anything.

in most classes we learn one thing dont really get to practice it and move to a new subject.



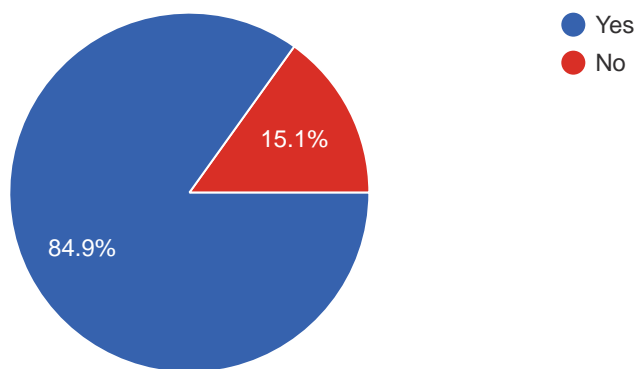
N/a

Literally any of them, though in particular the community service class. Though the class provided some opportunities for a few community service hours, overall I think it accomplishes very little, as the vast majority of the community service is done outside of school hours, not during. Other than the rare occasions/opportunities for any community service, we did very little in this class outside of listen to Maestro Chavez repeat himself time after time with his long winded anecdotes and explanations and any other thing, during which he is quick to shut down anyone who interrupts or tries to tell him we already know X thing. The thing that differentiated the community service class this year from the life and leadership classes of years past was somehow how little we did. In every other life and leadership class we did rather little every morning, but somehow in 11th grade it felt as if we were doing much much less. Perhaps this is because very rarely did we pull out Chromebooks or anything other than listen to Sr Chavez. Also the mental health training was both goofy and silly at the same time, and most of the classes spent in that course (that I was there for, though I was out for a while), were spent giggling at everything the old lady would say, and generally not taking the course seriously because it was both a painful reiteration of obvious facts and because it was rather disinteresting.

Have you used PowerSchool to help improve your grades?



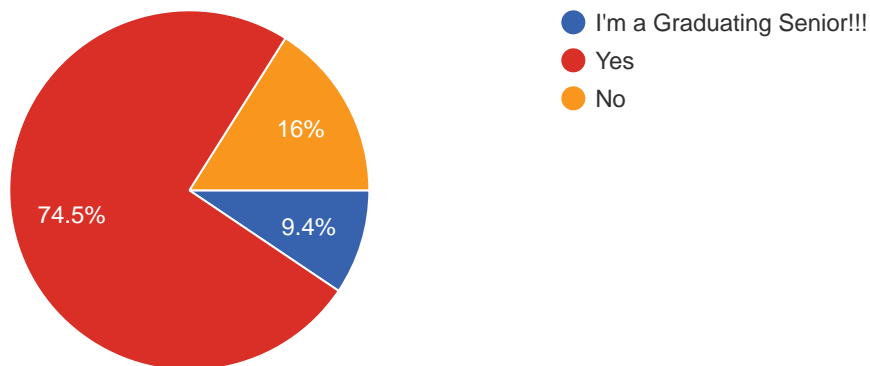
106 responses



Do you expect to attend Redwood Collegiate Academy next year?



106 responses



If you answered "no," please type in the name of the school you plan to attend next year.

If you are a graduating senior, tell us about your plans for next year. (Name of the college(s) or other post-secondary training you plan to take part in.)

106 responses

NA

na

N/A

Na

Ukiah High School

potter valley junior high

Mendocino College

Headed to Thailand!! Then college after that

I actually don't know what im gonna do

Might go to UHS next year, havent made a decision yet

Eagle peak

AMAMMA

I am going to educate myself

Wut?

the ukiah highschool

i dont know if i will stay

I might, unless I find a better school(which i'm looking into). I don't want to come here because I don't want to learn spanish from the spanish teacher here because I feel like I have a differen' learning and communication style than the teacher and that will cause issues. By the time I make it through one year of spanish, it would be pointless to not do the other year even though



I actively want to learn latin and asl, which i wont be able to do due to having to do spanish.

mendocino high

I'm not sure what school i'm going to but it might be The High school or this school.

NA

Ukiah high school

Yea,im staying

Willits high

I plan to attend Ukiah High School. However, that may change if I move to LA or my mom decides to keep me at Redwood.

I don't use powerschool to help improve my grades, because

- 1.) It's a waste of time. I already know my report card sucks.
- 2.) I know all the assignments I'm missing, in fact, I'm told so much, it's practically imprinted into my brain!
- 3.) It just reminds me that I'll be here for another five years.

Ukiah Highschool

I plan to attend Lawrenceville School in New Jersey

I plan to attend Ukiah High School because of family reasons.

Willits High

i might go to pomolita next year

n/a

sequoia/highschool

nah

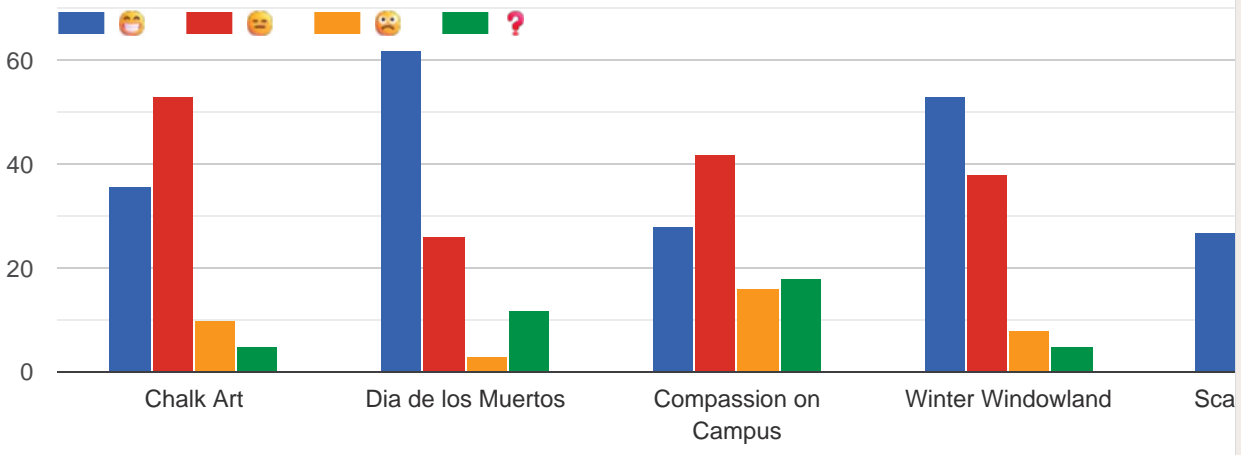
yes

Optional Section



Rank your following experiences from this last school year.

 Copy



Redwood Academy - Parent Survey 2023-24

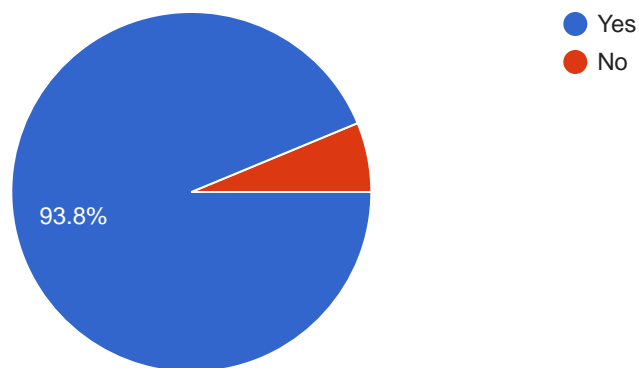
16 responses

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Has your student felt successful at school this year?

 Copy

16 responses



If you answered no to the previous question, do you have any ideas about how we can help your student feel successful?

5 responses

Help them know it is ok to miss a day due to sickness. Help them feel like making up work is possible, not overwhelming.

By the time I know he's struggling, he is really far behind, and getting him to catch up seems overwhelming.

NA

I do hear some concern about not receiving help when raising hand in class, which other students are helped.

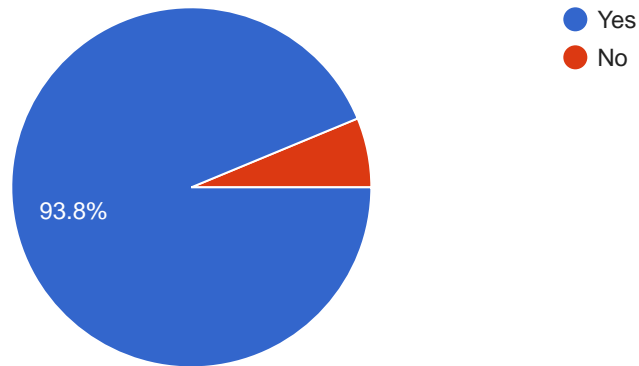
Annie struggles with math. She doesn't believe she has any raw aptitude in math. She stays after school for homework help, A tutor might help



Do you feel like your student's classes are adequately preparing them for college?

 Copy

16 responses



If you answered no to the previous question, do you have any suggestions about how we could adjust instruction to better prepare students for college?

2 responses

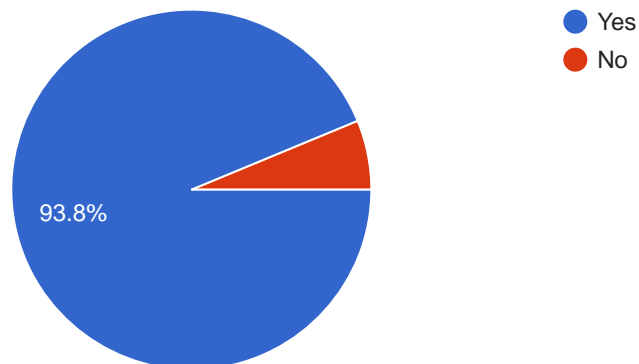
Na

My students English teacher didn't grade work in a timely manner. Apparently there was a large 50 point print the first semester that never got graded.

Does your student feel like their effort is valued when in class or at school?

 Copy

16 responses



If you answered no to the previous question, do you have any suggestions about how we can ensure that students' efforts are valued?

3 responses

Na

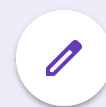
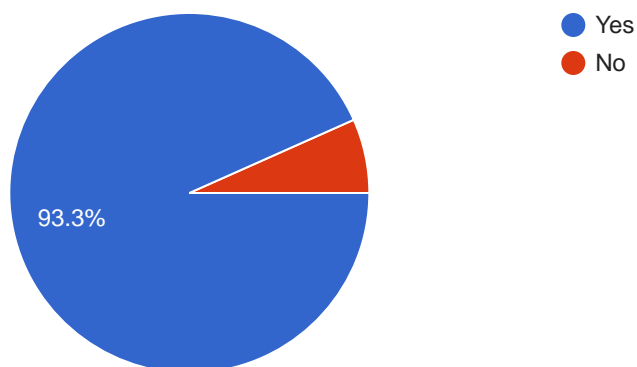
For the most part, but PE is a huge challenge.

My student tried for a 4.0 last semester and she had a 4.0 up into the last week. But then she was sick three or four days last week of the semester and wasn't able to make up the work before grades were finalized. So she didn't get a 4.0. She was very discouraged by that, and the next semester didn't even try for a 4.0, she felt like she was penalized for being sick when she had the flu

Do you feel that you can talk to staff about your student's needs when needed?

 Copy

15 responses



What do you think are the most important areas of focus as we plan for next year?
What, in your opinion, are the best ways to help our students feel excited about coming back to school and learning in the fall?

12 responses

I think school curriculum and teachers approach is great for learning, also small groups of students helps them feel more confident about themselves and learning

Skip the pizza truck, spend the money on a basketball hoop and court. Students will get more use out of it.

Field trips, outdoor education opportunities. Students who struggle also need to be engaged. I appreciate giving students an opportunity to study during clubs, but twice a month offering students not excelling in the classroom opportunities to excel in a different environment would make a difference to my student.

Easy access to what it homework and when it is due.

Offer honors or AP options for all HS students.

Nothing

Reciprocal respect in the classroom. Don't forget to help students who are achieving, they have questions, too.

I think its important to have conferences, whether students are doing well or not well so parents can be familiar with who's teaching their children. I think teachers who are passionate about teaching is important. Jaden has talked alot about his school experience and Ms Kerr keeps coming up as someone who is pretty militant in her teaching style, and Ive heard complaints about her from other parents. Also, there is a teacher who has hearing issues and is over 70 i believe? Jaden says that kids really take advantage of her and she cant hear them jeering at her. Hes great, and very respectful, but also very observant. I think you need art and music, these are important in school. I think creative outlets give kids passion and outlets that are tools and alternatives to drugs. There also needs to be better communication system from school to parents. Online portals were great in the last school he was in. Also Im completely ly against rewarding kids with fast food and candy during exams. It sets a prescedent for unhealthy lifestyles.Your lunch program lacked any kind of nutrition, or adequate choices with those with dietary restrictions.

Just a parent request that ceremonies like graduation be held in the evenings

Offer electives that they really want.



The school is doing a great job of helping my son feel excited about being there!

Annie's strengths lie in the creative arts. Students who have no ability in those areas are really considered "normal," while students who struggle with math and science are seen as less capable. Redwood does a great job of providing opportunities to express her talents, and it is probably more a cultural reality that colleges focus on STEM programs. Maybe a debate program, juried art shows, theater arts, dance, music program collaboration with Mendocino College. Maybe RCA can serve as an arts by providing space for private lessons in the arts.

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COMPREHENSIVE SCHOOL SAFETY PLAN 2024-2025

Charter Academy of the Redwoods

Redwood Collegiate Academy

Principal: Caleb Cimmiyotti

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

Phone: (707) 467-0500

Email: ccimmiyotti@redwoodacademy.org



Sequoia Career Academy

Principal: Melinda Decker

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

Phone: (707) 463-7080

Email: mdecker@scacademy.org



Sequoia Career Academy
FOCUSING ON THE FUTURE OF EVERY STUDENT

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

Public Input Meeting Held:	12-06-23
Adoption by Governing Board:	03-12-24
Scheduled for Review On:	12-04-24
Date of last SARC:	01-31-23

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REDWOOD COMMITTEE MEMBERS

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

Signatures:

Caleb Cimmiyotti, Principal (or Designee)	Date
Savannah Marlow, Teacher	Date
Maya Simerson, Parent	Date
Sharon Ward, Classified Employee	Date
Angela Torres, Student	Date
Brett Chapman, Ukiah Police Department	Date
Justin Buckingham, Ukiah Valley Fire Authority	Date

SAFE SCHOOL VISION STATEMENT:

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

REDWOOD DATA ANALYSIS

Assessment of current status of school environment and crime

Check the data sources used

Available Data Sources	2021/22	2022/23
California Health Kids Survey (CHKS)		
CHKS Staff Survey		
CHKS or other Parent Survey	X	X
Other Student Survey	X	X
Truancy/SARB		
Student Referrals/Discipline	X	X
Suspensions/ Expulsions	X	X
STOP IT reports		
DataQuest	X	X
Threat/Risk Assessment		
Other Community and Crime Data		
Referrals	X	X
Suspensions	4%	7.7%
Expulsions	0%	2.1%

SEQUOIA COMMITTEE MEMBERS

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

Signatures:

Melinda Decker, Principal (or Designee)	Date
Ron Cannon, Teacher	Date
Ilyana Holland, Parent	Date
Kerri Thies, Classified Employee	Date
Brian Mather, Student	Date
Brett Chapman, Ukiah Police Department	Date
Justin Buckingham, Ukiah Valley Fire Authority	Date

SAFE SCHOOL VISION STATEMENT:

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

SEQUOIA DATA ANALYSIS

Assessment of current status of school environment and crime

Check the data sources used

Available Data Sources	2021/22	2022/23
California Health Kids Survey (CHKS)		
CHKS Staff Survey		
CHKS or other Parent Survey	X	X
Other Student Survey	X	X
Truancy/SARB		
Student Referrals/Discipline	X	X
Suspensions/ Expulsions	X	X
STOP IT reports		
DataQuest	X	X
Threat/Risk Assessment		
Other Community and Crime Data		
Referrals	X	X
Suspensions	25%	21.1%
Expulsions	0.6%	3.7%

A. CHILD ABUSE REPORTING PROCEDURES

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

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

BP 506.1.2

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

References:

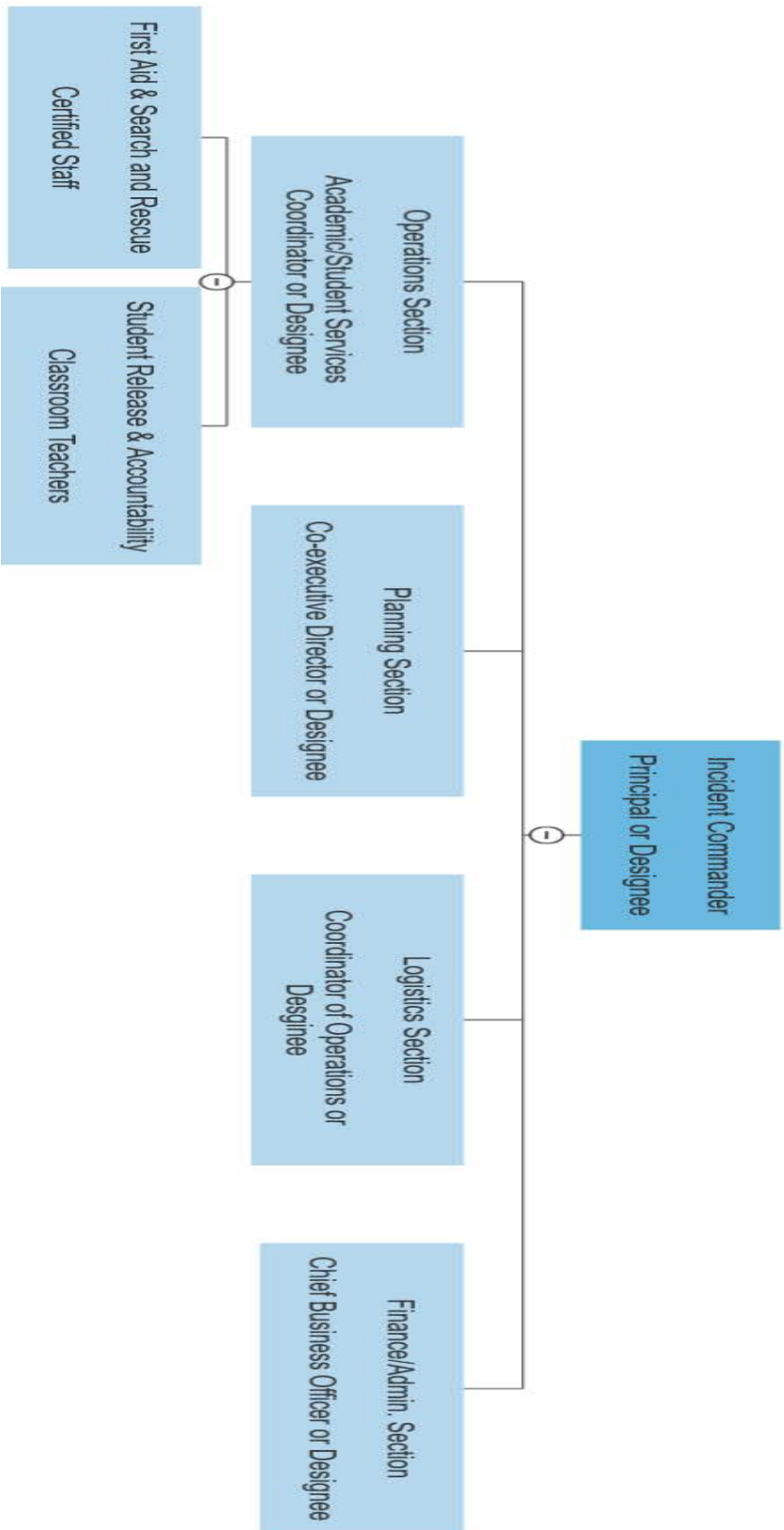
- **CDE resources:** <http://www.cde.ca.gov/ls/ss/ap>
- **Online training:** <https://mandatedreporterca.com/training/school-personnel>
- **Co-executive Director leads training for new hires and all staff annually**
- **Child Abuse Reporting Form and Instructions Form (In Office)**

B. DISASTER RESPONSE PROCEDURES

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

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

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



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

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

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

Lockdown Codes

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

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

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

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

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

General Staff Responsibilities During an Emergency

Campus/Classroom/Office Staff:

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

Site Administrator:

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

General Staff Responsibilities After an Emergency

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

Evacuation Procedures and Lock Down Procedures

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

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

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

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

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

Responsible classroom staff takes roll after being evacuated.

The principal will provide directions upon conclusion of the evacuation.

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

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

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

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

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

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

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

What to Do in the Event of A: Bomb Threat

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

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

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

What to Do in the Event of An: Earthquake

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

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

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

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

When the shaking has stopped:

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

What to Do in the Event of A: Fire

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

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

Designated primary gathering spots:

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

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

What to Do in the Event of A: Hostage Taking

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

If taken hostage:

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

What to Do in the Event of An: Intruder

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

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

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

If the intruder refuses to leave:

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

What to Do in the Event of A: Serious Injury/Death During School Hours

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

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

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

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

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

Determine method of notifying students, staff and parents.

Refer media, witnesses, or others to the principal.

Next, execute procedures for serious injury/death outside of school hours.

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

What to Do in the Event of A: Serious Injury/Death Outside of School Hours

If incident occurred outside of school facility or hours:

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

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

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

What to Do in the Event of A: Weapons Possession

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

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

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

Administrative Staff

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

Emergency Alert Stations

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

FM Stations

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

AM Stations

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

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

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

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

- 1) SwiftK-12 Alert
- 2) Having students contact their parent/guardian to pick them up. The responding adult will come to the office or other designated place to sign their student out. In the event that students need to be signed out by parents directly from classrooms, classroom staff members will wait for permission from the principal or other staff designee before allowing parents to sign their student out and take them home.
- 3) Gathering students in the designated area (evacuation site or fairgrounds parking lot) and releasing students to a responsible adult. The office and teaching staff will keep a record of each student who has left and who picked them up. Staff may establish a designated pick up area to aide in monitoring student departures.

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

CPR/First Aid trained providers

Sean Allen
Seanen Bevilacqua
Terri Bollig
Amie Britton
Wilson Chavez
Blare Elliott
Alyssa Ford
Alana Gillespie
Laura Keast
Savannah Marlow
Maggie Singleton
Ed Thies
Sharon Ward
Megan Youell

CPR only

None

C. SUSPENSION & EXPULSION POLICIES

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

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

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

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

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

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

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

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

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

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

BP 502.2

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

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

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

D. PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

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

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

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

E. DISCRIMINATION & HARASSMENT POLICY

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

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

BP 401

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

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

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

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

BP 506

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

F. SCHOOL-WIDE DRESS CODE

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

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

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

G. SAFE INGRESS AND EGRESS

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

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

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

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

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

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

H. ENSURING A SAFE AND ORDERLY ENVIRONMENT

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

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

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

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

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

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

H. ENSURING A SAFE AND ORDERLY ENVIRONMENT

Goals, Objectives and Activities

Component I – SOCIAL ENVIRONMENT (People and Programs)

Component I: The Social Environment (People and Programs) Include at least one goal, with measurable objective(s) and activities.
Goal #1 Students will feel safe while at school.
Measurable Objective: By the end of the 2024-2025 academic year, 95% of students will feel safe while at school.
Activities 1. Staff will complete the Second Step SEL for Adults.
2. Teachers will conduct the Second Step SEL program with their Advisement/Life and Leadership classes.
3. Staff will complete the Multi-Tiered Systems of Support (MTSS) training as part of the Mendocino County Office of Education Consortium.
4. Staff will implement SEL and MTSS practices in their classrooms.
Who will take the lead: Administrative Team
Completion date: June 2025
Resources needed: Second Step SEL Subscription MTSS Training through Alludo
How we will monitor and evaluate: The Administrative Team will monitor progress through the digital training platforms and student survey data.

H. ENSURING A SAFE AND ORDERLY ENVIRONMENT

Goals, Objectives and Activities

Component II – PHYSICAL ENVIRONMENT (Facilities)

Component II: The Physical Environment (Facilities) Include at least one goal, with measurable objective(s) and activities.
Goal #1 The school grounds will be a safe place to gather and learn.
Objective: We will continue monitoring and repairing buildings as necessary.
Activities 1. Make necessary repairs as needed.
Who will take the lead: Coordinator of Operations
Completion date: Ongoing
Resources needed: Variable
How we will monitor and evaluate: Principal will tour and evaluate the physical plant annually with the Coordinator of Operations.

I. RULES AND PROCEDURES ON SCHOOL DISCIPLINE

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

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

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

BEHAVIOR CODE

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

School-wide Rules

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

Classroom Rules

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

Building and Safety Rules

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

Consequences

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

Be isolated or suspended from class and sent to office.

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

Refer to Discipline Committee for staff review.

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

Pay for repair or restoration of damage or vandalism.

Pay for costs associated with enforcing attendance laws.

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

J. TACTICAL RESPONSES (SEE EOP, ANNEX B)

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

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

Incorporated within section B Disaster Response Procedures

K. BULLYING PREVENTION POLICIES & PROCEDURES

(EC 234.4)

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

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

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

MONITORING AND COMMUNICATING THE PLAN

(EC 32286-32288)

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

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

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

	Drills	Training
Fire	05-31-23, 10-19-23	08-08-23
Earthquake	10-19-23	08-08-23
Evacuation	05-31-23, 10-19-23	08-08-23
Lockdown		08-08-23
Student Release		08-08-23

MONITORING AND COMMUNICATING THE PLAN

(EC 32286-32288)

<p>Method for Communicating Plan and Notifying Public: <i>EC 32288</i></p>	<p>Date of Public Hearing 12-06-23</p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • Local Mayor • Representative of the local school employee organization • A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs • A representative of each teacher organization at the school site • A representative of the student body government • All persons who have indicated they want to be notified 	
	<p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • A representative of the local churches • Local civic leaders • Local business organizations 	
	<p>In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with EC 32281</p>	
Review of Progress for Last Year	Name	Date
Law Enforcement		
Fire		
First Responder, if applicable		
Site Council Approval		
School Board Approval		
Most Recent SARC (link below)	Date: February 2023	

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