

Squaw Valley Prep

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Squaw Valley Prep
Street	1810 Squaw Valley Road
City, State, Zip	Olympic Valley
Phone Number	5305811036201
Principal	Jeff Kraunz
E-mail Address	jkraunz@squawprep.org
Web Site	www.creeksidesquaw.org
CDS Code	31-66852-0127902

District Contact Information	
District Name	Newcastle Elementary (Authorizer)
Phone Number	5305811036201
Superintendent	Denny Rush
E-mail Address	drush@newcastle.k12.CA.us
Web Site	

School Description and Mission Statement (School Year 2016-17)

MISSION: The mission of Squaw Valley Preparatory is to cultivate student success through, critical thinking, resourcefulness and advanced knowledge while integrating the individuality and passions of each student and utilizing the Olympic Valley environment in preparing 7th -12th graders for global success in school, work and life.

VISION: Through Individualized, Innovative and Involved Learning, Squaw Valley Preparatory graduates step onto their college and career paths with curiosity, a sense of stewardship in local and global communities, collaborative skills, and the ability to creatively apply extensive knowledge.

Individualized Learning: Rigorous academics and meaningful collaboration lead to the authentic application of knowledge necessary for college and career success.

Innovative Learning: Emergent and immersive technologies support creative intellectual pursuits resulting in a twenty first century skill set.

Involved Learning: Learning within the context of community and partnership cultivates a sense of stewardship and connectedness; active involvement fosters the development of ethical, responsible, global citizens.

Squaw Valley Preparatory offers students the opportunity to build character and imbue valor and honor through commitment to academia, perseverance of one's chosen goals, humbled by a reverence of the natural landscape and the necessity of team work in its environments. With the deepest alpine lake in North America and some of the best skiing in the world, our mountain environment engenders a sense of environmental stewardship. Squaw Prep integrates that ethos with a rigorous academic program and state of the art technology.

Squaw Prep is an individualized, innovative and involved program. Squaw Prep utilizes project based learning, subject integration, character/passion development, hybrid scheduling flexibility, flipped and blended classrooms, virtual learning alternatives, and master teacher scaffolding as structural cornerstones. Each of these aspects aligns naturally with the Common Core Standards, infusing depth of knowledge with the ability to discover and apply knowledge in a process that is creative and valuable and which contribute to the definition of a 21st Century learning environment within the context of the Tahoe Basin.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	15
Grade 8	14
Grade 9	15
Grade 10	8
Grade 11	3
Grade 12	8
Total Enrollment	63

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	1.6
Filipino	0
Hispanic or Latino	9.5
Native Hawaiian or Pacific Islander	0
White	84.1
Two or More Races	1.6
Socioeconomically Disadvantaged	22.2
English Learners	3.2
Students with Disabilities	4.8
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	5	6	3	
Without Full Credential		1	0	
Teaching Outside Subject Area of Competence (with full credential)			0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0		0
Vacant Teacher Positions	0		

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.0	1.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.0	1.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 1/16

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	7th-grade English: class reading books: City of the Beasts; The Giver; Absolutely True Diary of a Part Time Indian; The Samurai’s Tale 8th-grade English: class reading books: Code Talkers; Macbeth; To Kill a Mockingbird; The Outsiders; Animal Farm 9-12 APEX Learning	Yes	
Mathematics	7/8th: iReady, teacher generated curriculum, teachers pay teachers 9-12 APEX learning	Yes	
Science	7th/8th: American Modeling Teachers Association Physics Curriculum, PASCO Lab equipment & sensors, Teacher Generated Curriculum 9-12 APEX Learning	Yes	
History-Social Science	7th-grade social studies: TCI History Alive! The Medieval World and Beyond 8th-grade social studies: TCI History Alive! The United States through Industrialism 9-12 APEX Learning	Yes	

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish 1 Duolingo Así se Dice Level 1 (Supplemental) Teacher Created Materials Teachers pay Teachers- standards based lesson plans Teacher created curriculum Supplemental Resources: Yabla online language program, YouTube, StudySpanish.com, Quizlet Spanish 2 Duolingo Así Se Dice (level 2) supplemental Teachers pay Teachers- standards based lesson plans Teacher created curriculum Supplemental Resources: Yabla online language program, YouTube, StudySpanish.com, Quizlet	Yes	
Health	Teacher created curriculum with objectives following standards.	Yes	
Visual and Performing Arts	NA- Sierra Collge	Yes	
Science Laboratory Equipment (grades 9-12)	APEX LEARNING- Sierra College for Lab Courses	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

We do not own our buildings FIT not needed.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/1/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/1/16				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	65	84	70	73	44	48
Mathematics	51	71	62	65	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	12	11	91.7	90.9
	8	15	14	93.3	78.6
	11	--	--	--	--
Male	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Female	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Asian	8	--	--	--	--
Hispanic or Latino	8	--	--	--	--
White	7	11	10	90.9	90.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	11	11	100.0	90.9
	11	--	--	--	--
Two or More Races	8	--	--	--	--
Socioeconomically Disadvantaged	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
English Learners	8	--	--	--	--
Students with Disabilities	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	12	11	91.7	90.0
	8	15	14	93.3	57.1
	11	--	--	--	--
Male	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Female	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Asian	8	--	--	--	--
Hispanic or Latino	8	--	--	--	--
White	7	11	10	90.9	88.9
	8	11	11	100.0	63.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	11	--	--	--	--
Two or More Races	8	--	--	--	--
Socioeconomically Disadvantaged	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
English Learners	8	--	--	--	--
Students with Disabilities	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	73	75	86	84	79	82	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	23	22	95.7	86.4
Male	15	15	100.0	86.7
White	17	17	100.0	82.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

NA

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are extremely involved at SVP. We suggest a 30 hour volunteer effort of each parent. Last spring all parents were invited to be part of LCAP process. Parents meet every learning period (20 days) with their master teacher to discuss student performance. Twice a year we have dedicated teacher/parent conferences. Teachers respond to parent e-mails within 24hours. The director holds breakfasts and parent nights to gain input from parents.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate							11.40	11.50	10.70
Graduation Rate							80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	2.9	0.6	0.8	1.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

CREEKSIDE CHARTER MANAGEMENT

Comprehensive
Site Safety Plan

2015-2016

This Comprehensive Site Safety Plan was developed and presented to the CCM Board by the Facilities Committee, comprised of the Executive Director, teachers, parents of Creekside and Squaw Prep students, in consultation with the Placer County Sheriff’s Office, the Squaw Valley Public Safety District, and the Squaw Valley Fire Marshal.

Report on School Crimes and Security Strategies:

To date, Creekside Charter School and Squaw Valley Preparatory have experienced no crimes committed on the school grounds or at school-related functions. CCM has partnered with KSL to include the site in its grounds patrol. Additionally, motion-sensing exterior lights provide safe ingress/egress to buildings from the parking area and deter break-ins.

Policies and Protocols Ensuring School Safety:

Creekside Charter Management has adopted policies and protocols to ensure the safety of all of its stakeholders, These include:

Emergency Preparedness Plan..... 3

Child Abuse Reporting Policy.....	17
Discipline Policy.....	18
Dress Code.....	30
School Safety Plan Evaluation Schedule.....	31

EMERGENCY PREPAREDNESS PLAN

DRAFT- REVIEW BY STAFF Oct 23rd 2015

**FOR IMMEDIATE HELP ON LIFE AND DEATH SITUATIONS
CALL 911**

THE FOLLOWING NUMBERS ARE AVAILABLE FOR THE SAFETY OF STUDENTS AND EMPLOYEES:

Executive Director Jeff Kraunz 530.581.1036 ext 201
207.703.8818

Records/Accounts Manager Lynn Bohrnstedt 530.581.1036 ext 202
NESD Superintendent Deny Rush 530.867.3112

SEF Landlord Contact Vince Sosnkowski 530/386.0932

Placer County Sheriff Jeffrey A. Ausnow 530.581.6312
530.308.2422

Squaw Valley Fire Chief Pete Banson 530.583.6111

**ONLY THE SUPERINTENDENT, EXECUTIVE DIRECTOR
OR DESIGNEE HAS THE AUTHORITY TO
CLOSE A SCHOOL IN AN EMERGENCY SITUATION
GENERAL EMERGENCY PROCEDURES
BASIC EMERGENCY RESPONSE GUIDELINES**

Creekside Charter Management has established guidelines to ensure the care, welfare, safety and security of all staff and students at Creekside Charter School and Squaw Valley Preparatory. CCM staff will be assigned specific duties to ensure that all students and visitors follow these guidelines.

LINES OF AUTHORITY

In an emergency, lines of authority may change. Staff may be requested to report to a specific staff member or supervisor during an emergency. Staff are expected to follow the direction of those who have been placed in charge of specific functions relating to the emergency. All staff are expected to follow the directions of uniformed responders (law enforcement, fire, etc.) at all times.

EVACUATION

Evacuation Orders:

Clipboards are posted by each door with class rosters, red and green cards, emergency plan, and map. Clipboard is clearly labeled in large print the teacher's name and room number. The clipboard in the office will contain rosters of each class.

Upon notification, staff and students are expected to exit immediately. Evacuation orders should include the reason for evacuation, evacuation routes if possible, and gathering point to evacuate to.

Provisions will be made to evacuate persons with mobility impairments. Methods for evacuating the handicapped and those with language barriers will be contained in classroom procedures.

IN THE EVENT OF AN EVACUATION EMPLOYEES WILL:

- Gather personal and/or emergency equipment;
- Immediately exit the building by the designated route;
- Proceed to the established gathering point;
- Report to the staff person assigned to supervise the gathering point;
- Wait at the gathering point until given further instructions such as regrouping at a secondary point or traveling on an identified safe path.

IMMEDIATE EVACUATION

In the event of immediate evacuation, staff shall follow the instructions of administrator and/or command leader to evacuate self and students to designated safe location. Staff shall then contact persons in charge to identify exact location, people/students in group and await further instruction.

SHELTER IN PLACE - 3 LEVELS

LEVEL 1: SHELTER IN PLACE - STAY PUT

Staff shall:

Have all students return to the classroom - not a lockdown

Close all room doors and shades

Implement rainy-day recess procedures for all recesses

Staff walks students to locations beyond their classroom

Education continues in class until external disruption has been resolved

LEVEL 2: SHELTER IN PLACE - SECURE PERIMETER

Staff shall:

Lock or secure all room doors with students inside.

Lock down all guests in the classroom with the students. No one may leave until an all-clear signal is given.

Students not in a room will report to the closest classroom with adult supervision.

Cover windows.

Education continues.

Administration will contact parents and give official statements to teachers to convey to students.

Keep school telephone phone lines open.

LEVEL 3: LOCKDOWN - BARRICADE IN PLACE

Staff shall:

Lock or secure all room doors with students and guests inside.

Students not in a room will report to the closest classroom with adult supervision.

Turn off all lights.

Barricade door with furniture.

Duck and cover. Keep all people away from windows.

Remain as quiet as possible.

Mute all cell phones.

Cover all windows.

Turn off any unnecessary equipment except teacher computer.

Place a red or green card on inside of windows near the door to signal the accountability of students.

Do not leave or release from lock down until notified by administrator.

Use email and/or text message as primary communication.

Administration will contact parents and give official statements to teachers to convey to students and parents.

HANDLING OF POTENTIALLY EXPLOSIVE DEVICES

Should a bomb threat be received or a suspicious object be identified, law enforcement and administration are to be notified immediately. Administration will direct the immediate evacuation of the building or areas affected. No one should be permitted to touch, handle, or move the suspicious object.

EMERGENCY DATA BACK-UP PLAN

Data critical to the schools and classes may be lost in the event of a disaster. Student, employee, financial, and other relevant school data housed off-site with regular back-ups for retrieval purposes in the event of an emergency. Designated administrator is responsible for ensuring student, employee, financial, and other relevant school data which is housed on site is regularly backed-up for retrieval purposes in the event of an emergency.

TRAINING AND EXERCISE

Training and exercises are vital to determine the effectiveness of this Crisis Response Plan. Preparedness activities ensure that the operational concepts outlined are sound and that personnel are adequately trained to carry out necessary functions during a disaster. In addition, such testing will provide a basis for the updating and revision of this plan and for the identification of inadequate resources. Drills should be clearly stated in plain English before the signal. Example: this is an Earthquake drill, or this is a Lockdown drill.

Practice drills with law enforcement and fire personnel present.

Report all concerns and issues to the office immediately following each drill.

Practice both the primary and the secondary evacuation procedure.

Practice using communication devices (walkie-talkies/radios) between evacuation locations.

Establish who will be in charge of verifying accountability in case of the director's absence.

PLAN REVIEW CYCLE

CCM administration is responsible for ensuring this Emergency Preparedness Plan is kept current. The following review cycle will be implemented:

By February 1 of each year, review and update all aspects of the Emergency Preparedness Plan. This review will include legislative updates, updates of relevant operational procedures, a review of practical applications, and updates of informational materials to all staff.

By September 1 of each year update telephone lists, faxes, emails, personnel rosters, resource lists and physical plant changes affecting the implementation of the Emergency Preparedness Plan.

At least once per year, by October 30:

Ensure that all staff have an updated personal emergency information card on file with the Office.

Ensure that each staff member has a copy of the emergency information card on file and an updated emergency contact information sheet.

Schedule one or more staff emergency training exercises. Training is critical to ensuring the continued viability of the plan.

Ensure that changes to this plan are made and distributed immediately.

IN CASE OF AN EMERGENCY

The Executive Director, or designee, will:

Assess type and scope of emergency.

Notify appropriate outside agencies as appropriate.

Determine threat to human life and structures.

Implement appropriate desired action from staff.

Obtain equipment and supplies as necessary.

Operational Duties:

Continue to monitor and assess total situation.

Check with staff for periodic updates.

Reassign staff as needed.

Remind school site/staff volunteers to refer all questions from media, students, parents or general public to the Executive Director, or designee.

Ensure announcements and other information are translated into other languages as needed.

Consider areas with additional security/safety needs.

Plan regular breaks for all staff and volunteers. Take care of your caregivers!

Release staff/volunteers as appropriate.

Remain on site and in charge until relieved or incident concludes.

Compose an announcement to go out to all families relating to the emergency over the automatic dialer.

Closing Down:

Authorize culmination of emergency response activities/staff as appropriate.

Ensure that any open actions not yet completed will be taken care of after culmination.

Ensure the return of all equipment and reusable supplies.

Ensure that all reports and other relevant documents are completed.

Send a final update to all staff.

Recommended Classroom Equipment and Supplies:

Media Release: The public has the right and need to know important information related to emergencies at the school site as soon as it is available for release. The Executive Director, or designee, acts as the official spokesperson for Creekside Charter Management schools in any emergency situation. If the situation includes community responders they will work jointly with the designated staff as the official spokesperson for the incident. News media can play a key role in assisting the district by releasing emergency/disaster related information to the staff, general public and parents. Information released must be consistent, accurate, and timely.

Remain updated on any subsequent actions taken. Consult with the legal counsel if appropriate before releasing any information.

WHEN YOU MUST HAVE HELP IMMEDIATELY CALL 911

Stay calm.

State your emergency.

Give your name and address. (1916 Chamonix Place, Olympic Valley)

Allow 911 communications center employees to direct conversation.

Identify whether the situation is a Mass Casualty Incident (MCI - an incident involving at least 3 injuries) and provide an estimate of the number of injuries.

Be prepared to answer questions in a clear, calm manner.

Remain on the phone. DO NOT hang up until the dispatcher says that you may.

Follow up with Executive Director.

EXECUTIVE DIRECTOR'S ROLE

The Executive Director must:

Provide and review all emergency procedures and classroom and/or office evacuation plans with the staff at the beginning of each year.

Be responsible for posting in each classroom or building, emergency procedures and evacuation maps.

Be responsible for coordinating on site emergency procedures.

Conduct emergency drills in a manner that conveys to your staff and/or students the importance of following preplanned procedures.

Have an understanding of the use of and method of communication between school/offices and public agencies in an emergency situation. It is required that at least one person be TRAINED if disaster relief monies are anticipated.

Secure and maintain an inventory of emergency equipment, including:

Battery-operated megaphone

Walkie-Talkies

First aid supplies

Flashlights

Drinkable water supply in each classroom/office

Cell phone

Identify potential hazards and create a map identifying location of all main gas, water and electrical valves and switches. Ensure any special tools and keys necessary to operate shutoffs are available.

CONDUCTING DRILLS

Because emergencies strike without warning, life-protecting actions must be immediately taken at the first indications of such emergencies. There will be no time to think through what to do.

The essential components of emergency drills are classroom/office discussions, demonstrations, and exercises designed to help students and/or staff learn and practice where to seek shelter and how to protect their heads and bodies. Written records of these activities must be made.

Effective emergency drills simulate actions to be taken during an actual emergency and what to do after such emergency.

OFFICE PERSONNEL

Keep a continuous written record of crisis with timelines.

Locate student and/or staff emergency cards and records and documents.

Provide for the safety of all essential records and documents.

Attend telephone, monitor radio emergency frequency broadcasts, and act as a messenger and carrier as directed.

FIRST AID CERTIFIED STAFF

Disburse first aid supplies throughout site as appropriate.

Administer first aid.

Arrange first aid and medical supplies.

Ensure that first aid kits are in order at all times.

Keep a written record of who received treatment, the type of injury and the severity of the injury.

SITE EMERGENCY CONTROL CENTER (SECC)

The following guidelines are suggested in the formulation of a Site Emergency Control Center for students, staff and guests:

A Command Post should be established immediately after a disaster. This is where record keeping, communication, and major decision-making should take place. The Executive Director should be there. Each Command Post should have a primary location and an alternate location. An individual shall be named as media coordinator; no information should be released to media except through the media coordinator.

PRIMARY LOCATION: During drills and after evacuation phase of an emergency, a permanent center will be set up at a location with easy access to records and staff.

ALTERNATE LOCATION: To manage through the first phase of evacuation or in case the primary location is unsafe, a second Command Post will be set up near the evacuation site at the Olympic Village Inn, 1901 Chamonix Place, Olympic Valley, CA.

SAFE PICK-UP ZONE:

The Safe Pick-Up Zone options are:

Olympic Village Inn, 1901 Chamonix Place, Olympic Valley.

Squaw Valley Public Service District, 305 Squaw Valley Road, Olympic Valley.

Resort at Squaw Creek, 400 Squaw Creek Road, Olympic Valley.

EVACUATION PLAN

The Executive Director, or designee, shall coordinate with with local fire and safety agencies to establish an evacuation areas. If an evacuation alarm is given, a preplanned system of site evacuation and transportation should be established. No student should be released to individuals other than parents without prior permission. Written release records must be kept to ensure every student release is documented. Provisions should be made for those students to be picked up by parents. Executive Director, or designee, is responsible for accounting for all students after the event. SECC phones will remain staffed to answer any calls from parents who are calling in to locate their children.

SIGNAL: RESPONSE:

Level 1 Warning (verbal) Leave room; go immediately to the evacuation area on the campus.

Level 2 Warning (verbal) Escort students to secondary evacuation. If office buildings are involved, direct staff to secondary evacuation area.

Level 3 Warning (verbal) Evacuate campus and/or office building areas. Coordinate transportation to Safe Pick-Up Zone.

FIRE AND GENERAL EVACUATION

Notify fire agency of location, emergency situation and needs.

CALL 911. (1916 Chamonix Place, Olympic Valley, at the end of the employee parking area behind OVI)

Direct the evacuation of buildings using fire alarms and evacuation routes.

During and after the evacuation the teacher must account for every student and staff person in his or her classroom. The Executive Director, or designee, is responsible for accounting for all building occupants.

Signal and Exit:

Students and staff are to exit the buildings via the posted routes. Close classroom doors but leave unlocked.

Staff is required by Code to take roll upon reaching the designated assembly area. Account for all students and staff using the green and red cards.

Non-assigned staff is to report to the office to receive an emergency assignment.

The designated Agency Liaison Office should assist local fire and rescue crews with utility location determinations.

Staff members shall report any injuries to administrator and administer first aid if necessary.

Sound "all clear" when emergency is cleared and return teachers and students to their classrooms and/or staff to their workstations.

EARTHQUAKE

Students and staff should follow "duck, cover, and hold" routine.

Signal is a verbal instruction on the intercom.

Teacher to secure emergency procedures booklet.

Procedures:

Drop and cover

Wait for specific instructions from administration.

At cessation of earthquake tremor, assess the situation. Administration should survey and report damage.

Executive Director, or designee, shall turn off gas main valves ASAP.

Evacuation area shall include the parking lot to the north of the facilities. Evacuation routes shall be included in classroom emergency book.

All staff members not directly responsible for students should be posted at a safe distance from all building entrances to prevent anyone from reentry and check buildings to ensure all students have evacuated.

All missing or injured students and/or staff should be reported to the administrator.

Account for all students and staff via red and green cards.

Be prepared for aftershocks.

BOMB THREAT

DO NOT USE ANY ELECTRICAL DEVICES SUCH AS RADIOS, CELL PHONES or WALKIE-TALKIES IN AN AREA WHERE A BOMB MIGHT BE LOCATED

Staff member will immediately notify the office of any threats.

The Executive Director/Designee will determine whether to evacuate all students and/or staff from classrooms and buildings, using appropriate signals and procedures.

Executive Director/Designee will call 911 and report bomb threat and request assistance.

Staff members will immediately notify the office of any threats and will direct the power down of all electronic devices.

If students and/or staff need to be moved further away from buildings than the regular assigned area, make sure it is done in a speedy and orderly manner.

Never touch or move any suspicious objects.

Report location of all students/staff to responding law enforcement personnel.

Executive Director/Designee sounds "all clear" and returns students and/or staff to class or assigned work areas when clearance has been given by the proper public agency.

Account for all students and staff.

THREATENING INDIVIDUALS/RIOT/CIVIL DISORDER

All Guests sign in upon entering school grounds and wear a GUEST badge.

Teachers inform the office of invited volunteers.

Teachers will provide cell phone numbers to the office.

Executive Director/Designee: Give verbal instructions for Threatening Individual/Lockdown/Immediate Evacuation to all teachers and students to stay in their classrooms and all staff to remain in buildings.

Executive Director/Designee: Call 911 for assistance and wait for further instructions.

Staff will turn off inside lights, will lock doors and secure the windows.

Staff will take accounting of students in the class and post red or green sheet, and notify the office if anyone is missing, or if anyone is present who is not a member of the class and designate either approved or not approved, using the following priority for communication:

(1) Email (2) School Phone (3) Cell Phone

Students who are under the supervision of an adult and are already indoors should not leave that room.

Students on playground should report immediately to the closest classroom. Classes out the playground, should report immediately to the closest classroom or the gym.

If necessary, as notified by walkie-talkie or email, teachers have everyone drop to the floor.

The office will notify everyone of the nature of the emergency once everyone is secure via the following priorities:

(1) Email (2) School Phone (3) Cell Phone

After threat has been neutralized, administrator announces "all clear".

If the situation requires room-to-room checks, the Executive Director/Designee or law enforcement official will provide a designated password if the above three options are not available.

If problem continues beyond regular dismissal time, instruct staff and/or students to remain inside until further notice and the Remind101 will be used to notify parents of instructions and procedures for picking up their children.

Sound "all clear" and return all personnel and/or students to normal routine when proper public agency clearance has been given.

CHEMICAL ACCIDENT / GAS LEAK / EXPLOSION

Evacuate all students and/or staff from classrooms or offices using proper signals and evacuation routes.

Executive Director/Designee will call 911 to report the nature of the crisis.

During and after the evacuation the teacher must account for every student and staff person in the classroom.

If chemical accident is off campus but will affect school or office site, move students and/or staff upwind or crosswind of the fumes or as directed by emergency coordinator.

Staff should be directed to their pre-assigned responsibility as outlined in the General Emergency Procedures Section.

Report all injured students and/or staff to the school nurse or designated first aid person.

If students and/or staff need to be moved further away from buildings than the regular assigned evacuation areas, make sure it is done in a speedy and orderly manner.

VICIOUS/RABID/NON-DOMESTICATED ANIMALS

Executive Director/Designee shall, via intercom, bell, or all call, ask staff to direct all students or employees to move quietly and quickly inside buildings.

Executive Director/Designee shall direct that all doors and windows be closed and remained closed until animal has been removed.

Office personnel shall contact Animal Control at (530) 889-7315 of a suspected rabid animal situation and request their assistance.

School or office personnel should not attempt to capture or interfere with the animal in any way.

Executive Director/Designee reports "all clear" when animal has been removed.

BLIZZARD / AVALANCHE / SEVERE STORM

Executive Director/Designee will:

Have everyone remain inside with their backs to the windows and as far away from the exterior windows as possible.

Evacuate classrooms facing the uphill side of the building.

If the storm continues beyond regular dismissal time, students, instructors, and/or staff shall be held inside until notified by the Executive Director/Designee.

Notify the proper public agency of any emergency caused by the storm and of any service required.

All teachers, students, and/or staff should stay in the building until further instructions are issued.

Keep radios tuned to local station and follow emergency instructions.

Directs evacuation of campus and/or buildings if necessary.

Have teachers account for all students and staff.

emergency items WHICH need to be addressed (2013/14)

Purchase/Installation of window coverings on classroom windows.

"Lock Box" installed with master key

Alternate site mapping

Child Abuse Reporting

CALIFORNIA PENAL CODE SECTION 11165.7 identifies the following mandated reporters of child abuse:

A teacher

An instructional aide.

A teacher's aide or teacher's assistant employed by a public or private school.

A classified employee of a public school.

An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of a public or private school.

CCM will provide annual training of all of its employees on the duties of mandated reporters under the child abuse reporting laws.

What Must be Reported: Any of the below acts involving anyone under the age of 18:

Physical Abuse

Sexual Abuse

Emotional Abuse

Neglect

The mandated reporter must only have reasonable suspicion that a child has been mistreated; no evidence or proof is required prior to making a report. The case will be further investigated by law enforcement and/or child welfare services.

How to Report:

By Phone: Immediately, or as soon as possible, make a telephone report to child welfare services and/or to a Police or Sheriff's department.

Child Protective Services telephone number: 916.872.6549? Placer County Sheriff's Office telephone number: 530.581.6301

In Writing: Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572, which can be downloaded at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

Other information:

Safeguards for Mandated Reporters: The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case. Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.

Failure to report: Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a \$1,000 fine.

Creekside Charter Management

Discipline Plan

Camille Taylor, Executive Director

1916 Chamonix Place

Olympic Valley, California 96146

530.581.1036

www.creeksidecooperative.org / www.squawprep.org

Adopted/Approved November 10, 2011 Behavior Expectations

Creekside Charter Management schools are committed to work in a partnership with the home and community to provide an instructional/educational program consisting of high academic standards designed to allow students to acquire attitudes, knowledge and skills necessary to become active and effective global citizens in a safe, positive learning environment that meets all students' needs, challenges each individual to reach his or her academic potential and develops self-worth and esteem and to be among the nation's best. This commitment is dependent upon maintaining safe school environments and classrooms conducive to learning, which can only be achieved through the cooperation of the students, parents and school staff, and a positive, supportive relationship between the home and the school. The purpose of this Discipline Policy/Plan is to establish such a relationship.

Student responsibilities:

Protect the rights of others to study and learn

Work to their full potential

Be on time for all classes

Follow school and classroom rules

Volunteer information and cooperate with school staff in disciplinary cases

Complete all in-class and homework assignments and meet deadlines

Respect public property and carefully use and return all materials and equipment

Come to class with necessary books and materials

See that school correspondence to parents reaches home

Work with parents, students, and school staff to eliminate bullying behavior and develop appropriate communication.

Parent responsibilities:

Demonstrate positive interest, involvement and support of the education process of the District

Follow appropriate communication procedures and deal directly with the school and staff member involved in a respectful and courteous manner when expressing a concern over a class action, school action, program or policy

Provide supervision and a learning environment for the completion of homework assignments

Monitor and review all student assignments and classroom progress

Ensure that students are prepared and appropriately dressed for school

Cooperate with the school in resolving student academic or behavioral issues

Work with their students and school staff to eliminate bullying behavior and develop appropriate communication.

School Responsibilities:

Provide an educational environment that is safe, orderly and challenging;

Focus on an academic program that will enhance the student's ability to be successful;

Make meaningful assignments designed to further the educational goals of the program;

Recognize learning variability by utilizing a variety of teaching strategies;

Utilize educational technology as a means to enrich and further the curriculum;

Recognize the key role parents play in the educational process. Maintain appropriate communication to include parents as partners in their child's education and behavior;

Respond in a timely manner to parent concerns and requests for information;

Recognize and respect the values represented in the home of the student; and

Work with parents, students, and school staff to eliminate bullying behavior and develop appropriate communication.

We understand that from time to time concerns arise that need to be addressed. Creekside Cooperative has a procedure to address such issues. Formal complaint forms and procedures are available in the office and posted online.

Discipline?CCM Schools subscribe to the tenants of positive discipline, creating a safe, nurturing environment for learning not only academics but social and civic responsibilities and graces, where no pain, no shame and no blame is cast, but opportunities to learn and grow are embraced. We believe that discipline is a SHARED RESPONSIBILITY, which includes the student, all staff members at the school and the parent(s).

Discipline is training that enables students to make appropriate choices in an environment of warmth and support, always with clear, concise limits and with reasonable and relevant consequences. Part of everyone's education is learning how to behave responsibly in society. At CCCM, one of our goals is to foster in students a personal responsibility for their actions. Students are responsible and will be held accountable for their choices.

It is our feeling that every student has the right attend class without being disrupted by other students. We also believe each student has the right to know what is expected of him/her and to be in an environment, which is safe and supportive.

Whenever possible, discipline will be handled at the classroom and activity site level, and administered by the teacher. The approach and procedure will be as follows:

Each classroom teacher will lead the class in developing and posting a set of rules for their classroom.

A school-wide set of rules will be in effect this school year.

Teachers and staff will incorporate the following into their disciplinary procedures as much as possible:

A cooling off period where students and teachers have a chance to calm their emotions and consider possible solutions before they work on the discipline problem with an attitude of mutual respect.

The notion of progressive discipline when appropriate. This means that as a problem recurs or develops, the response and consequences will intensify.

The notion of related, respectful and reasonable consequences wherein students learn to be responsible for their actions by developing and experiencing the logical effect of their actions.

The Director will provide support in disciplinary matters when:

Progressive discipline has escalated to the point where it is necessary to go beyond the classroom or duty supervisor.

Misbehavior is so serious as to warrant bypassing the normal progressive steps.

A cooling off period is needed and normal ways of providing this are unavailable.

An emergency exists.

If suspensions or expulsions are deemed necessary, they will be administered in accordance with established school policy. Students will be treated with mutual respect, encouragement and friendliness as much as possible.

Disciplinary Consequences

Inappropriate choices lead to consequences, which are progressive in nature (i.e., consequences will become more severe if certain behaviors continue). These include:

Time out in the classroom or on the playground;

Recess detention spent in the classroom or office;

Referral to the Director;

Loss of Privileges/Eligibility (e.g., field trips, enrichment classes and events, attending classes on site, etc.)

School Rules

The following rules apply to students and adults, alike. They are:

Be Safe

Be Responsible

Be Respectful

Behaviors in violation of our rule, "Be Safe," include:

Inappropriate use of materials and equipment;

Running in the building or in restricted areas;

Being in restricted areas without specific permission;

Throwing objects;

Pushing, shoving, tripping, hitting or kicking;

Threatening or violent behaviors (physical or verbal); and

Possession of tobacco products, weapon, alcohol, other drugs, or drug paraphernalia.

Behaviors in violation of our rule, "Be Respectful," include:

Negative or disrespectful attitude;

Destruction of property;

Disruptive behavior;

Dress code violation;

Not following directions;

Offensive/inappropriate language; and

Harassment.

Behaviors in violation of our rule, "Be Responsible," include:

Being tardy to class;

Cheating;

Failure to turn in homework or class work;

Not telling the truth or speaking with honest intentions; and

Stealing.

Yard Rules

In our yard we:

laugh and play

remember that all school rules apply outside, too

use our words to listen well

keep our bodies to ourselves

ask before we go inside

stay within the orange cones

share the toys with everyone

respect the projects of others
bring in all the toys at the end of recess
wait our turn
remember not to use anything as a weapon to hurt or threaten others
stay off the fences and trees
never throw snowballs, stones, pinecones or sticks
always sit to ride the sleds
put away our lunches before going to play
always throw our trash in the trash can
think before we act
smile ~ smile ~ smile

Definitions

Bullying - involves two or more of the following components and applies to students, staff, parents and community members: A desire to hurt, a hurtful action, a power imbalance, repetition, an unjust use of power, evident enjoyment by the aggressor, and/or a sense of being oppressed on the part of the victim. Bullying may include verbal, non-verbal, physical, or cyber actions, and may be direct or indirect in nature.

Cyberbullying - bullying through technology

Tardiness - Arriving late to school or in classes.

Unexcused Absence and Truancy - Any absence which has not been both excused by a parent or legal guardian and approved by the appropriate school official.

Defiance of School Personnel's Authority - Refusal to comply with reasonable requests of school personnel.

Disorderly Conduct, Including Profanity And Obscene Behavior - Conduct and/or behavior which is disruptive to the orderly educational procedure of the school.

Inappropriate Bus Conduct - Not following bus rules.

Profanity/Obscene Acts - Vulgarity or acts which are considered obscene.

Forgery - Writing and using the signature or initials of another person.

Gambling - Participating in games of chance for the purpose of exchanging money or something of value.

Theft/Possession of Stolen Property - Taking or attempting to take property that does not belong to you, or knowingly being in possession of stolen property.

Drug/Alcohol/Paraphernalia - The use, possession or sale of a controlled substance, or otherwise furnished to another person, a controlled substance or alcoholic beverage, or the selling of other substances or materials and representing such substances or material as a controlled substance or alcoholic beverage.

Smoking/Tobacco/Possession - The possession or use of tobacco or nicotine products on school property.

Destruction or Defacement of Property - Destroying or mutilating property or materials belonging to the school, school personnel or other persons.

Fighting/Assault - Engaging in or threatening an act which causes or might cause harm to another person; mutual combat between two people.

False Fire Alarm - Deliberately pulling or setting off school fire alarm.

Weapons/Injurious Objects - The possession, use or sale of any object which might be used to inflict bodily injury to another person.

Arson - Starting or setting a fire anywhere on school campus.

Extortion/Robbery - The solicitation of money, or something of value, from another person, in return for protection, or in connection with a threat to inflict harm.

Off Campus Without A Pass - Leaving campus without proper authorization.

Explosive Devices - The use, possession, or sale of any item that could be construed as an explosive device.

Cheating - Dishonesty on a test or school related assignment.

Harassment - knowing and willful course of conduct directed at a specific person which seriously alarms, annoys, or harasses the person, and which serves no legitimate purpose.

Sexual Harassment- Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature. Other types of conduct which are prohibited in the district and which may constitute sexual harassment include (EC 212.5):

Unwelcome leering, sexual flirtations or propositions.

Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.

Graphic verbal comments about an individual's body, or overly personal conversation.

Sexual jokes, stories, drawings, pictures or gestures.

Spreading sexual rumors.

Teasing or sexual remarks about students enrolled in a predominantly single-sex class.

Touching an individual's body or clothes in a sexual way or inappropriate manner.

Purposefully limiting a student's access to educational tools.

Displaying sexually suggestive objects in the educational environment.

Continuing to express sexual interest after being informed that the interest is not welcome.

Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Hate Crimes - actions committed because of the victim's race, color, religion, nationality, country or origin, ancestry, disability, or sexual orientation.

Hazing - Any method of initiation into a student organization or group which causes or may cause physical harm or personal degradation or disgrace resulting in physical or mental harm to a student.

Battery on a Staff Member - Aggressive physical contact with an employee of the school district.

Discipline Consequence Chart

The following chart indicates the types of disciplinary action that apply to each category of misbehavior and is in alignment with Newcastle Elementary School District policy California Ed Code and California Penal Code. In each instance, parent notification will take place. Minimum and maximum possible actions are listed, as well as a suggested action for the first occurrence and one for repeated occurrences. These measures are intended to be guidelines that assist in maintaining student discipline. If the situation develops whereby disciplinary measures should be more severe than the general guidelines indicate, the person responsible for enforcing discipline may override these guidelines as appropriate. Restitution may be required for any costs incurred by the School. Penalty may include one or more of the listed actions:

* Depends on Grade Level. Harsher consequences set for 6th-8th grade offenses.

For offenses not included in the chart above, the administrator or designee will utilize one or more of the following disciplinary measures depending on the nature of the offense:

conference with pupil

recess restriction

parent conference

notification of parent by telephone, letter or home visit

detention, class suspension, in-house supervision

suspension

expulsion

Disciplinary Actions

Non-Privileged/Eligibility Status- A student is unable to participate in non-instructional assemblies, reward activities, field trips, classroom activities, am skiing and after school sports/special activities. An alternate detention location is assigned instead.

Community Service - A student may perform community service on school grounds during non-school hours. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs. (EC 48900.6, AR 5144 a)

Detention - Assignment of a student to a supervised detention schedule. A student's recess time may be restricted (kept in supervised classroom, benching, sitting in office, etc.) (AR 5144 b)

In-house Suspension* - Disruptive or disrespectful behavior will not be tolerated at Creekside Cooperative Charter School. In such a case, the student is removed from one or more classes, but remains at school. In-House Suspension requires students to remain in the office or other designated area. Students are not allowed to participate with their class for academic or social purposes while on in-house suspension.

Suspension From School* - At Home Suspension requires that students remain off campus for the duration of the suspension. Parents and students are notified of suspension duration and due process procedures. In addition, students will be placed on the "non-privileged" list for each type of suspension including but not limited to the following violations of the Ed Code:

Fighting

Defiant behavior toward an adult

Possession of knives, weapons, or sharp instruments (or look-a-like weapons)

Possession of cigarettes, matches or lighters

Theft or vandalism

Threats or harassment (both physical and verbal)

Sexual harassment

Hate crimes, or

Health code violations

Bullying, including electronic

Selling or arranging to sell prescription drugs

Obscene acts or vulgarity.

Students who are suspended from school may not return after school hours or on Fridays to attend extra-curricular or athletic events during their suspension, nor are they allowed to participate in any Enrichment activities.

Due Process for Suspension/Expulsion

The above section has explained the major disciplinary problem areas and the actions that will result for those students who make inappropriate choices. All students are entitled to due process. This means there are certain procedures, which school officials must follow prior to taking appropriate disciplinary action. There are also procedures which students must follow if they do not agree with the school's actions or wish to file a complaint.

Hopefully, students will never be in a situation where they need the protection of due process. If, however, a student does become involved in a situation in which a suspension or expulsion might result, both the student and his/her parents will be given a more detailed description of the due process procedures and will receive instruction regarding the procedure. The following summary is only to acquaint students and parents that such a procedure exists.

Disruptive or disrespectful behavior will not be tolerated at Creekside Cooperative Charter School. In-house or At-home Suspension and non-privileged status may occur on the first offense for the following Education Code violations. 1) Fighting, 2) Defiant behavior toward an adult, 3) Possession of knives, weapons, or sharp instruments (or look-a-like weapons), 4) Possession of cigarettes, matches or lighters, 5) Theft or vandalism, 6) Threats or harassment (both physical and verbal), 7) Sexual harassment, 8) Hate crimes, or 9) Health code violations. 10) Bullying, including electronic, 11) Selling or arranging to sell prescription drugs, 12) Obscene acts or vulgarity.

The school principal, Assistant Principal, or designee has the right to suspend a student for a period of up to five days. In cases of this type, an informal hearing between the principal or his/her designee, the student and any other appropriate persons will be conducted. If, after the hearing is completed the principal or designee decides that a suspension is necessary, it will become effective immediately. The principal or designee will attempt to notify parents by telephone, and will send a copy of the suspension notice to the parents. The school principal or designee has the right to recommend to the district that a student would be expelled (expulsion). In cases of this type, the hearing will be conducted before a panel of Placer County Administrators. Dress Code (excerpt from 2013/14 Family Handbook)

The intent of a school dress code is to keep students safe and focused on academics. SVP students are asked to:

Wear closed-toe shoes

Refrain from wearing clothing which exposes a bare waistline or undergarments

Refrain from wearing tops with straps more narrow than two of the student's fingers.

Shorts/skirt hemlines must fall below the fingertips of the wearer.

Brimmed hats are not to be worn in the classroom.

Clothing and jewelry shall be free of writing, pictures or any other insignia which are crude, profane or sexually suggestive or which advocate racial, ethnic or religious prejudice or the use of drugs or alcohol.

School Safety Plan Evaluation Schedule

This School Safety Plan will be reviewed, evaluated and updated annually by March 1, communicated to the community through a public meeting and submitted to the Newcastle Elementary School District Board of Trustees and the Placer County Office of Education for approval.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	3	1	1	7	5	1		3	5	1	
Mathematics	11	6	1		7	10			7	10		
Science	37		1	1	12	8			12	8		
Social Science	16	5	1		9	4	1		9	4	1	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	NA	NA
Counselor (Social/Behavioral or Career Development)	NA	N/A
Library Media Teacher (Librarian)	NA	N/A
Library Media Services Staff (Paraprofessional)	NA	N/A
Psychologist	.2	N/A
Social Worker	.2	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	.2	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$889,046	0	\$889,046	58,500
District	N/A	N/A		\$62,817
Percent Difference: School Site and District	N/A	N/A		-3.4
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	16523.9	-1.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)



Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,965	\$41,085
Mid-Range Teacher Salary	\$56,711	\$59,415
Highest Teacher Salary	\$81,267	\$75,998
Average Principal Salary (Elementary)	\$99,498	\$100,438
Average Principal Salary (Middle)	\$99,498	\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$141,200	\$116,069
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	6%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

major goals for teacher professional development 1. Project Based Learning 2. Transition to Common Core 3. ELA/ Math instruction 4. Character/ Emotional Development

PD is held on Fridays and during weekly cohort meetings. When budget allows we also send teachers to state and national conferences.

Data is presented at staff meetings, shared at board meetings, and is used to inform instruction