# AeroSTEM Academy
DREAM ★ DISCOVER ★ DESIGN

# BOARD OF DIRECTORS MEETING

**REGULAR MEETING AGENDA**

December 11th, 2023 at 6:30PM
82 Second Street, Yuba City, CA 95991

A full Board packet is available for review at AeroSTEM Academy school office from 8am to 4pm, Monday through Friday (excluding legal holidays), and AeroSTEM Academys' website at  aerostem.org.

## *MISSION STATEMENT*

*AeroSTEM Academy prepares students of today for the growing college and career opportunities of tomorrow. By exploring Science, Technology, Engineering, and Mathematics (STEM) through the lens of aerospace, students gain the knowledge and skills necessary to contribute to a dynamic, technology-intensive economy. AeroSTEM Academy creates a culture of character and collaboration in close partnership with college and professional communities. The educational program encourages imagination, incorporates experiential learning, and provides opportunities to engineer solutions.*

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. ROLL CALL OF MEMBERS

| | Present | Absent |
|---|---|---|
| Tony Barber, Board President | ☐ ▾ | ☐ ▾ |
| Marvin King, Treasurer | ☐ ▾ | ☐ ▾ |
| John Floe, Community Board Member | ☐ ▾ | ☐ ▾ |
| June McJunkin, SCSOS Representative | ☐ ▾ | ☐ ▾ |
| Rikki Shaffer, NCAI Representative/Secretary | ☐ ▾ | ☐ ▾ |
| Jennifer Chaplin, Parent Representative | ☐ ▾ | ☐ ▾ |

4. APPROVAL OF BOARD AGENDA

*Action to add or delete items from any portion of the agenda or to discuss any consent agenda items must be taken prior to adoption of agenda.*

**Motion: _____ Second: _____ Ayes: _____ Noes: _____ Abstain: _____**

5. COMMENT FROM MEMBERS OF THE PUBLIC CONCERNING ITEMS NOT ON THE AGENDA

*Members of the public are given an opportunity to address the Board regarding items not listed on the agenda. The California Government Code, Section 54954.3(a) states, "......no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2.*

6. CONSENT AGENDA

*All matters listed under the Consent Agenda are considered to be routine and all will be enacted by one motion with a roll call vote. There will be no separate discussion of these items unless a member of the Board of Education, audience, or staff requests that specific items be removed from the Consent Agenda for separate action. Any items removed will be considered after the motion to approve the Consent Agenda.*

6.1. 10/9/23 Meeting Minutes

**Motion: _____ Second: _____ Ayes: _____ Noes: _____ Abstain: _____**

7.  DISCUSSION ITEMS
    7.1.  Director's Report
        7.1.1.  WASC
        7.1.2.  LCAP
        7.1.3.  Dashboard
        7.1.4.  Enrollment/24-25 Registration
        7.1.5.  Lease & Facilities
    7.2.  Teacher's Report
    7.3.  Financial Review Update

8.  ACTION ITEMS
    8.1.  First Interim Update Report

    **Motion: _____ Second: _____ Ayes: _____ Noes: _____ Abstain: _____**

    8.2.  2023 - 2024 Comprehensive School Safety Plan Update

    **Motion: _____ Second: _____ Ayes: _____ Noes: _____ Abstain: _____**

    8.3.  23-05 Cell Phone Policy - BP

    **Motion: _____ Second: _____ Ayes: _____ Noes: _____ Abstain: _____**

9.  BOARD COMMENTS

10.    FUTURE BOARD ITEMS
    10.1.    LCAP Mid Year Update
    10.2.    SARC Approval
    10.3.    Facilities Update
    10.4.    Strategic Planning

11.    ADJOURNMENT
    11.1.    Motion to adjourn

**Motion: _____ Second: _____ Ayes: _____ Noes: _____ Abstain: _____**

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*In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board Meeting room, to access written documents being discussed at the Board Meeting, or to otherwise participate at Board Meetings, please contact the school office at 530-742-2531 for assistance.*

*Notification at least 48 hours prior to the meeting will enable the school office to make reasonable arrangements to ensure accessibility to the Board Meeting and to provide any required accommodations, auxiliary aids or services.*

*All Open Session Agenda related documents, including materials distributed less than 72 hours prior to the scheduled meeting, are available to the public for viewing at the school office located at 82 Second Street, Yuba City, CA 95991*

# BOARD OF DIRECTORS MEETING

REGULAR MEETING MINUTES

October 9, 2023 at 6:30PM

82 Second Street, Yuba City, CA 95991

A full Board packet is available for review at AeroSTEM Academy school office from 8am to 4pm, Monday through Friday (excluding legal holidays), and AeroSTEM Academys' website at aerostem.org.

## MISSION STATEMENT

*AeroSTEM Academy prepares students of today for the growing college and career opportunities of tomorrow.*
*By exploring Science, Technology, Engineering, and Mathematics (STEM) through the lens of aerospace, students gain the knowledge and skills necessary to contribute to a dynamic, technology-intensive economy.*
*AeroSTEM Academy creates a culture of character and collaboration in close partnership with college and professional communities. The educational program encourages imagination, incorporates experiential learning, and provides opportunities to engineer solutions.*

1. CALL TO ORDER 6:31 PM

2. PLEDGE OF ALLEGIANCE

3. ROLL CALL OF MEMBERS

| | Present | Absent |
|---|---|---|
| Tony Barber, Board President | ☑ | ☐ |
| Marvin King, Treasurer | ☑ | ☐ |
| John Floe, Community Board Member | ☑ | ☐ |
| June McJunkin, SCSOS Representative | ☑ | ☐ |
| Rikki Shaffer, NCAI Representative | ☐ | ☑ |
| Jennifer Chaplin, Parent Representative | ☑ | ☐ |

4. APPROVAL OF BOARD AGENDA
*Action to add or delete items from any portion of the agenda or to discuss any consent agenda items must be taken prior to adoption of agenda.*

   **Motion: King Second: McJunkin**          Ayes: 5   Noes: 0   Abstain: 0

5. COMMENT FROM MEMBERS OF THE PUBLIC CONCERNING ITEMS NOT ON THE AGENDA
*Members of the public are given an opportunity to address the Board regarding items not listed on the agenda. The California Government Code, Section 54954.3(a) states, ".......no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2.*

None

6. CONSENT AGENDA

*All matters listed under the Consent Agenda are considered to be routine and all will be enacted by one motion with a roll call vote. There will be no separate discussion of these items unless a member of the Board of Education, audience, or staff requests that specific items be removed from the Consent Agenda for separate action. Any items removed will be considered after the motion to approve the Consent Agenda.*

6.1.    8/7/23 Minutes

Motion: Floe Second: King          Ayes: 4   Noes: 0  Abstain: (1) McJunkin

6.2.    9/11/23 Minutes

Motion: Floe   Second: Chaplin          Ayes: 4  Noes: 0  Abstain: (1) Barber

6.3.    9/14/23 Minutes

Motion: Chaplin Second: McJunkin        Ayes: 4 Noes: 0  Abstain: (1) Floe

7. DISCUSSION ITEMS

7.1.    DIRECTOR'S REPORT

7.1.1.    County Annual Review

7.1.2.    Systems Update

7.1.3.    Financial Inefficiencies Update

7.1.4.    Job Descriptions/Titles/Schedules

7.1.5.    Academic Update

8. ACTION ITEMS

8.1.    Approve 23-03 Credit Card Policy – BP with additional notes by Board

Motion: King  Second: McJunkin          Ayes: 5   Noes: 0   Abstain: 0

8.2.    Approve 23-04 Alcohol and Drug Free Workplace – BP with additional notes by Board

Motion: Chaplin   Second: Floe   Ayes: 5   Noes: 0   Abstain: 0

8.3.    23-05 Cell Phone Policy - BP

No Action. Tabled to next meeting.

8.4.    Approve 23-06 Food Service Procurement Procedures – BP with additional notes by Board

Motion: King   Second: Floe          Ayes: 5   Noes: 0   Abstain: 0

8.5.    Job Description Approval

**No Action. Tabled to next meeting.**


8.6.    Financial Analysis and Review Budget Approval

Motion: McJunkin   Second: Chaplin      Ayes: 5  Noes: 0  Abstain: 0

Discussion: Joe Clark to hire audit company (approved up to $19,000)


BOARD COMMENTS: **None**


9.    FUTURE BOARD ITEMS

**Sale of both Vans.  Get van values, offer to county office.  Determine what funds were used to purchase the vehicles and what is the process to dispose of them.**


10.    ADJOURNMENT

10.1.    Approve motion to adjourn

Motion: Floe   Second: King       Ayes: 5   Noes: 0   Abstain: 0

# STAFF REPORT COVER SHEET

**TO:** Board of Directors

**DATE:** 12/11/2023

**ITEM:** Executive Director's Report

**AGENDA ITEM:** 7.1

**SUBMITTED FOR:** Information

**Background and Summary Information:** The executive director will update the board on the following items that have had movement since the previous board update.

- A. WASC
- B. LCAP
- C. Dashboard
- D. Enrollment/24-25 Registration
- E. Lease & Facilities

**Financial/Educational Impact:** Decisions in all areas were made with consideration for the approved budget to create the best program within the budget.

**Staff Recommendation:** No recommendation needed

# STAFF REPORT COVER SHEET

**Background and Summary Information:** A teacher representative will update the board on information and feedback from staffs' perspective.

**Financial/Educational Impact:** N/A

**Staff Recommendation:** No recommendation needed

# STAFF REPORT COVER SHEET

**AeroSTEM Academy**
DREAM ★ DISCOVER ★ DESIGN

TO: Board of Directors

DATE: 12/11/2023

ITEM: Financial Review Update

AGENDA ITEM: 7.3

SUBMITTED FOR: Information

**Background and Summary Information:**  Mrs. Ormides Trujillo from Ryland Consulting will update the board on their findings and actions from the financial review they have conducted since the last board meeting.

**Financial/Educational Impact:** Findings and actions could greatly impact the financial standing of the school. Actions will be implemented through LCAP and interim budget reports.

**Staff Recommendation:** No recommendation needed

# STAFF REPORT COVER SHEET

TO: Board of Directors

AGENDA ITEM: 8.1

DATE: 12/11/2023

ITEM: First Interim Update Report

SUBMITTED FOR: Action

**Background and Summary Information:** As required by Education Code, this is the District's first Interim Financial Report. Also presented are proposed budget revisions for the Board's review and approval.

**Financial/Educational Impact:** Possible financial impact to the school program.

**Staff Recommendation:** Recommendation is to approve the first interim budget and approve revised budget as projected year totals.

Charter School Name: **AeroSTEM Academy**
(continued)
CDS #: **51105120138040**
Charter Approving Entity: **Sutter County Board of Education**
County: **Sutter**
Charter #: **2000**
Fiscal Year: **2023-24**

**CERTIFICATION OF FINANCIAL CONDITION**

x     POSITIVE CERTIFICATION

As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the     current fiscal year and subsequent two fiscal years.

_____     QUALIFIED CERTIFICATION

As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for     the current fiscal year or two subsequent fiscal years.

_____     NEGATIVE CERTIFICATION

As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

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To the entity that approved the charter school:

( x )   2023/2024   CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM:  This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____     Date: _____
                       Charter School Official
                 (Original signature required)

Print
Name:     Joseph Clark _____     Title:   Executive Director _____

To the County Superintendent of Schools:

( x )   2023/2024   CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM:  This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____     Date: _____
                   Authorized Representative of
                    Charter Approving Entity
                 (Original signature required)

Print
Name: _____     Title: _____

For additional information on the First Interim Report, please contact:

| For Approving Entity: | For Charter School: |
|---|---|
| Nicolaas Hoogeveen | Joseph Clark |
| Name | Name |
| Director, Internal Business Service | Executive Director |
| Title | Title |
| 530-822-2900 | 530-742-2531 |
| Phone | Phone |
| nicolaash@sutter.k12.ca.us | jclark@aerostem.org |
| E-mail | E-mail |

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

_____     _____
                                                   Date

# CHARTER SCHOOL
# INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
## First Interim Report - Detail

*This charter school uses the following basis of accounting:*

[x] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

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

| Description | Object Code | 1st Interim Budget | | |
|---|---|---|---|---|
| | | Unrestricted | Restricted | Total |
| **A. REVENUES** | | | | |
| 1. LCFF Sources | | | | |
| State Aid - Current Year | 8011 | 923,724.00 | - | 923,724.00 |
| Education Protection Account State Aid - Current Year | 8012 | 20,088.00 | - | 20,088.00 |
| State Aid - Prior Years | 8019 | - | - | - |
| Transfers to Charter Schools in Lieu of Property Taxes | 8096 | 324,262.00 | - | 324,262.00 |
| Other LCFF Transfers | 8091, 8097 | - | - | - |
| Total, LCFFSources | | **1,268,074.00** | **-** | 1,268,074.00 |
| | | | | |
| 2. Federal Revenues | | | | |
| Every Student Succeeds Act (Title I - V) | 8290 | - | 47,082.00 | 47,082.00 |
| Special Education - Federal | 8181, 8182 | - | 31,503.00 | 31,503.00 |
| Child Nutrition - Federal | 8220 | - | 67,670.00 | 67,670.00 |
| Donated Food Commodities | 8221 | - | - | - |
| Other Federal Revenues | 8110, 8260-8299 | - | - | - |
| Total, Federal Revenues | | **-** | **146,255.00** | 146,255.00 |
| | | | | |
| 3. Other State Revenues | | | | |
| Special Education - State | StateRevSE | - | 85,656.00 | 85,656.00 |
| All Other State Revenues | StateRevAO | 22,322.00 | 632,308.00 | 654,630.00 |
| Total, Other State Revenues | | **22,322.00** | **717,964.00** | 740,286.00 |
| | | | | |
| 4. Other Local Revenues | | | | |
| All Other Local Revenues | LocalRevAO | 16,857.00 | 66,539.00 | 83,396.00 |
| Total, Local Revenues | | **16,857.00** | **66,539.00** | 83,396.00 |
| | | | | |
| **5. TOTAL REVENUES** | | 1,307,253.00 | 930,758.00 | 2,238,011.00 |
| | | | | |
| **B. EXPENDITURES** | | | | |
| 1. Certificated Salaries | | | | |
| Certificated Teachers' Salaries | 1100 | 344,170.00 | 45,398.00 | 389,568.00 |
| Certificated Pupil Support Salaries | 1200 | 48,834.00 | 19,515.00 | 68,349.00 |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 151,117.00 | 105,807.00 | 256,924.00 |
| Other Certificated Salaries | 1900 | - | - | - |
| Total, Certificated Salaries | | **544,121.00** | **170,720.00** | 714,841.00 |
| | | | | |
| 2. Non-certificated Salaries | | | | |
| Non-certificated Instructional Aides' Salaries | 2100 | - | 70,020.00 | 70,020.00 |
| Non-certificated Support Salaries | 2200 | 19,718.00 | 18,349.00 | 38,067.00 |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | - | - | - |
| Clerical and Office Salaries | 2400 | 87,772.00 | 18,054.00 | 105,826.00 |
| Other Non-certificated Salaries | 2900 | - | - | - |
| Total, Non-certificated Salaries | | **107,490.00** | **106,423.00** | 213,913.00 |
| | | | | |
| 3. Employee Benefits | | | | |
| STRS | 3101-3102 | 98,764.00 | 33,011.00 | 131,775.00 |
| PERS | 3201-3202 | 28,678.00 | 16,062.00 | 44,740.00 |

| Description | Object Codes | | | |
|---|---|---:|---:|---:|
| OASDI / Medicare / Alternative | 3301-3302 | 59,293.00 | 20,491.00 | 79,784.00 |
| Health and Welfare Benefits | 3401-3402 | 178,244.00 | 19,215.00 | 197,459.00 |
| Unemployment Insurance | 3501-3502 | 317.00 | 139.00 | 456.00 |
| Workers' Compensation Insurance | 3601-3602 | 6,379.00 | 2,808.00 | 9,187.00 |
| Medicare - Cert & Class | 3311-3312 | 44,181.00 | 11,949.00 | 56,130.00 |
| OPEB, Active Employees | 3751-3752 | - | - | - |
| Other Employee Benefits | 3901-3902 | - | - | - |
| **Total, Employee Benefits** | | **415,856.00** | **103,675.00** | **519,531.00** |
| | | | | |
| **4.  Books and Supplies** | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 21,870.00 | 15,039.00 | 36,909.00 |
| Books and Other Reference Materials | 4200 | 500.00 | | 500.00 |
| Materials and Supplies | 4300 | 53,149.00 | 43,216.00 | 96,365.00 |
| Noncapitalized Equipment | 4400 | 19,000.00 | 8,515.00 | 27,515.00 |
| Food | 4700 | - | 67,477.00 | 67,477.00 |
| **Total, Books and Supplies** | | **94,519.00** | **134,247.00** | **228,766.00** |
| | | | | |
| **5.  Services and Other Operating Expenditures** | | | | |
| Subagreements for Services | 5100 | - | - | - |
| Travel and Conferences | 5200 | 3,915.00 | 2,653.00 | 6,568.00 |
| Dues and Memberships | 5300 | 3,200.00 | - | 3,200.00 |
| Insurance | 5400 | 45,000.00 | - | 45,000.00 |
| Operations and Housekeeping Services | 5500 | 25,490.00 | 11,951.00 | 37,441.00 |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 128,000.00 | 131,878.00 | 259,878.00 |
| Transfers of Direct Costs | 5700-5799 | - | - | - |
| Professional/Consulting Services and Operating Expend. | 5800 | 175,837.00 | 80,038.00 | 255,875.00 |
| Communications | 5900 | 24,352.00 | - | 24,352.00 |
| **Total, Services and Other Operating Expenditures** | | **405,794.00** | **226,520.00** | **632,314.00** |
| | | | | |
| **6.  Capital Outlay**  (Objects 6100-6170, 6200-6500 for modified accrual basis only) | | | | |
| Land and Land Improvements | 6100-6170 | - | - | - |
| Buildings and Improvements of Buildings | 6200 | - | - | - |
| Books and Media for New School Libraries or Major | | | | |
| Expansion of School Libraries | 6300 | - | - | - |
| Equipment | 6400 | - | 108,977.00 | 108,977.00 |
| Equipment Replacement | 6500 | - | - | - |
| *Depreciation Expense (for accrual basis only)* | *6900* | 121,000.00 | - | 121,000.00 |
| **Total, Capital Outlay** | | **121,000.00** | **108,977.00** | **229,977.00** |
| | | | | |
| **7.  Other Outgo** | | | | |
| Tuition to Other Schools | 7110-7143 | - | - | - |
| Transfers of Pass-through Revenues to Other LEAs | 7211-7213 | - | - | - |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | - | 10,100.00 | 10,100.00 |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | - | - | - |
| All Other Transfers | 7281-7299 | - | - | - |
| Transfers of Indirect Costs | 7300-7399 | (8,587.00) | 8,587.00 | - |
| Debt Service: | | | | |
| Interest | 7438 | - | - | - |
| Principal (for modified accrual basis only) | 7439 | - | - | - |
| **Total, Other Outgo** | | **(8,587.00)** | **18,687.00** | **10,100.00** |
| | | | | |
| **8.  TOTAL EXPENDITURES** | | 1,680,193.00 | 869,249.00 | 2,549,442.00 |
| | | | | |
| **C.  EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.** | | | | |
| **BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)** | | (372,940.00) | 61,509.00 | (311,431.00) |
| | | | | |
| **D.  OTHER FINANCING SOURCES / USES** | | | | |
| **1.** Other Sources | 8930-8979 | - | - | - |
| **2.** Less:  Other Uses | 7630-7699 | - | - | - |
| **3.** Contributions Between Unrestricted and Restricted Accounts | | | | |
| (must net to zero) | 8980-8999 | (161,007.00) | 161,007.00 | - |
| | | | | |
| **4.** TOTAL OTHER FINANCING SOURCES / USES | | (161,007.00) | 161,007.00 | - |
| | | | | |
| **E.  NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | (533,947.00) | 222,516.00 | (311,431.00) |
| | | | | |
| **F.  FUND BALANCE, RESERVES** | | | | |
| **1.** Beginning Fund Balance | | | | |
| a.  As of July 1 | 9791 | 300,711.00 | 309,111.00 | 609,822.00 |
| b.  Adjustments to Beginning Balance | 9793, 9795 | - | - | - |

| | | | | |
|---|---|---|---|---|
| c. Adjusted Beginning Balance | | 300,711.00 | - | 609,822.00 |
| **2.** Ending Fund Balance, June 30 (E + F.1.c.) | | (233,236.00) | 222,516.00 | 298,391.00 |
| | | | | |
| Components of Ending Fund Balance : | | | | |
| a. Nonspendable | | | | |
| Revolving Cash (equals object 9130) | 9711 | - | - | - |
| Stores (equals object 9320) | 9712 | - | - | - |
| Prepaid Expenditures (equals object 9330) | 9713 | - | - | - |
| All Others | 9719 | - | - | - |
| b Restricted | 9740 | | - | - |
| c. Committed | | | | |
| Stabilization Arrangements | 9750 | - | - | - |
| Other Commitments | 9760 | - | - | - |
| d. Assigned | | | | |
| Other Assignments | 9780 | - | - | - |
| e Unassigned/Unappropriated | | | | |
| Reserve for Economic Uncertainities | 9789 | - | | - |
| Unassigned/Unappropriated Amount | 9790 | (233,236.00) | 222,516.00 | (10,720.00) |

**CHARTER SCHOOL**
**INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**
**First Interim Report - Summary**

Charter School Name: **AeroSTEM Academy**
(continued)
CDS #: **51105120138040**
Charter Approving Entity: **Sutter County Board of Education**
County: **Sutter**
Charter #: **2000**
Fiscal Year: **2022-23**

| Description | Object Code | 7/1 Adopted Budget (X) | Actuals thru 10/31 (Y) | 1st Interim Budget (Z) | 1st Interim vs. Adopted Budget Increase, (Decrease) $ Difference (Z) vs. (X) | % Change (Z) vs. (X) |
|---|---|---|---|---|---|---|
| **A. REVENUES** | | | | | | |
| 1. LCFF/Revenue Limit Sources | | | | | | |
| State Aid - Current Year | 8011 | 1,214,961.00 | 251,901.00 | 923,724.00 | (291,237.00) | -23.97% |
| Education Protection Account State Aid - Current Year | 8012 | 24,180.00 | 5,836.00 | 20,088.00 | (4,092.00) | -16.92% |
| State Aid - Prior Years | 8019 | - | - | - | | |
| Transfers to Charter Schools Funding in Lieu of Property Taxes | 8096 | 324,037.00 | 53,988.00 | 324,262.00 | 225.00 | 0.07% |
| Other LCFF Transfers | 8091, 8097 | - | - | - | - | |
| Total, LCFF Sources | | **1,563,178.00** | **311,725.00** | **1,268,074.00** | (295,104.00) | -18.88% |
| | | | | | | |
| 2. Federal Revenues | | | | | | |
| Every Student Succeeds Act (Title I-V) | 8290 | 46,710.00 | - | 47,082.00 | 372.00 | 0.80% |
| Special Education - Federal | 8181, 8182 | 31,503.00 | (28,576.00) | 31,503.00 | - | 0.00% |
| Child Nutrition - Federal | 8220 | 67,670.00 | - | 67,670.00 | - | 0.00% |
| Donated Food Commodities | 8221 | - | - | - | - | |
| Other Federal Revenues | 8110, 8260-8299 | - | - | - | - | |
| Total, Federal Revenues | | **145,883.00** | **(28,576.00)** | **146,255.00** | 372.00 | 0.25% |
| | | | | | | |
| 3. Other State Revenues | | | | | | |
| Special Education - State | StateRevSE | 85,656.08 | - | 85,656.00 | (0.08) | 0.00% |
| All Other State Revenues | StateRevAO | 332,831.59 | 22,616.23 | 654,630.00 | 321,798.41 | 96.69% |
| Total, Other State Revenues | | **418,487.67** | **22,616.23** | **740,286.00** | 321,798.33 | 76.90% |
| | | | | | | |
| 4. Other Local Revenues | | | | | | |
| All Other Local Revenues | LocalRevAO | 6,598.33 | 75,006.44 | 83,396.00 | 76,797.67 | 1163.90% |
| Total, Local Revenues | | **6,598.33** | **75,006.44** | **83,396.00** | 76,797.67 | 1163.90% |
| | | | | | | |
| 5. TOTAL REVENUES | | **2,134,147.00** | **380,771.67** | **2,238,011.00** | 103,864.00 | 4.87% |
| | | | | | | |
| **B. EXPENDITURES** | | | | | | |
| 1. Certificated Salaries | | | | | | |
| Certificated Teachers' Salaries | 1100 | 453,389.00 | 140,700.65 | 389,568.00 | (63,821.00) | -14.08% |
| Certificated Pupil Support Salaries | 1200 | 65,048.00 | 21,040.38 | 68,349.00 | 3,301.00 | 5.07% |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 256,490.00 | 50,561.96 | 256,924.00 | 434.00 | 0.17% |
| Other Certificated Salaries | 1900 | - | - | - | - | |
| Total, Certificated Salaries | | **774,927.00** | **212,302.99** | **714,841.00** | (60,086.00) | -7.75% |
| | | | | | | |
| 2. Non-certificated Salaries | | | | | | |
| Non-certificated Instructional Aides' Salaries | 2100 | 65,969.90 | 15,022.06 | 70,020.00 | 4,050.10 | 6.14% |
| Non-certificated Support Salaries | 2200 | 40,400.96 | 13,467.25 | 38,067.00 | (2,333.96) | -5.78% |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | - | - | - | - | |
| Clerical and Office Salaries | 2400 | 109,647.92 | 42,057.60 | 105,826.00 | (3,821.92) | -3.49% |
| Other Non-certificated Salaries | 2900 | - | - | - | - | |
| Total, Non-certificated Salaries | | **216,018.78** | **70,546.91** | **213,913.00** | (2,105.78) | -0.97% |
| | | | | | | |
| 3. Employee Benefits | | | | | | |
| STRS | 3101-3102 | 148,011.06 | 39,228.83 | 131,775.00 | (16,236.06) | -10.97% |
| PERS | 3201-3202 | 57,633.81 | 15,174.81 | 44,740.00 | (12,893.81) | -22.37% |
| OASDI / Medicare / Alternative | 3301-3302 | 30,894.15 | 8,345.02 | 79,784.00 | 48,889.85 | 158.25% |
| Health and Welfare Benefits | 3401-3402 | 188,419.20 | 31,498.23 | 197,459.00 | 9,039.80 | 4.80% |
| Unemployment Insurance | 3501-3502 | 495.47 | 141.89 | 456.00 | (39.47) | -7.97% |
| Workers' Compensation Insurance | 3601-3602 | 10,008.55 | 2,867.19 | 9,187.00 | (821.55) | -8.21% |
| OPEB, Allocated | 3701-3702 | - | - | 56,130.00 | 56,130.00 | New |
| OPEB, Active Employees | 3751-3752 | - | - | - | - | |
| Other Employee Benefits | 3901-3902 | - | - | - | - | |
| Total, Employee Benefits | | **435,462.24** | **97,255.97** | **519,531.00** | 84,068.76 | 19.31% |
| | | | | | | |
| 4. Books and Supplies | | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 37,000.00 | 3,301.61 | 36,909.00 | (91.00) | -0.25% |
| Books and Other Reference Materials | 4200 | 500.00 | - | 500.00 | - | 0.00% |
| Materials and Supplies | 4300 | 16,000.00 | 54,865.96 | 96,365.00 | 80,365.00 | 502.28% |
| Noncapitalized Equipment | 4400 | 19,000.00 | 13,514.19 | 27,515.00 | 8,515.00 | 44.82% |
| Food | 4700 | 55,550.00 | 20,001.40 | 67,477.00 | 11,927.00 | 21.47% |
| Total, Books and Supplies | | **128,050.00** | **91,683.16** | **228,766.00** | 100,716.00 | 78.65% |
| | | | | | | |
| 5. Services and Other Operating Expenditures | | | | | | |
| Subagreements for Services | 5100 | - | - | - | - | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Travel and Conferences | 5200 | 9,030.00 | 1,195.31 | 6,568.00 | (2,462.00) | -27.26% |
| Dues and Memberships | 5300 | 10,100.00 | 425.00 | 3,200.00 | (6,900.00) | -68.32% |
| Insurance | 5400 | 45,000.00 | 39,413.51 | 45,000.00 | - | 0.00% |
| Operations and Housekeeping Services | 5500 | 25,490.00 | 11,950.99 | 37,441.00 | 11,951.00 | 46.89% |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 214,265.00 | 21,513.02 | 259,878.00 | 45,613.00 | 21.29% |
| Transfers of Direct Costs | 5700-5799 | - | | - | | |
| Professional/Consulting Services and Operating Expend. | 5800 | 205,637.78 | 85,655.04 | 255,875.00 | 50,237.22 | 24.43% |
| Communications | 5900 | 22,220.00 | 8,750.38 | 24,352.00 | 2,132.00 | 9.59% |
| Total, Services and Other Operating Expenditures | | **531,742.78** | 168,903.25 | **632,314.00** | 100,571.22 | 18.91% |
| | | | | | | |
| **6.** Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only) | | | | | | |
| Land and Land Improvements | 6100-6170 | - | - | - | - | |
| Buildings and Improvements of Buildings | 6200 | - | - | - | - | |
| Books and Media for New School Libraries or Major | | | | | | |
| Expansion of School Libraries | 6300 | - | - | - | - | |
| Equipment | 6400 | - | 106,398.57 | 108,977.00 | 108,977.00 | New |
| Equipment Replacement | 6500 | - | - | - | - | |
| *Depreciation Expense (for accrual basis only)* | *6900* | 121,000.00 | - | 121,000.00 | - | 0.00% |
| Total, Capital Outlay | | **121,000.00** | 106,398.57 | **229,977.00** | 108,977.00 | 90.06% |
| | | | | | | |
| **7.** Other Outgo | | | | | | |
| Tuition to Other Schools | 7110-7143 | - | - | - | - | |
| Transfers of Pass-through Revenues to Other LEAs | 7211-7213 | - | - | - | - | |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | - | - | 10,100.00 | 10,100.00 | New |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | **10,100.00** | - | **-** | (10,100.00) | (100%) |
| All Other Transfers | 7281-7299 | - | - | - | - | |
| Transfers of Indirect Costs | 7300-7399 | - | - | - | - | |
| Debt Service: | | | | | | |
| Interest | 7438 | - | - | - | - | |
| Principal (for modified accrual basis only) | 7439 | - | - | - | - | |
| Total, Other Outgo | | 10,100.00 | - | 10,100.00 | - | 0.00% |
| | | | | | | |
| **8.** TOTAL EXPENDITURES | | 2,217,300.80 | 747,090.85 | **2,549,442.00** | 332,141.20 | 14.98% |
| | | | | | | |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.** | | | | | | |
| **BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)** | | (83,153.80) | (366,319.18) | **(311,431.00)** | (228,277.20) | 274.52% |
| | | | | | | |
| **D. OTHER FINANCING SOURCES / USES** | | | | | | |
| **1.** Other Sources | 8930-8979 | - | - | - | - | |
| **2.** Less: Other Uses | 7630-7699 | - | - | - | - | |
| **3.** Contributions Between Unrestricted and Restricted Accounts | | | | | | |
| (must net to zero) | 8980-8999 | - | - | - | - | |
| | | | | | | |
| **4.** TOTAL OTHER FINANCING SOURCES / USES | | - | - | - | - | |
| | | | | | | |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | (83,153.80) | (366,319.18) | **(311,431.00)** | (228,277.20) | 274.52% |
| | | | | | | |
| **F. FUND BALANCE, RESERVES** | | | | | | |
| **1.** Beginning Fund Balance | | | | | | |
| a. As of July 1 | 9791 | **602,950.16** | - | 609,822.00 | 6,871.84 | 1.14% |
| b. Adjustments/Restatements | 9793, 9795 | - | - | - | - | |
| c. Adjusted Beginning Fund Balance | | 602,950.16 | - | 609,822.00 | | |
| **2.** Ending Fund Balance, June 30 (E + F.1.c.) | | 519,796.36 | (366,319.18) | 298,391.00 | | |
| | | | | | | |
| Components of Ending Fund Balance : | | | | | | |
| a. Nonspendable | | | | | | |
| Revolving Cash (equals object 9130) | 9711 | - | - | - | - | |
| Stores (equals object 9320) | 9712 | - | - | - | - | |
| Prepaid Expenditures (equals object 9330) | 9713 | - | - | - | - | |
| All Others | 9719 | - | - | - | - | |
| b. Restricted | 9740 | - | - | - | - | |
| c Committed | | | | | | |
| Stabilization Arrangements | 9750 | - | - | - | - | |
| Other Commitments | 9760 | - | - | - | - | |
| d Assigned | | | | | | |
| Other Assignments | 9780 | - | - | - | - | |
| e. Unassigned/Unappropriated | | | | | | |
| Reserve for Economic Uncertainties | 9789 | 88,692.03 | - | - | (88,692.03) | (100%) |
| Unassigned/Unappropriated Amount | 9790 | 431,104.33 | (381,871.12) | (10,720.00) | (441,824.33) | -102.49% |

# CHARTER SCHOOL
## MULTI-YEAR PROJECTION - ALTERNATIVE FORM
### First Interim Report - MYP

Charter School Name: <u>AeroSTEM Academy</u>

(continued) _____

CDS #: <u>51105120138040</u>

Charter Approving Entity: <u>Sutter County Board of Education</u>

County: <u>Sutter</u>

Charter #: <u>2000</u>

Fiscal Year: <u>2023/2024</u>

*This charter school uses the following basis of accounting:*

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

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

| Description | Object Code | FY 2023/2024 Unrestricted | FY 2023/2024 Restricted | FY 2023/2024 Total | Totals for #N/A | Totals for #N/A |
|---|---|---|---|---|---|---|
| **A. REVENUES** | | | | | | |
| 1. LCFF Sources | | | | | | |
| State Aid - Current Year | 8011 | 923,724.00 | 0.00 | 923,724.00 | 1,468,720.00 | 1,862,360.00 |
| Education Protection Account State Aid - Current Year | 8012 | 20,088.00 | 0.00 | 20,088.00 | 26,040.00 | 31,620.00 |
| State Aid - Prior Years | 8019 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transfers of Charter Schools in Lieu of Property Taxes | 8096 | 324,262.00 | 0.00 | 324,262.00 | 324,262.00 | 324,262.00 |
| Other LCFF Transfers | 8091, 8097 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, LCFF Sources | | 1,268,074.00 | 0.00 | 1,268,074.00 | 1,819,022.00 | 2,218,242.00 |
| | | | | | | |
| 2. Federal Revenues | | | | | | |
| Every Student Succeeds Act (Title I - V) | 8290 | 0.00 | 47,082.00 | 47,082.00 | 47,082.00 | 47,082.00 |
| Special Education - Federal | 8181, 8182 | 0.00 | 31,503.00 | 31,503.00 | 31,503.00 | 31,503.00 |
| Child Nutrition - Federal | 8220 | 0.00 | 67,670.00 | 67,670.00 | 68,346.00 | 68,346.00 |
| Donated Food Commodities | 8221 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Federal Revenues | 8110, 8260-8299 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Federal Revenues | | 0.00 | 146,255.00 | 146,255.00 | 146,931.00 | 146,931.00 |
| | | | | | | |
| 3. Other State Revenues | | | | | | |
| Special Education - State | StateRevSE | 0.00 | 85,656.00 | 85,656.00 | 0.00 | 0.00 |
| All Other State Revenues | StateRevAO | 22,322.00 | 632,308.00 | 654,630.00 | 463,555.30 | 414,531.61 |
| Total, Other State Revenues | | 22,322.00 | 717,964.00 | 740,286.00 | 463,555.30 | 414,531.61 |
| | | | | | | |
| 4. Other Local Revenues | | | | | | |
| All Other Local Revenues | LocalRevAO | 16,857.00 | 66,539.00 | 83,396.00 | 82,083.00 | 82,083.00 |
| Total, Local Revenues | | 16,857.00 | 66,539.00 | 83,396.00 | 82,083.00 | 82,083.00 |
| | | | | | | |
| 5. TOTAL REVENUES | | 1,307,253.00 | 930,758.00 | 2,238,011.00 | 2,511,591.30 | 2,861,787.61 |
| | | | | | | |
| **B. EXPENDITURES** | | | | | | |
| 1. Certificated Salaries | | | | | | |
| Certificated Teachers' Salaries | 1100 | 344,170.00 | 45,398.00 | 389,568.00 | 456,146.00 | 529,548.00 |
| Certificated Pupil Support Salaries | 1200 | 48,834.00 | 19,515.00 | 68,349.00 | 67,325.00 | 69,681.00 |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 151,117.00 | 105,807.00 | 256,924.00 | 269,314.00 | 282,780.00 |
| Other Certificated Salaries | 1900 | 0.00 | 0.00 | 0.00 | - | 0.00 |
| Total, Certificated Salaries | | 544,121.00 | 170,720.00 | 714,841.00 | 792,785.00 | 882,009.00 |
| | | | | | | |
| 2. Non-certificated Salaries | | | | | | |
| Non-certificated Instructional Aides' Salaries | 2100 | 0.00 | 70,020.00 | 70,020.00 | 65,493.00 | 68,742.00 |
| Non-certificated Support Salaries | 2200 | 19,718.00 | 18,349.00 | 38,067.00 | 44,816.80 | 47,042.80 |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | 0.00 | 0.00 | 0.00 | 50,450.40 | 53,018.00 |
| Clerical and Office Salaries | 2400 | 87,772.00 | 18,054.00 | 105,826.00 | 117,792.60 | 121,306.00 |
| Other Non-certificated Salaries | 2900 | 0.00 | 0.00 | 0.00 | | |
| Total, Non-certificated Salaries | | 107,490.00 | 106,423.00 | 213,913.00 | 278,552.80 | 290,108.80 |

-56130

| Description | Object Code | FY 2023/2024 Unrestricted | FY 2023/2024 Restricted | FY 2023/2024 Total | Totals for #N/A | Totals for #N/A |
|---|---|---|---|---|---|---|
| 3. Employee Benefits | | | | | | |
| STRS | 3101-3102 | 98,764.00 | 33,011.00 | 131,775.00 | 150,641.89 | 167,697.62 |
| PERS | 3201-3202 | 28,678.00 | 16,062.00 | 44,740.00 | 79,026.72 | 84,143.94 |
| OASDI / Medicare / Alternative | 3301-3302 | 59,293.00 | 20,491.00 | 79,784.00 | 33,261.23 | 35,476.59 |
| Health and Welfare Benefits | 3401-3402 | 178,244.00 | 19,215.00 | 197,459.00 | 187,179.60 | 199,575.60 |
| Unemployment Insurance | 3501-3502 | 317.00 | 139.00 | 456.00 | 537.00 | 587.66 |
| Workers' Compensation Insurance | 3601-3602 | 6,379.00 | 2,808.00 | 9,187.00 | 10,847.36 | 11,870.80 |
| Medicare - Certificated & Classified | 3311-3312 | 44,181.00 | 11,949.00 | 56,130.00 | 56,569.00 | 58,440.71 |
| OPEB, Active Employees | 3751-3752 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| Description | Object Code | Unrestricted | Restricted | Total | Totals | Totals |
|---|---|---:|---:|---:|---:|---:|
| Other Employee Benefits | 3901-3902 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Employee Benefits | | 415,856.00 | 103,675.00 | 519,531.00 | 518,062.80 | 557,792.92 |
| | | | | | | |
| **4. Books and Supplies** | | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 21,870.00 | 15,039.00 | 36,909.00 | 40,000.00 | 40,000.00 |
| Books and Other Reference Materials | 4200 | 500.00 | 0.00 | 500.00 | 505.00 | 505.00 |
| Materials and Supplies | 4300 | 53,149.00 | 43,216.00 | 96,365.00 | 97,810.48 | 99,277.63 |
| Noncapitalized Equipment | 4400 | 19,000.00 | 8,515.00 | 27,515.00 | 19,000.00 | 19,000.00 |
| Food | 4700 | 0.00 | 67,477.00 | 67,477.00 | 68,489.16 | 69,516.49 |
| Total, Books and Supplies | | 94,519.00 | 134,247.00 | 228,766.00 | 225,804.63 | 228,299.12 |
| | | | | | | |
| **5. Services and Other Operating Expenditures** | | | | | | |
| Subagreements for Services | 5100 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Travel and Conferences | 5200 | 3,915.00 | 2,653.00 | 6,568.00 | 9,030.00 | 9,120.30 |
| Dues and Memberships | 5300 | 3,200.00 | 0.00 | 3,200.00 | 10,100.00 | 10,201.00 |
| Insurance | 5400 | 45,000.00 | 0.00 | 45,000.00 | 45,000.00 | 45,000.00 |
| Operations and Housekeeping Services | 5500 | 25,490.00 | 11,951.00 | 37,441.00 | 25,490.00 | 25,744.90 |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 128,000.00 | 131,878.00 | 259,878.00 | 214,265.00 | 214,835.65 |
| Transfers of Direct Costs | 5700-5799 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Professional/Consulting Services and Operating Expend. | 5800 | 175,837.00 | 80,038.00 | 255,875.00 | 158,197.07 | 163,519.34 |
| Communications | 5900 | 24,352.00 | 0.00 | 24,352.00 | 22,220.00 | 22,442.20 |
| Total, Services and Other Operating Expenditures | | 405,794.00 | 226,520.00 | 632,314.00 | 484,302.07 | 490,863.39 |
| | | | | | | |
| **6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)** | | | | | | |
| Land and Land Improvements | 6100-6170 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Buildings and Improvements of Buildings | 6200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Books and Media for New School Libraries or Major Expansion of School Libraries | 6300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Equipment | 6400 | 0.00 | 108,977.00 | 108,977.00 | 0.00 | 0.00 |
| Equipment Replacement | 6500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| *Depreciation Expense (for accrual basis only)* | *6900* | 121,000.00 | 0.00 | 121,000.00 | 121,000.00 | 121,000.00 |
| Total, Capital Outlay | | 121,000.00 | 108,977.00 | 229,977.00 | 121,000.00 | 121,000.00 |
| | | | | | | |
| **7. Other Outgo** | | | | | | |
| Tuition to Other Schools | 7110-7143 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transfers of Pass-through Revenues to Other LEAs | 7211-7213 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | 0.00 | 10,100.00 | 10,100.00 | 10,201.00 | 10,201.00 |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| All Other Transfers | 7280-7299 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transfers of Indirect Costs | 7300-7399 | (8,587.00) | 8,587.00 | 0.00 | 0.00 | 0.00 |
| Debt Service: | | | | | | |
| Interest | 7438 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Principal (for modified accrual basis only) | 7439 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Other Outgo | | (8,587.00) | 18,687.00 | 10,100.00 | 10,201.00 | 10,201.00 |
| | | | | | | |
| **8. TOTAL EXPENDITURES** | | 1,680,193.00 | 869,249.00 | 2,549,442.00 | 2,430,708.30 | 2,580,274.23 |
| | | | | | | |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)** | | (372,940.00) | 61,509.00 | (311,431.00) | 80,883.00 | 281,513.38 |

| Description | Object Code | FY 2023/2024 | | | Totals for #N/A | Totals for #N/A |
|---|---|---:|---:|---:|---:|---:|
| | | Unrestricted | Restricted | Total | | |
| **D. OTHER FINANCING SOURCES / USES** | | | | | | |
| 1. Other Sources | 8930-8979 | 0.00 | 0.00 | 0.00 | | |
| 2. Less: Other Uses | 7630-7699 | 0.00 | 0.00 | 0.00 | | |
| 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) | 8980-8999 | (161,007.00) | 161,007.00 | 0.00 | | |
| | | | | | | |
| 4. TOTAL OTHER FINANCING SOURCES / USES | | (161,007.00) | 161,007.00 | 0.00 | 0.00 | 0.00 |
| | | | | | | |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | (533,947.00) | 222,516.00 | (311,431.00) | 80,883.00 | 281,513.38 |
| | | | | | | |
| **F. FUND BALANCE, RESERVES** | | | | | | |
| 1. Beginning Fund Balance | | | | | | |
| a. As of July 1 | 9791 | 300,711.00 | 309,111.00 | 609,822.00 | 298,391.00 | 379,274.00 |
| b. Adjustments/Restatements | 9793, 9795 | 0.00 | 0.00 | 0.00 | | |
| c. Adjusted Beginning Balance | | 300,711.00 | 309,111.00 | 609,822.00 | 298,391.00 | 379,274.00 |
| 2. Ending Fund Balance, June 30 (E + F.1.c.) | | (233,236.00) | 531,627.00 | 298,391.00 | 379,274.00 | 660,787.38 |
| | | | | | | |
| Components of Ending Fund Balance: | | | | | | |
| a. Nonspendable | | | | | | |
| Revolving Cash (equals object 9130) | 9711 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Stores (equals object 9320) | 9712 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Prepaid Expenditures (equals object 9330) | 9713 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| All Others | 9719 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| b. Restricted | 9740 | | 0.00 | 0.00 | 0.00 | 0.00 |
| c. Committed | | | | | | |
| Stabilization Arrangements | 9750 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Commitments | 9760 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| d. Assigned | | | | | | |
| Other Assignments | 9780 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | | | | | | |
|---|---|---|---|---|---|---|
| e. Unassigned/Unappropriated | | | | | | |
| Reserve for Economic Uncertainties | 9789 | 0.00 | | 0.00 | 72,921.25 | 77,408.23 |
| Unassigned/Unappropriated Amount | 9790 | (233,236.00) | 222,516.00 | (10,720.00) | 306,352.75 | 583,379.15 |

# STAFF REPORT COVER SHEET

TO: Board of Directors

AGENDA ITEM: 8.2

DATE: 12/11/2023

ITEM: 2023 - 2024 Comprehensive School Safety Plan Update

SUBMITTED FOR: Action

**Background and Summary Information:**  The Board of Education is asked to approve the 2022-2023 Comprehensive School Safety Plan Update. Comprehensive School Safety Plans are reviewed and updated annually by every school site per the California Education Code and Board policy.

**Financial/Educational Impact:** N/A

**Staff Recommendation:** Recommendation is to approve.

# Comprehensive School Safety Plan

# 2023 - 2024

82 Second Street
Yuba City, CA 95991
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**School Site Mission**

AeroSTEM Academy prepares students of today for the growing college and career opportunities of tomorrow. By exploring Science, Technology, Engineering, and Mathematics ("STEM") through the lens of aerospace, students gain the knowledge and skills necessary to contribute to a dynamic, technology-intensive economy. AeroSTEM Academy creates a culture of character and collaboration in close partnership with college and professional communities. The educational program encourages imagination, incorporates experiential learning, and provides opportunities to engineer solutions. Dream. Discover. Design.

# Contents

# I.  Introduction

A. The purpose of the AeroSTEM Academy Comprehensive School Safety Plan is to identify and respond to incidents by outlining the responsibilities and duties of AeroSTEM and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that AeroSTEM has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents, and incidents that may occur at AeroSTEM are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. An assessment reviewed by the AeroSTEM Board of Director, Charter Council, Safety and Staff in relation to the current status of school crime committed on campus and at school related functions is completed by reviewing school discipline, suspension and expulsion data, and the California Healthy Kids Survey.  Local law enforcement has been consulted (Ed. Code 39294,1) and collaborates with AeroSTEM. Other local agencies, such as health care and emergency services, are consulted as needed. (Ed Code 39294.2) Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. AeroSTEM schedules in-service training for faculty, staff, and students.  AeroSTEM conducts earthquake, fire, and intruder drills as required by California education codes.

Lastly, developing, maintaining, and exercising the School Safety Plan increases AeroSTEM's legal protection. AeroSTEM is committed to providing students with quality educational experiences in a safe and secure school environment.  Policies and procedures are assessed, modified, and updated on an ongoing basis to ensure that the plan is an effective and integral part of the county's efforts to provide an optimal learning environment and safe work environment for all employees and students.

B. The AeroSTEM Academy Safety Plan outlines the expectations of staff/faculty, and students; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

## II. Situation Overview

### A. Building Population

1. AeroSTEM Academy is located on the Sutter County Airport and is housed in six portable buildings and a staff/visitor parking lot.

### B. School Population

1. AeroSTEM Academyis located at 82 Second St. Yuba City, CA, has a student population of 110 students. AeroSTEM provides a site based education for 5th through 12 grade students. A before and after school is operated for students daily.

## III. Planning Assumptions & Limitations

### A. Planning Assumptions

1. Stating the planning assumptions allows AeroSTEM to deviate from the plan if certain assumptions prove not to be true during operations. The School Safety Plan assumes:
2. The community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
3. A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
4. A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of AeroSTEM  affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
5. Following a major or catastrophic incident, the office may have to rely on its own resources to be self-sustaining for up to 72 hours. Education and training is conducted throughout the school year on disaster preparedness.
6. There may be a number of injuries of varying degrees of seriousness to students, staff, and visitors. Rapid and appropriate response will reduce the number and severity of injuries. There are staff members on each site that are trained in CPR and First Aid.
7. Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the staff to be prepared to carry out the initial incident response until responders arrive at the incident scene.
8. Proper prevention and mitigation actions, such as creating a positive office environment, Continuity of Operations plans, fire inspections and drills will prevent or reduce incident-related losses.

9. Maintaining the School Safety Plan and providing frequent opportunities for stakeholders (staff, students, board members, first responders, etc.) to exercise the plan can improve readiness to respond to incidents.
10. A spirit of volunteerism among employees will result in their willingness to provide assistance and support to incident management efforts. School staff recognize their role as Disaster Service Workers.

### B. Limitations
1. There is no guarantee implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, AeroSTEM can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

## IV. Concepts of Operation

This plan is based upon the concept that the incident management functions that must be performed by the office and school site staff generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks

### A. National Incident Management System (NIMS)
1. The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.
2. According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. AeroSTEM recognizes that staff will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers. AeroSTEM works with local government agencies to remain NIMS compliant.

3. NIMS compliance for school districts includes completing the following:
    a) Adopt the use of the Incident Command System (ICS). ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
    b) Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute.
    c) Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.
    d) Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. School sites are charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

## B. Implementation of the Incident Command System (ICS)

1. In a major emergency or disaster, the AeroSTEM office may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events.
2. The Incident Commander at AeroSTEM will be delegated the authority to direct all incident activities until command is passed to appropriate local law enforcement or fire service personnel. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the County Superintendent or other designated officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander or local law enforcement or fire service personnel.

## C. Initial Response

1. Support personnel and teachers are usually first on the scene of an incident. As Disaster Service Workers, staff members are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.
2. The School site administrator or his/her designee is responsible for activating the School Safety Plan, including common and specialized procedures as well as hazard-specific incident plans found in annexes. The School site administrator or designee will assign an

Incident Commander based who is most qualified for that type of incident. The Incident Commander will transfer command to local law enforcement or fire service personnel as appropriate.

## V.   Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage the incident and includes:

1. A list of the kinds of tasks to be performed by position and organization.
2. An overview of who does what.

The school Administrator is not able to manage all the aspects associated with an incident without assistance. The office and school site Administrators rely on other personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. Cottage Hill follows the site specific/incident specific appendix to the comprehensive school safety plan.

Staff may be required to remain at school to assist in an incident. In the event that this School Safety Plan is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

### A. Executive Director

1. The Executive Director may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the Executive Director still retains the overall responsibility for the safety of staff and students on the school site. However, delegating the authority to manage the incident allows the Executive Director to focus on policy-level activities and interfacing with other agencies, staff, and parents.  Command of an incident is transferred to local law enforcement or fire service personnel as appropriate.

   The Incident Commander responsibilities include:

   a) Assume overall direction of all incident management procedures based on actions and procedures outlined in this Comprehensive School Safety Plan.

   b) Take steps deemed necessary to ensure the safety of students, staff, and other individuals.

   c) Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Hold, Lockdown, etc.), as described more fully in the functional annexes in this document.

   d) Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.

   e) Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)

## B. Site Teachers

On any school site, teachers and support staff shall be responsible for the supervision of students and shall remain with students until directed otherwise.
Responsibilities include:

a) Supervise students under their charge.
b) Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
c) Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
d) Give appropriate action command during an incident.
e) Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
f) Report missing students to the Incident Commander or designee.
g) Execute assignments as directed by the Incident Commander or ICS supervisor.
h) Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
i) Render first aid if necessary. School staff will be encouraged to be trained and certified in first aid and CPR.

## C. Counselor/Director

1. Counselors and Director provide assistance with the overall direction of the incident management procedures at the site.
2. Responsibilities may include:
   a) Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
   b) Direct students in their charge according to established incident management protocols.
   c) Render first aid if necessary.
   d) Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
   e) Execute assignments as directed by the Incident Commander or ICS supervisor.

### D. Office Staff

1. Responsibilities include:
   a) Answer phones and assist in receiving and providing consistent information to callers.
   b) Provide for the safety of essential documents.
   c) Execute assignments as directed by the Incident Commander or ICS supervisor.
   d) Provide assistance to the Superintendent and Policy/Coordination Group.
   e) Monitor radio emergency broadcasts.
   f) Assist with health incidents as needed, acting as messengers, etc.
   g) Document date, time, incident, and response information.

### E. Visitors

1. Responsibilities include:
   a) Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
   b) Participate in volunteer service projects for promoting school incident preparedness.
   c) Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
   d) Practice incident management preparedness in the home to reinforce school training and ensure family safety.
   e) Understanding their roles during a school emergency.

## VI. Incident Management Team

### A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single-site or multi-incidents, the School Safety Plan will be activated including the implementation of the Incident Command System (ICS). The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

The ICS is organized into the following functional areas:

1. Incident Command
   a) Directs the incident management activities using strategic guidance provided by the Policy Group.
   b) Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.

c) Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).

d) Coordinate media relations and information dissemination with Administration.

e) Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.

f) Document all activities.

2. Operations Section

Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

a) Analyze staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan for school sites affected by incident.

b) Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.

c) Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.

d) Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.

e) Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.

f) Document all activities.

g) In the event that systems are overwhelmed and staff is needed to assist, additional teams may be activated. As needed, the types of Teams described in the following table may be established within the Operations Section. AeroSTEMI staff may be assigned to specific sites to assist in operations.

(1) Operations Section Teams

| Teams | Potential Responsibilities |
|---|---|
| Search & Rescue Team | Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).<br><br>Search and Rescue Teams are also responsible for:<br>➔ Identifying and marking unsafe areas.<br>➔ Conducting initial damage assessment.<br>➔ Obtaining injury and missing student reports from teachers. |
| First Aid Team | First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:<br>Setting up a first aid area for students.<br>Assessing and treating injuries.<br><br>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims. |
| Evacuation/ Shelter Care Team | Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:<br>➔ Accounting for the whereabouts of all students, staff, and volunteers.<br>➔ Setting up a secure assembly area.<br>➔ Managing sheltering and sanitation operations.<br>➔ Managing student feeding and hydration.<br>➔ Coordinating with the Student Release Team.<br>➔ Coordinating with the Logistics Section to secure the needed space and supplies. |
| Facility & Security Response Team | The Facility & Security Response Team is responsible for:<br>Locating all utilities and turning them off, if necessary. |

| | |
|---|---|
| | Securing and isolating fire/HazMat.<br>Assessing and notifying officials of fire/HazMat.<br>Conducting perimeter control. |
| Crisis Intervention Team | The Crisis Intervention Team is responsible for:<br>➔ Assessing the need for onsite mental health support.<br>➔ Determining need for outside agency assistance.<br>➔ Providing onsite intervention/counseling.<br>➔ Monitoring well-being of the school Incident Management Team, staff, and students, and reporting all findings to the OperationsSection Chief. |
| Student Release Team | Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning.<br>The Student Release Team is responsible for:<br>➔ Setting up a secure reunion area.<br>➔ Checking student emergency cards for authorized releases.<br>➔ Completing release logs.<br>➔ Coordinating with the Public Information Officer on external messages. |

3. Planning Section
   a) Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.
   b) Duties may include:
      (1) Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
      (2) Document all activities.
4. Logistics Section
   Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:
   a) Establish and oversee communications centers and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop a telephone tree for after-hours communication.

    b) Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.

    c) Document all activities

5. Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for staff, submitting documentation for reimbursement at local, state and federal level, and recovering school records following an incident.

Additional duties may include:

    a) Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.

    b) Develop a system to monitor and track expenses and financial losses, and secure all records.
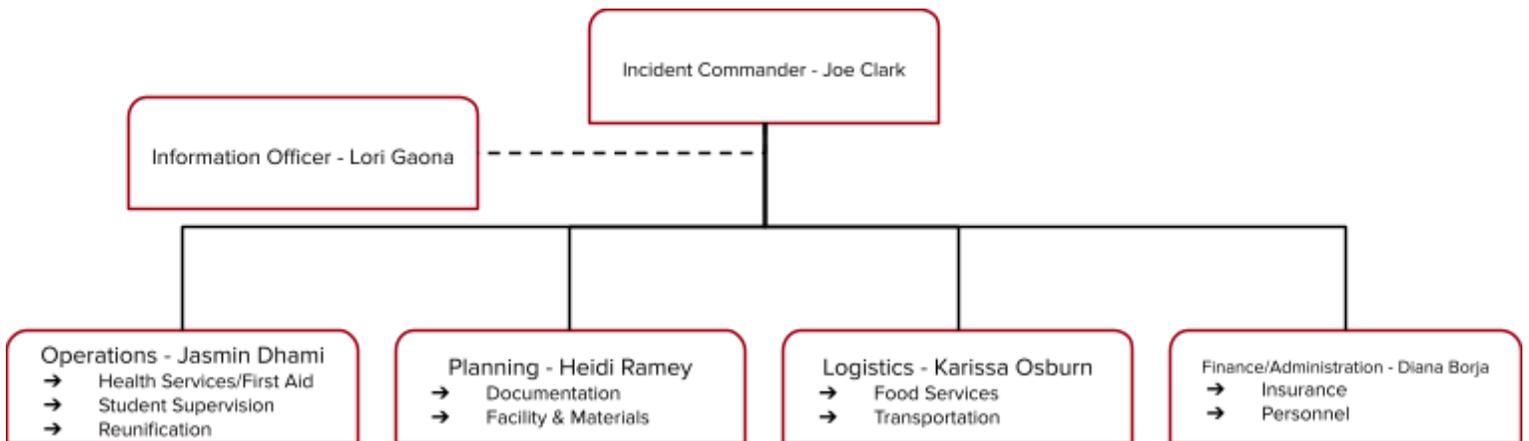


## VII. Communications

### A. Internal

1. Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

    a) Telephone: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at the office. The tree originates with the Executive Director, who contacts the members of the staff.

    b) ParentSquarer is a phone system available to make all calls to programmed staff, schools, and parents.

    c) Text messages may be sent to cell phones; as well all-call may be sent to cell phone numbers.

    d) Emails may be sent to staff as an effective communication tool.

**B. <u>External</u>**

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from AeroSTEM about the incident, what is being done about it, and the safety of the students and staff.

1. Parent Communication

    a) Before an incident occurs, AeroSTEM will:

        (1) Develop a relationship with families so that they trust and know how to access alerts and incident information.

        (2) Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

    b) In the event of an incident, AeroSTEM will:

        (1) Disseminate information via automated phone calls and emails to inform parents, staff and the board about exactly what is known to have happened.

        (2) Implement the plan to manage phone calls and parents who arrive at school or at school site as requested.

        (3) Describe how the school office is handling the situation.

        (4) Provide information regarding possible reactions of their children and ways to talk with them.

        (5) Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.

        (6) Inform parents and students when and where school will resume.

    c) After an incident, AeroSTEM and/or the designee will:

        (1) Schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Media Communication

    a) In the event of an incident, the Incident Commander will:

        (1) Designate a Public Information Officer.

        (2) Establish an off-campus briefing area for media representatives.

        (3) Determine the need to establish or participate in a Joint Information Center.

        (4) Coordinate messages with involved and appropriate entities.

    b) All AeroSTEM employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established).

3. Rumor Management

a) In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, AeroSTEM will:

    (1) Provide appropriate information to internal groups including administrators, teachers, students, custodians, and secretaries. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.

    (2) Hold a staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.

    (3) Designate and brief personnel answering calls to help control misinformation.

    (4) Conduct briefings for community representatives directly associated with the school.

    (5) Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

b) After the immediate incident response period, AeroSTEM will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

4. First Responders Communication

a) The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.

5. Post Incident Communication

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/school site teams will:

a) Conduct a comprehensive assessment of the physical and operational recovery needs. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).

b) Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.

c) Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.

d) Provide detailed facilities data to Administration so that they can estimate temporary space reallocation needs and strategies.

e) Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.

f) Educate school personnel, students, and parents on available crisis counseling services.

g) School sites will advise the District and County Office of recovery status.

h) Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.

i) Establish absentee policies for staff/teachers/students after an incident.

j) Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.

k) Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele-group tutoring, etc.

l) Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).

m) Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

## C. Communication Tools

Some common internal and external communication tools that NCSOS may use include the following:

1. Standard telephone - VOIP

2. Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site. The use of text messaging is the most effective form of communication when systems are overwhelmed.

3. Intercom systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.

4. Bullhorns and megaphones: A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.

5. Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.

6. Computers: A wireless laptop computer may be used for communication. Email may be a useful tool for updating information for staff, other schools in an affected area, and the County offices. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Website.

7. Fax machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated.

8. Alarm systems on school sites: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.

9. Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

10. Runners—hand-carried notes may be used for communication as need dictates.

## VIII. Administration, Finance, and Logistics

### A. Agreements and Contracts

1. If school resources prove to be inadequate during an incident, AeroSTEM will request assistance from local emergency services, and other agencies. All requests will be approved by the Business Office. AeroSTEM will follow all requirements of local, state and federal funding requirements for disaster relief.

### B. Recordkeeping

1. Administrative Controls
   The Business Office is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations for all sites in the district. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

3. The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:
   a) Activation or deactivation of incident facilities.
   b) Significant changes in the incident situation.
   c) Major commitments of resources or requests for additional resources from external sources.
   d) Issuance of protective action recommendations to the staff and students.
   e) Evacuations.
   f) Casualties.
   g) Containment or termination of the incident.

### C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

a) Personnel costs, especially overtime costs,

b) Equipment operations costs,

c) Costs for leased or rented equipment,

d) Costs for contract services to support incident management operations, and

e) Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

D. **Preservation of Records**

1. In order to continue normal school operations following an incident vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly.

## IX. Plan Development, Maintenance, and Distribution

A. This plan was developed for the AeroSTEM students, staff, and parents to standardize and coordinate the emergency preparedness measures taken, and to integrate emergency response procedures within the school. The plan must be adapted to address the requirements, specific needs, and capabilities of the school. The administration or his/her designee will be responsible for adding and updating site specific information to the school safety plan

B. This plan will be reviewed and updated if needed on an annual basis by AeroSTEM administration or designee(s). This plan will be presented (in parts) to the Charter council for input. This plan will be approved by the Executive Director and School Board. This plan will be distributed to school personnel who have roles and responsibilities for planning and responding to emergencies and disasters. This plan will be shared with community emergency response partners upon request. This plan will not be posted on any website in its entirety and will not be released to persons outside the school without direct approval of the Executive Director

## X.    Authorities and References

The following are summaries of emergency crisis related State Education Codes and Government Codes that pertain to schools. Refer to the entire citation for specific requirements.

A.   California Government Code 3100
1.   This code states in part, "All public employees are hereby declared disaster service workers and take an oath of affirmation as such upon hire."
B.   California Government Code 8550-8551, Disaster Service Act
1.   This code ensures preparations within the state will be adequate to deal with emergencies and covers use of all available manpower to be used when necessary as Disaster Service Workers.
C.   National Incident Management System (HSPD-5)
1.   On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5, directing the Secretary of Homeland Security to develop and administer a National  Incident Management System and a National Response Framework. HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance grants, contracts, and other activities by July 1, 2005. HSPD-5 states in part:
     a)   "All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education, the U.S. Department of Homeland Security, and/or the U.S. Department of Health and Human Services are required to support the implementation of NIMS. Award recipients of the Department of Education's Readiness and Emergency Management for Schools (REMS) funding are required to implement, in conjunction with community partners, identified NIMS compliance activities."
2.   The NIMS components schools need to implement are:
     a)   Command and Management; the use of the Incident Command System (ICS)
     b)   Multi-Agency Coordination Systems (MACS), and Public Information Systems.
     c)    Preparedness actions to establish and sustain prescribed levels of capability necessary to execute a full range of incident management operations.
     d)   Resource Management to coordinate the application of tools, processes and systems which provide incident managers with timely and appropriate resources during an incident. Resources include personnel, equipment, and supplies.
     e)   Communication and information Management; the means to develop a common operating picture for communications and system interoperability.
3.   The National Incident Management System places requirements for standardized training in courses on NIMS and ICS. School staff should be trained according to their responsibilities during an emergency or disaster. Staff members who may be considered emergency

personnel should complete training that incorporates the principles of ICS100, ICS200, and IS700 courses at a minimum.

D.   Presidential Policy Directive 8 (PPD8)

1.   PPD8 is a National Preparedness document that describes the Nation's approach to preparing for threats and hazards that pose the greatest risk. PPD8 states National preparedness is the shared responsibility of our whole community, including individuals, private and non-profit sectors, faith based organizations, and Federal, state, and local governments. The requirements for Emergency Operations Plans to address preventing, protecting, mitigating, responding to, and recovering from emergency and disaster incidents are covered in PPD8.

E.   Homeland Security Act of 2002

1.   This act defines school districts as "Local Agencies" which requires schools in the district to be compliant with HSPD-5 and PPD8. It also requires school districts to have emergency operations plans per the U.S. Government Accountability Office.

F.   The FEMA Guide for Developing High Quality School Emergency Operations Plans

1.   This guide was updated March of 2013 and replaces all existing school emergency operations planning guides. The FEMA guide lists criteria for school emergency operations plans to be considered in compliance with PPD8. The guide also addresses the creation and usage of school emergency planning committees.

G.   California Education Codes 32280 through 32289 Inclusive

1.   These education codes govern all aspects of school safety and emergency management in California K-12 public schools. It is the intent of this legislation that schools in California develop a Comprehensive Safety Plan to address all areas related to school and student safety through a systematic planning process. It is the responsibility of the school schools to develop or cause to be developed all components of the Comprehensive Safety Plan (CA. Ed Code 3281-a). The Comprehensive Safety Plan must be reviewed yearly and submitted to the School's Executive Director or designee by March 1 st of each year (Ed Code 32286-a). The Standardized School Emergency Operations Plan is one component of the Comprehensive Safety Plan. Other components of the Comprehensive Safety Plan are outlined in the Education Codes (CA. Ed Code 32282-a). The WCS Standardized All-Hazards Emergency Operations Plan meets all requirements of the emergency planning section of the Comprehensive Safety Plan. Each school must have a School Site Council, and the members of this council serve as the Site Safety Committee for purpose of review of safety and emergency plans specific to that school (CA. Ed Code 32281-b1). The membership of the Site Safety Council is specifically outlined in this Education Code. Each California school must also have a Safety Committee responsible for review of the Comprehensive Safety Plan.

H.   California Assembly Bill 9 (AB9)

1. AB9, also named Seth's Law based on circumstances related to the Seth Walsh case, mandates public K-12 schools in California meet certain criteria in terms of anti-bullying programs. AB9 was implemented on July 1, 2012 and requires public schools in California to update their anti-bullying policies and programs to protect students who are bullied based on their actual or perceived sexual orientation, gender identity, race, ethnicity, nationality, gender, or disability. AB9 also requires public schools in California to provide an anonymous reporting tool to students for purposes of reporting bullying and for schools to follow up on all reports of bullying.

I. Family Education Rights to Privacy Act (FERPA)
   1. Code of Federal Regulations (CFR) part 99 as it applies to vital records storage and release of student information.
J. Americans With Disabilities Act (ADA) 42USC
   1. Codes as they relate to individualized emergency plans and procedures for persons with disabilities.

# XI. <u>Climate</u>

A. Board Reporting
   1. The Board of Directors will be presented with an annual update that includes an assessment of office referral, attendance rates, suspension and expulsion information and survey results.
B. Climate Survey
   1. Students will be given a chance to participate in at least one climate survey result annually. The school will also utilize healthy kids survey information when appropriate.

# XII. <u>Functional Annexes (Actions)</u>

**Sequencing the Actions**

The five actions of the Standard Response Protocol can work together as situations evolve and information is gathered. Here are some examples of how this can, and has, been done.

HOLD ESCALATES TO LOCKDOWN

The school receives a vague or anonymous report, through social media, of a student carrying a weapon. There is neither an immediate confirmation of it nor a substantiated threat. School personnel needs time to locate the student and send security/SRO to locate and confront the student in a very low-key way. They initiate the Hold Action during the search. Additional information and evidence may lead to a Lockdown because an imminent threat is detected.

LOCKDOWN MISTAKE SHIFTS TO SECURE The Police Department received reports from passers-by of a person with a rifle on the bike path adjacent to an elementary school. They

called the school directly and directed them to put the school in Lockdown, which was incorrect but this can happen when there are many unknown factors. Officers and District Security Teams were on the scene within 2-5 minutes and a suspect was taken into custody within that time. Personnel on-site were able to quickly confirm the building wasn't breached. The Lockdown was shifted to a Secure Action, with each classroom being released by school and security personnel. Releasing each classroom instead of using a public address is to retain continuity for releasing any Lockdown.

SECURE ESCALATES TO LOCKDOWN Recently there was a shooting in a park adjacent to a high school. The school was immediately placed in Secure, however, several victims and witness students ran back inside before the doors could be secured. In this case, it was unknown exactly who entered the building. The Secure Action shifted to Lockdown as a precaution while officers searched the building. It was determined to be safe within about 30 minutes, but the Lockdown was not immediately lifted. Moving to Hold at that point may have been a better choice in order to manage the situation and maintain tactical control of the building while allowing some monitored movement inside.

HOLD TO EVACUATE Utilize a Hold Action for a brief time during an unexpected fire alarm that is not accompanied by immediate signs of smoke or fire. This allows safety/security teams to scan for actual signs of fire, or other ambush type threats before Evacuating the building. An Evacuation would still occur per fire department requirements, but the tactical pause to gather information before evacuating allows for more situational awareness.

| Hold | Secure | Lockdown | Evacuate | Shelter |

## A. <u>Hold</u>

1. HOLD IN YOUR ROOM OR AREA
    a) There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved.  A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required. There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

2. ACTIONS
    a) Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.
    b) Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.
    c) Students and staff outside of the building should remain outside unless the administration directs otherwise.
    d) It is suggested that prior to closing the classroom door, teachers should sweep the hallway for nearby students.
    e) Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

3. RESPONSIBILITY
    a) Students
        (1) Clear the hallways and remain in room or area until the "All Clear" is announced
        (2) Do business as usual
    b) Adults
        (1) Close and lock door
        (2) Account for students and adults
        (3) Do business as usual

4. EXAMPLES OF HOLD CONDITIONS
    a) The following are some examples of when a school might initiate a Hold:
        (1) An altercation in a hallway;
        (2) A medical issue that needs attention;
        (3) Unfinished maintenance operation in a common area during class changes.

**B. Secure**
1.  SECURE GET INSIDE, LOCK OUTSIDE DOORS.
    a)  The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.
2.  ACTIONS
    a)  The Secure Action demands bringing people into a secure building and locking all outside access points.
    b)  Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.
    c)  There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.
    d)  During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety
3.  RESPONSIBILITY
    a)  Students
        (1)  Return to inside of building
        (2)  Do business as usual
    b)  Adults
        (1)  Bring everyone indoors
        (2)  Lock outside doors
        (3)  Increase situational awareness
        (4)  Account for students and adults
        (5)  Do business as usual
4.  EXAMPLES OF SECURE CONDITIONS
    a)  The following are some examples of when a school might initiate a Secure:
        (1)  An unknown or unauthorized person on the grounds
        (2)  Dangerous animal on or near the grounds
        (3)  Criminal activity in the area
        (4)  Planned police activity in the neighborhood

**C. Lockdown**
1. LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT
    a) Lockdown is called when there is a threat or hazard inside the school building. Lockdown uses classroom and school security actions to protect students and staff from the threat.
2. ACTIONS
    a) The Lockdown Action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.
    b) There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown.
    c) No indication of occupancy should be revealed until first responders open the door.
    d) If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.
3. RESPONSIBILITY
    a) Students
        (1) Move away from sight Maintain silence
        (2) Do not open the door
    b) Adults
        (1) Recover students from hallway if possible
        (2) Lock the classroom door
        (3) Turn out the lights
        (4) Move away from sight
        (5) Maintain silence
        (6) Do not open the door
        (7) Prepare to evade or defend
4. EXAMPLES OF LOCKDOWN CONDITIONS
    a) The following are some examples of when a school might initiate a Lockdown:
        (1) Dangerous animal within a school building
        (2) Intruder
        (3) An angry or violent parent or student
        (4) Report of a weapon
        (5) Active assailant

### D. Evacuate
1. EVACUATE TO A LOCATION
   a) Evacuate is called when there is a need to move people from one location to another for safety reasons.
2. An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.
3. An offsite evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.
4. If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.
5. REUNIFICATION AFTER AN EVACUATION
   a) When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.
6. RESPONSIBILITY
   a) Students
      (1) Leave stuff behind if required to
      (2) If possible, bring your phone
      (3) Follow instructions
   b) Adults
      (1) Lead students to Evacuation location
      (2) Account for students and adults
      (3) Notify if missing, extra or injured students or adults
7. EXAMPLES OF EVACUATE CONDITIONS
   a) The following are some examples of when a school might initiate a Evacuate:
      (1) Bomb Threat
      (2) Gas Leak
      (3) Water Leak

### E. Shelter

1. SHELTER STATE THE HAZARD AND SAFETY STRATEGY
    a) Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.
2. SAFETY STRATEGIES MAY INCLUDE
    a) Evacuate to Shelter area
    b) Seal the room
    c) Drop, cover and hold
    d) Get to high ground
3. ACTIONS
    a) Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.
4. RESPONSIBILITY
    a) Students
        (1) Use appropriate safety strategy for the hazard
    b) Adults
        (1) Lead students to Evacuation location
        (2) Account for students and adults
        (3) Notify if missing, extra or injured students or adults
5. EXAMPLES OF SHELTER CONDITIONS
    a) The following are some examples of when a school might initiate a Shelter:
        (1) Tornado
        (2) Severe weather
        (3) Wildfires
        (4) Flooding
        (5) Hazmat spill or release
        (6) Earthquake

## XIII. Hazard/Threat Specific Procedures

### A. Active Shooter/Armed Assailant

1. Emergency Action – Active Shooter/Armed Assailant
    a) Immediate response to a rapidly changing incident is critical. In most cases, initiate LOCKDOWN procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration. An Active Assailant incident is

described as an immediate and imminent threat to safety posed by person(s) on or near the campus who are armed with weapons and intent on causing death or injury to students or staff. In these incidents, anyone witnessing the threat may order a lockdown by whatever means available. 911 should immediately be called, preferably by someone with knowledge of the incident. The caller should remain on the phone with police if possible in order to give updated information.

b) Safely locking down students and staff to keep the threat away is the first course of action, but alternatives such as running away from the danger to a safe area, enhancing door and window security by any method available, and fighting back or taking other actions to defeat the assailant are options to be considered while waiting for the arrival of law enforcement. The obligation and primary concern for school staff in an Active Assailant situation is to keep as many students and staff members as possible safe during the time it takes for law enforcement to arrive on scene and address the problem. The methods used to achieve this require common sense decision making and may vary depending upon the situation, threat level, and location of the threat.

c) Once the situation is deemed safe by law enforcement, the principal again takes control of the school in the position of school Incident Commander. Unified Command is established and communications are set up with the Executive Director to address issues such as student/parental reunification, relocation of students, school closure, and other issues related to the continuity of school operations.

2. Administrator Actions
   a) Remain calm. Do not confront the assailant(s) if possible.
   b) Assess the situation, and if possible, have someone call 911 to get law enforcement responding while this informational assessment is being done. Assess for the following:
      (1) Is the assailant in the school?
      (2) Has assailant been identified?
      (3) Has the weapon been found and/or secured?
   c) Depending on the situation, initiate LOCKDOWN or RUNNING TO A SAFE PLACE as appropriate.
   d) Call 911 or direct a staff member to do so if this has not yet been done. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. LOCKDOWN). If the school is in lockdown, advise law enforcement where they should enter and have that entrance monitored by staff to let law enforcement into the school if it is safe to do so.
   e) Initiate Incident Command and fill positions as needed as soon as the incident has stabilized and it is safe to do so.

f) Identify command post location for school. Law enforcement will probably set up their own command post in a separate location. Assist police in entering the school and provide officers with critical information.

g) Ensure injured students and staff members receive medical attention.

h) If assailant has left, secure all exterior doors to prevent re-entry.

i) If a firearm is known to exist and was left behind, do not touch it. Allow a law enforcement officer to take possession of the weapon.

j) Keep crime scene secure.

k) Isolate and separate witnesses.

l) Gather information for police about the incident and everyone involved with it:
   (1) Name of suspect(s)
   (2) Location of shooting
   (3) Number and identification of casualties and injured
   (4) Current location of the shooter(s)

m) Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer or administrator.

n) Prepare letter for students to take home to their families.

o) Arrange for immediate crisis counseling for students and staff.

p) Provide liaison for family members of injured students and staff members.

q) Debrief with staff and law enforcement officers.

r) Provide informational updates to staff, students and their families during the following few days.

3. Staff Actions

a) Remain calm.

b) Alert the principal/site administrator, and call 911 if possible and it is safe to do so. 911 may have already been called, but calling again is acceptable if the staff member is unsure if law enforcement has been notified.

c) Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Institute LOCKDOWN or EVACUATION, as appropriate. Running to a safe place or fighting back to disable the assailant may be options to explore based on the threat level and location of the threat.

d) Provide first aid for victims, if this can be done safely without placing the staff member or other students in danger. The threat level may prohibit staff members from safely reaching an injured victim. Life safety should enter into this decision.

e) Account for all students if possible. Maintain order in assembly area and await arrival of law enforcement.

f) Assist police officers – provide identity, location and description of individual and weapons.

## B. Aircraft  Crash

1. Emergency Action – Aircraft Crash
    a) AeroSTEM is located at the Sutter County  Airport, so the possibility of an aircraft crash which would affect the school is increased. Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.
2. Aircraft crashes into the school
    a) Administrator Actions
        (1) Notify police and fire department (call 911).
        (2) Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION, or HOLD
        (3) Set up incident Command at site and initiate Unified Command with responding agencies.
        (4) Arrange for first aid treatment and removal of injured occupants from building.
        (5) Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
        (6) Account for all building occupants and determine extent of injuries.
        (7) If evacuation was done, do not re-enter building until the authorities provide clearance to do so
    b) Staff Actions
        (1) Notify administration and alert emergency responders via 911 as soon as it is safe to do so.
        (2) Move students away from immediate vicinity of the crash.
        (3) EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene if a threat is posed to the school by the crash. If safe to remain at the school, initiate a lock out or hold response. Take class roster and emergency backpack.
        (4) Check school site to assure that all students have evacuated if evacuation has been ordered.
        (5) Take attendance at the assembly area or in classrooms to obtain 100% accountability.
        (6) Report missing students to the office and emergency response personnel.
        (7) Maintain control of the students a safe distance from the crash site.
        (8) Care for the injured, if any.
        (9) Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.
        (10) Determine if parental reunification or controlled release is needed.
3. Aircraft crashes near school

a) Administrator Actions
   (1) Notify police and fire department (call 911).
   (2) Set up Incident Command and initiate Unified Command with responding agencies if needed.
   (3) Initiate HOLD , if warranted.
   (4) Ensure students and staff outside are directed to designated areas until further instructions are received.
   (5) Ensure that students and staff remain at a safe distance from the crash.
   (6) Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do. This may affect student pick up, so prepare for parental communication.
   (7) Determine if parental reunification or early release is needed.
b) Staff Actions
   (1) Notify administration.
   (2) Move students away from immediate vicinity of the crash.
   (3) Remain inside with students unless subsequent explosions or fire endanger the building.

## C. Air Quality & Wildfire Smoke Annex

1. Emergency Action – Air Quality
   a) Severe air pollution, often due to smoke from fires or dust storms, may affect students and staff who are susceptible to respiratory problems. Air quality alerts are often issued during these incidents. Should an alert be issued, preparations should be made to address this pre-incident if possible.

2. Administrator Actions
   a) Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day. HIPPA guidelines must be followed when identifying students or staff with respiratory problems.
   b) Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
   c) When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
   d) Cancel any events that require the use of vehicles.
   e) Urge staff and high school students to minimize use of vehicles.

3. Staff Actions
   a) Remain indoors with students.
   b) Minimize physical activity.
   c) Keep windows and doors closed.

    d)  Resume normal activities after the All Clear signal is given.

## D. <u>Animal Disturbance</u>

1. Emergency Action – Animal Disturbance
   a) If there is a wild, dangerous, or uncontrollable animal on campus, implement this procedure if the animal threatens the safety of the students and staff.
2. Administrator Actions
   a) Isolate the students from the animal. Close doors and keep students inside as a means to isolating the animal.
   b) If the animal is outside, keep students inside and institute a HOLD.
   c) If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.
   d) Contact the local Animal Control office or law enforcement for assistance in removing the animal if this cannot be safely done by school staff.
   e) If the animal injures anyone, seek medical assistance by calling 911.
   f) Notify parent/guardian and recommended health advisor for proper protocol.
3. Staff Actions
   a) If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
   b) If the animal is inside, EVACUATE students to a sheltered area away from the animal.
   c) Notify the principal if there are any injuries and ensure medical aid has been called if needed.

## E. <u>Bioterrorism/Hazardous Materials</u>

1. Emergency Action – Hazardous Materials
   a) The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order EVACUATION of the school. It may be determined that HOLD IN PLACE is a better option than evacuation for the initial response. This procedure also applies to BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENTS.
2. Administrator Actions
   a) Call 911, if necessary.
   b) If there is a threat of airborne toxicity, shut-off ventilation system in affected area when necessary. HVAC filters will keep out some toxins, so conferring with emergency responders for air quality information is necessary. If SHELTER IN PLACE is determined to be the course of action, move all students and staff indoors and await information from emergency responders.
   c) Initiate EVACUATION if this is the determined course of action. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school

grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.

    d)  Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.

    e)  Initiate the Incident Command System and set up Unified Command with emergency responders.

    f)  Wait for instructions from emergency responders. The local fire department, Cal Fire, or

    g)  California Highway Patrol will be lead agencies.

    h)  Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.

    i)  Upon return to school, ensure that all classrooms are adequately aired.

3.  Staff Actions

    a)  Follow standard student assembly, accounting and reporting procedures. Do not take unsafe actions such as returning to the building before it has been declared safe.

## F.  **Bomb Threat**

1.  Emergency Action – Bomb Threat

    a)  In the event that the school receives a bomb threat by telephone, follow the [Bomb Threat Checklist](#) to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the [Bomb Threat Checklist](#) as soon as possible.

2.  Person receiving threat by phone

    a)  Listen for distinctive wording of the threat and any possible background noise that may identify the location the call is coming from. Do not interrupt caller. Specific wording of the threat is important, so take notes if possible.

    b)  Keep the caller on the line with statements such as, "I am sorry, I did not understand you. What did you say?"

    c)  Alert someone else by prearranged signal to notify law enforcement while the caller is on the line if possible. Check for caller I.D. if available.

    d)  Notify administrator immediately after completing the call.

    e)  Complete the Bomb Threat Checklist.

3.  Person receiving threat by mail or note

    a)  Note the manner in which the threat was delivered, where it was found and who found it.

    b)  Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.

c) Caution students against picking up or touching any strange objects or packages.

d) Notify administrator.

4. Administrator Actions

a) Call 911.

b) If the caller is still on the phone or has just disconnected, have someone contact the I.T. department to see if the number the caller used can be identified.

c) Instruct staff and students in the area to turn off cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies. Law enforcement will want this step taken, even though radio and cell traffic probably wouldn't set off a device

d) Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb or suspicious package is in a corridor, modify evacuation routes to bypass the corridor.

e) Not all bomb threats result in evacuation. An unauthored threat with no specific information and no accompanying suspicious circumstances could be a hoax. This is especially true in cyber-threats via social media. "SWATTING" is a term used to get a police response or have the school closed based on an unauthored threat, usually through social media. The administrator should examine the totality of the threat before deciding on evacuation.  If there is limited data, there is limited threat. Specific wording should be analyzed and a social media monitoring tool is helpful in making these decisions. Some actions should be taken and law enforcement should still be contacted. These threats are still criminal and must be reported to law enforcement.

f) Use the intercom, personal notification by designated persons, or the P.A. system to evacuate the threatened rooms if evacuation is decided upon.

g) If it is necessary to evacuate the entire school, use of the fire alarm is an option. If the fire alarm is used to evacuate the school, a follow up phone call to the fire department should be made to explain the situation and avoid an unnecessary response

h) Set up Incident Command and establish communications with responding emergency agencies. Unified Command should be utilized. Set up the Incident Command Post a safe distance from the area of threat and fill I.C.S. positions as needed.

i) Direct a search team to look for suspicious packages, boxes or foreign objects if the situation dictates this can be done safely. Law enforcement typically will not search the school for a non-specific threat, but anything looking out of the ordinary should be treated as a suspicious package and reported to law enforcement.

j) Do not return to the school building until it has been inspected and determined safe by proper authorities.

k) Avoid publicizing the threat any more than necessary. This could trigger additional future threats.

5. Search Team Actions
   a) Do not enter an area unless it is safe to do so. Use a systematic, rapid and thorough
   b) approach to search the building and surrounding areas.
   c) Check classrooms and work areas, public areas (offices, bathrooms,etc), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
   d) If suspicious item is found, make no attempt to investigate or examine object.

6. Staff Actions
   a) ❑ If evacuation is ordered, evacuate students as quickly as possible, using primary or alternate routes.
   b) Upon arrival at the designated safe site, take attendance. Notify the administrator of any missing students.
   c) Do not return to the building until emergency response officials determine it is safe.
   d) Take whatever actions necessary to obtain 100% student accountability. Only trained emergency responders should be used to check the interior of buildings for missing students if it has been determined it is unsafe for staff members to re-enter school buildings.

## G. Earthquake

1. Emergency Action - Earthquake
   a) Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks. The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

2. Inside Building
   a) Administrator Actions
      (1) Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
      (2) Evacuation may not be necessary in a minor earthquake. If evacuation is ordered, follow procedure and check accountability of students and staff.
      (3) Send a search and rescue team to look for missing or trapped students and staff.
      (4) Post guards a safe distance away from building entrances to assure no one re-enters.

(5) Notify the County Office of school and personnel status. Determine who will inform the public information media as appropriate.

(6) Do NOT re-enter the building until it is determined to be safe by the appropriate facilities inspector.

(7) Contact the Executive Director to determine whether to close school. If school must be closed, notify staff members, students and parents.

b) Staff Actions

(1) Give DROP, COVER and HOLD commands. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under the table or other sturdy furniture with back to windows.

(2) Check for injuries, and render First Aid.

(3) After shaking stops, evacuate the building if ordered. If there is structural damage, staff may initiate evacuation without an order being given. The Executive Director. should be advised.

(4) Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

(5) Check attendance at the assembly area. Report any missing students to Executive Director.

(6) Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

(7) Stay alert for aftershocks

(8) Do NOT re-enter building until it is determined to be safe.

3. Outside Building

a) Staff Actions

(1) Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

(2) After shaking stops, check for injuries, and render first aid.

(3) Check attendance. Report any missing students to Executive Director..

(4) Stay alert for aftershocks.

(5) Keep a safe distance from any downed power lines

(6) Do NOT re-enter building until it is determined to be safe.

(7) Follow instructions of Executive Director.

4. During Non-School Hours

a) Administrator Actions

  (1) If on scene, inspect school buildings with Maintenance/Building and Grounds personnel to assess damage and determine corrective actions.

  (2) If not on scene, do not report to the school without first checking with Executive Director.

  (3) Confer with the Executive Director if damage is apparent to determine the advisability of closing the school.

  (4) Notify fire department and utility company of suspected breaks in utility lines or pipes.

  (5) If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangements such as portable classrooms if damage is significant and school closing will be of some duration..

## H. Fire

1. Emergency Action – Fire

 a) Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the bottom to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out"

2. Within School Building

 a) Administrator Actions

  (1) Sound the fire alarm (activate pull station) to implement EVACUATION of the building.

  (2) If the fire alarm activation has signaled the possible fire, this means notification has already gone to fire services and they have begun their response.

  (3) Immediately EVACUATE the school using the primary or alternate fire routes.

  (4) If there is an actual fire, notify the Fire Department via 911 to give them updated information as soon as it is safe to do so.

  (5) Direct sweep team to be sure all students and personnel have left the building if safe to do so. If smoke or flames are visible, a sweep team should not remain inside the building or return to the building.

  (6) Ensure that access roads are kept open for emergency vehicles.

  (7) Initiate the Incident Command System and prepare to accept emergency response.

  (8) Notify the appropriate utility company of suspected breaks in utility lines or pipes.

  (9) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so. Sweep teams or search teams for missing students should not return to the school unless it is safe to do so.

(10) If this was a false alarm, determine the cause and if it is safe to return to the building.

b) Staff Actions

(1) EVACUATE students from the building to the staging area using primary or alternate fire routes and take any necessary emergency equipment if safe to do so.

(2) Take the red/green file with you to the evacuation staging area.

(3) Locking doors and taking personal property is not an immediate priority if not safe to do so. Maintain control of the students a safe distance from the fire and firefighting equipment.

(4) If the evacuation route or the staging area itself are unsafe due to fire, use an alternate route or alternate staging area that is safe. Keep all students in your care with you, even if they are not in your class.

(5) Take attendance in the staging area. Report missing students to the office and emergency response personnel. Do not return to the school to look for students.

(6) Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

(7) Await further instructions from the administrator, but be prepared to move students on your own should a threat to safety arise.

3. Near the School

a) Administrator Actions

(1) Notify the Fire Department (call 911). Fire Department personnel will direct operations

(2) once on site.

(3) Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with the school routine.

(4) If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan.

(5) Initiate the Incident Command System and fill positions as needed while monitoring the situation.

I. **Intruder (Not Active Shooter/Armed Assailant)**

1. Emergency Action – Intruder on Campus

a) All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. To prevent intruders on campus, keep doors secure, use sign-in sheets or computerized visitor monitoring systems for visitors, and cameras and staff to monitor entryways

b) ❏ When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or a law enforcement officer to be present. ❏ Be available to deal with the media and bystanders and keep site clear of visitors

2. Administrator Actions

a) ❑ Initiate LOCKDOWN.

b) Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her the opportunity to vent. Attempt to be helpful.

c) As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.

d) Keep subject in view until police or law enforcement arrives.

e) Take measures to keep subject away from students and building.

f) Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.

3. Staff Actions

a) Notify the administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.

b) Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

c) Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.

## J. <u>Medical Emergency</u>

1. Emergency Action – Medical Emergency

a) Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, call 911 for assistance. All staff members should have the authority to call 911 if they determine the need for immediate medical assistance. Medical emergencies involving any student or employee must be reported to the Administrator as soon as possible. REMEMBER TO USE UNIVERSAL PRECAUTIONS FOR POTENTIAL EXPOSURE TO ANY BODILY FLUIDS.

2. Administrator Actions

a) Assess the victim (ABC – Airway, Breathing, and Circulation. Call 911, if appropriate. Provide:

(1) School name, address including nearest cross street(s) and fastest way for ambulance to reach the building.

(2) Exact location within the building and best way to approach.

(3) Nature of the emergency and how it occurred.

(4) Approximate age of injured person.

(5) Caller's name and phone number (a phone number that will be answered).

b) Do not hang up until advised to do so by dispatcher.

  c) Have a staff member notify the administrator for an informational advisement as soon as possible.

  d) Move all students and non-essential staff inside the school into a HOLD response so they do not hinder emergency responders.

  e) Assign a staff member to meet emergency responders and show medical them where the injured person is.

  f) Assemble emergency care and contact information of victim.

  g) Monitor medical status of victim, even if he or she is transported to the hospital.

  h) Assign a staff member to remain with individual, even if he or she is transported to the hospital.

  i) Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.

  j) Advise staff of situation (when appropriate). Follow-up with parents.

3. Staff Actions

  a) Assess the scene to determine what assistance is needed. Call 911 or advise the office staff to do so. Direct students away from the scene of the emergency.

  b) Notify Administrator.

  c) Stay calm. Keep individual warm with a coat or blanket if needed.

  d) Ask trained first aid personnel, if available at the scene, to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury due to leaving them in place.

  e) Do not give the individual anything to eat or drink.

## K. <u>Utility Failure</u>

1. Emergency Action – Utility Failure

  a) Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

2. Administrator Actions

  a) Notify utility company. Provide the following information:

   (1) Affected areas of the school site

   (2) Type of problem or outage

   (3) Expected duration of the outage, if known

  b) Determine length of time service will be interrupted

  c) Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.

d) If disruption in service will severely hamper school operation, notify students and staff by appropriate means.

e) Use messengers with oral or written word as an alternate means of faculty notification.

f) Implement plan to provide services without utilities or with alternate utilities.

# XIV.    Appendix

## A. Board Policies

1. Background Check
2. Bullying Prevention Policies & Procedures
3. Child Abuse Reporting Procedures
4. Discrimination & Harassment Policy
5. Immunization
6. Medication in School
7. Mental Health and Suicide Prevention
8. Notification of Dangerous Pupils Procedures
9. Safe and Orderly Environment
10. Safe Ingress and Egress Procedures
11. Sexual or Gender-Based Harassment
12. Staff and Student Interaction Policy
13. Suspension & Expulsion Policies

**B. School Maps**

1. Evacuation routes



2. Location of shut off valves/Fire Alarms

## C. <u>Emergency Contacts</u>

The California Standardized Emergency Management System (SEMS) is organized at five (5) levels, which enables the most efficient coordination of services in an emergency situation. All California counties operate under the SEMS.

Emergency oversight for AeroSTEM Academy is through the County. This requires that notification be given to the County Office of Education, as well as your local agencies. Upon notification from you, the Director/designee will notify the County Office of Education.

| All Emergencies: | | 911 |
|---|---|---|
| Emergency Contact: | Joseph Clark | 916.838.9988 |
| Emergency Alternates: | Tony Barber | 530-870-6474 |
| Yuba City Police: | | 530-822-4660 |
| Fire Dept. | | 530-822-4686 |
| Bi-County Ambulance: | | 530-743-1893 |
| Rideout Memorial Hospital | | 530-751-4300 |
| PG&E: | | 1-800-743-5000 |
| Red Cross: | | 530-673-1460 |
| Sutter County Office of Education: | | 530-822-2900 |
| City of Yuba City: | | 530-822-4602 |
| Office of Emergency Management, Sacramento, Bomb Squad Coordination | | 916-262-1744 |

# STAFF REPORT COVER SHEET

TO: Board of Directors

AGENDA ITEM: 8.3

DATE: 12/11/2023

ITEM: 23-05 Cell Phone Policy - BP

SUBMITTED FOR: Action

**Background and Summary Information:** This policy will support references in both the family handbook.

**Financial/Educational Impact:** Compliance/operational impact if not approved

**Staff Recommendation:** Staff recommends approval.

**500: Students**                                                                                     **Board Policy 23-05**

The Board of Directors recognize that the use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could be disruptive of the instructional program in some circumstances. Students who possess these devices are to keep them turned off and in their backpack and/or out of view. All students are required to adhere to the following guidelines regarding cell phones and other electronic signaling devices.

Students may use cell phones, smart watches, or other mobile communication devices on campus during non-instructional time as long as the device is utilized in accordance with law and any rules that individual school sites may impose.

## Cell phones and other electronic signaling devices may be used:
   A.  In the case of an emergency, or in response to a perceived threat of danger
   B.  When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
   C.  When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
   D.  When the possession or use is required by the student's individualized education program

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined and a district employee may confiscate the device.

The employee shall store the device securely until it is returned to the student, held for pickup by the legal guardian, or turned over to the Executive Director or designee, as appropriate. A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or school property or substantially disrupts school activities.

The Executive Director or designee shall inform students that the district will not be responsible for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

*Adopted/Ratified: DRAFT*
*Revision:*