AMERICA'S FINEST CHARTER SCHOOL

COMPREHENSIVE SCHOOL SAFETY PLAN

2026–2027 SCHOOL YEAR

TK–8 Campus

730 45th St.

San Diego, CA 92102

(619) 694-4809

America's Finest CHARTER SCHOOL

TABLE OF CONTENTS

PLAN INFORMATION
I. PURPOSE
II. INCIDENT COMMAND STRUCTURE
III. INCIDENT COMMANDER
IV. SAFETY OFFICER
V. PUBLIC INFORMATION OFFICER
VI. OPERATIONS CHIEF
VII. SITE FACILITY / SECURITY LEAD
VIII. SEARCH AND RESCUE TEAM
IX. FIRST AID / MEDICAL TEAM
X. STUDENT ASSEMBLY SUPERVISOR
XI. PARENT REQUEST / RELEASE GATE STAFF
XII. TEACHER / STAFF RESPONSIBILITIES DURING AN EMERGENCY
XIII. STUDENTS WITH DISABILITIES AND STUDENTS REQUIRING ADDITIONAL ASSISTANCE
XIV. COMMUNICATION AND REPORTING CHAIN
XV. EMERGENCY RESPONSE TEAM ACCOUNTABILITY
XVI. TRANSFER OF COMMAND
XVII. RECOVERY AND DEMOBILIZATION
XVIII. TRAINING AND DRILLS
XIX. ANNUAL REVIEW
XX. EMERGENCY RESPONSE TEAM CONTACT/ASSIGNMENT ROSTER
XXI. APPROVAL AND REVIEW
APPENDIX A — Emergency Response Team Position Checklists
APPENDIX B — Emergency Forms
APPENDIX C — Campus Maps and Emergency Information
APPENDIX D — Related Policies
APPENDIX E — Immigration Enforcement / ICE Response Resources and Forms
APPENDIX F — Emergency Contact List
APPENDIX G — Training and Drill Documentation

America's Finest CHARTER SCHOOL

APPENDIX H — AED / CPR Training and Inspection Records
APPENDIX I — Instructional Continuity Plan
APPENDIX J — Continuity of Operations Plan
APPENDIX K — Annual CSSP Compliance Review Checklist
2026–2027 CSSP Final Compliance Checklist
2026–2027 Legal and Guidance References
EXTREME WEATHER SAFETY TRAINING STAFF ACKNOWLEDGMENT FORM

PLAN INFORMATION

School: America's Finest Charter School (AFCS)

Grades: TK–8

Location: San Diego, California

Plan: Comprehensive School Safety Plan / Emergency Operations Plan

Emergency Management Structure: Incident Command System (ICS)

I. PURPOSE

The purpose of the Emergency Response Team is to establish a clear organizational structure and assign specific responsibilities to designated personnel during an emergency or disaster.

AFCS will use an Incident Command System (ICS) structure to organize emergency response activities. The structure is intended to provide clear authority, communication, accountability, and coordination among school personnel and responding agencies.

The Emergency Response Team may be activated for emergencies including, but not limited to:

Fire

Earthquake

Severe weather

Hazardous materials incident

Medical emergency

Dangerous or violent activity

Active assailant/intruder situation

Utility failure

Campus security emergency

Evacuation

Lockdown

Shelter-in-place

Missing or unaccounted-for student

Transportation emergency

Other situations requiring an organized school response

The Incident Commander may activate only those positions necessary for the circumstances of the emergency.

ADDITION: Legal Authority, Scope, and 2026–2027 Compliance Framework

This plan is maintained as AFCS's comprehensive school safety planning document for the 2026–2027 school year. The plan is intended to address prevention, preparedness, response, recovery, student and staff safety, emergency operations, and continuity of instruction. It should be read together with applicable AFCS board policies, administrative procedures, emergency forms, campus maps, and confidential tactical response materials.

The plan applies to the TK–8 campus and school-sponsored activities to the extent applicable.

The plan should be reviewed against current California Education Code requirements and current California Department of Education (CDE) and California Department of Justice (DOJ) guidance.

Tactical information that could compromise school or responder safety should be maintained in a controlled or confidential companion document when appropriate.

School Safety Planning Committee and Stakeholder Participation

AFCS should document the individuals and stakeholder groups who participate in development and annual review of the CSSP. California law provides for a school site council or school safety planning committee and calls for consultation with law enforcement, fire, and other first responders. For a charter school, AFCS should document the process used under its own charter governance and school-site procedures.

Administrator or designee.

Certificated teacher representative.

Parent/guardian representative.

Classified employee representative.

Other members as appropriate, including student or community representatives where appropriate.

Consultation or review with local law enforcement, fire department, emergency medical services, and other first responders.

Document meeting dates, participants, recommendations, and disposition of recommendations.

Current Safety Assessment and School Safety Goals

AFCS should maintain a current assessment of campus safety conditions and use that assessment to identify measurable safety priorities. The assessment should consider crime, violence, emergency hazards, campus access, student supervision, facilities,

mental health, bullying and cyberbullying, discrimination and harassment, child abuse and neglect prevention, emergency communications, and continuity of instruction.

Identify current campus hazards and high-risk locations.

Review incident, discipline, attendance, and emergency response trends when available.

Identify safety needs for TK and elementary students and students with disabilities or access and functional needs.

Establish annual goals, responsible persons, target dates, and evidence of completion.

Review progress at least annually and update the CSSP as conditions change.

II. INCIDENT COMMAND STRUCTURE

INCIDENT COMMANDER

Primary: Dr. Omogbehin

Alternate: Maggaly Kolsrud

SAFETY OFFICER

Primary: Maggaly Kolsrud

Alternate: Dr. Ali

PUBLIC INFORMATION OFFICER

Primary: Dr. Esther Omogbehin

Alternate: Dr. Ali

OPERATIONS CHIEF

Primary: Dr. Ali

Alternate: Ms. Ayan

OPERATIONS TEAMS

Site Facility/Security Lead

Primary: Mr. Daniel

Alternate: Mr. Kris

Search and Rescue Team Leader

Primary: Ms. Sina

Alternate: Ms. Rebecca

Search and Rescue Team Members

1.

Ms. Sina

_____

2.

Ms. Rebecca

_____

3.

Mr. Daniel

_____

First Aid/Medical Team Leader

Primary: Dr. Ali

Alternate: Ms. Sina

First Aid/Medical Team Members

1.

Dr. Ali

_____

Ms. Sina

_____

3.

Mr. Daniel

_____

Student Assembly Supervisor

Primary: Mr. Educardo

Alternate: Ms. Bazner

Parent Request/Release Gate Staff

Primary: Rebeca Cardena

Alternate: Ms. Sina

ICS Activation, Command Center, and First-Responder Coordination

The Incident Command System is used to organize school response while allowing the Incident Commander to activate only the functions needed for the specific event. Upon arrival, law enforcement, fire, EMS, or another authorized emergency agency may establish or assume command under the applicable emergency structure. AFCS personnel should provide a concise briefing and coordinate with the responding agency.

Identify the primary and alternate command location(s) in confidential tactical materials.

Maintain current emergency contact information for 911, police, fire, EMS, utilities, facilities, and key school leadership.

Use a standardized briefing when command is transferred.

Document significant decisions, requests, resource needs, and transfer-of-command information.

III. INCIDENT COMMANDER

Primary Responsibility

The Incident Commander has overall responsibility for managing the school's response to an emergency until command is transferred to an appropriate authority or the emergency is concluded.

Immediate Actions

- ☐ Assume command of the incident.
- ☐ Determine the nature and scope of the emergency.
- ☐ Assess immediate threats to students, staff, and visitors.
- ☐ Determine the appropriate protective action, such as evacuation, lockdown, or shelter-in-place.
- ☐ Ensure emergency services are contacted when necessary.
- ☐ Establish the Incident Command/Command Center in a safe location.
- ☐ Activate appropriate Emergency Response Team positions.
- ☐ Establish communication with the Operations Chief.
- ☐ Receive information concerning student and staff accountability.
- ☐ Coordinate with responding law enforcement, fire, emergency medical services, and other first responders.
- ☐ Make decisions regarding continuation, modification, or termination of emergency operations.
- ☐ Authorize transition to reunification and recovery when appropriate.
- ☐ Ensure significant decisions and actions are documented.

Ongoing Responsibilities

Maintain overall situational awareness.

Establish priorities based on life safety.

Coordinate resources.

Maintain communication with school leadership and emergency responders.

Ensure students with disabilities and students requiring additional assistance are appropriately supported.

Ensure appropriate notification to families and staff.

Coordinate the transition from emergency response to recovery.

Emergency Decision-Making and Legal/Confidentiality Coordination

The Incident Commander should coordinate safety decisions with the PIO, Operations Chief, Safety Officer, and appropriate first responders. When an incident involves student records, immigration enforcement, child protection, or other legally sensitive information, the Incident Commander should direct staff to the designated administrator and legal counsel or other authorized resource as appropriate rather than allowing individual employees to make independent disclosures.

IV. SAFETY OFFICER

Primary Responsibility

The Safety Officer monitors conditions during the emergency and identifies hazards that may endanger students, staff, visitors, or emergency personnel.

Checklist

☐ Report to the Incident Commander.

☐ Monitor unsafe conditions.

☐ Identify new hazards.

☐ Communicate safety concerns to the Incident Commander and Operations Chief.

- ☐ Monitor whether personnel are working within their training and assigned responsibilities.
- ☐ Remind staff not to enter unsafe areas.
- ☐ Monitor weather, environmental, structural, utility, and other relevant hazards.
- ☐ Coordinate safety information with first responders.
- ☐ Monitor the safety of emergency assembly areas.
- ☐ Recommend suspension or modification of an activity if conditions become unsafe.
- ☐ Document significant safety concerns.

Important: School employees should not perform activities beyond their training or enter unsafe areas in an attempt to rescue individuals.

Safety Assessment Documentation

The Safety Officer should document significant hazards and corrective actions, including unsafe buildings, blocked exits, utility hazards, severe weather, fire conditions, or other conditions that could affect evacuation, shelter, reunification, or continued operations.

V. PUBLIC INFORMATION OFFICER

Primary: Dr. Esther Omogbehin

Alternate: Maggaly Kolsrud

Primary Responsibility

The Public Information Officer (PIO) is responsible for coordinating official information released to staff, parents/guardians, students, media, and other appropriate stakeholders.

Checklist

- ☐ Report to the Incident Commander.

- ☐ Obtain confirmed information before communicating an emergency message.
- ☐ Coordinate all major public communications with the Incident Commander.
- ☐ Prepare accurate emergency notifications.
- ☐ Communicate information through authorized school communication systems.
- ☐ Provide instructions to families regarding evacuation, reunification, or other protective actions.
- ☐ Coordinate communication in languages accessible to AFCS families when appropriate.
- ☐ Direct media inquiries to the appropriate spokesperson.
- ☐ Do not release confidential student or personnel information.
- ☐ Do not speculate about the cause, circumstances, injuries, or responsibility for an incident.
- ☐ Correct inaccurate information when necessary.
- ☐ Maintain a record of emergency communications.

Family Communication

Emergency communications should be:

Clear

Accurate

Timely

Consistent

Accessible to families with limited English proficiency

California guidance specifically recommends that parents/guardians be informed of reunification procedures and that emergency communications be available in languages other than English when appropriate.

Emergency Communications, Multilingual Notification, and Rumor Control

AFCS should maintain a redundant emergency communication system capable of reaching staff and families through available channels. Messages should be factual, timely, accessible, and translated or interpreted when appropriate for the families served by the school.

- Identify authorized communication platforms and backup methods.
- Use plain language and clear protective-action instructions.
- Do not include personally identifiable student information in broad emergency notices.
- Coordinate with the Incident Commander before releasing major incident information.
- Maintain a communication log with date, time, message, audience, and delivery method.
- Use multilingual communication when appropriate and consistent with the needs of AFCS families.

Immigration Enforcement Notification Procedures

When AFCS confirms the presence of immigration enforcement on the schoolsite, the school should follow its established administrative and legal-response procedure. California Education Code section 32282 requires CSSPs to include procedures designed to notify parents/guardians, teachers, administrators, and school personnel when the school confirms immigration enforcement on the schoolsite. The content and timing of the notification must consider the safety and well-being of students, employees, and community members and must not include personally identifiable information.

Immediately direct the officer or agent to the designated administrator or authorized point of contact.

Do not independently consent to access to nonpublic areas or disclose student, family, or employee information.

Request and document the identification and legal authority presented, consistent with current California law and AFCS policy.

Contact designated administration and legal counsel as appropriate.

Assess whether and when a schoolwide or family notification is safe and appropriate.

Use an approved multilingual notice and include rights/resources when appropriate.

Document the event without including unnecessary immigration-status information.

Immigration Enforcement: Access to Nonpublic Areas and Information

AFCS personnel should follow the school's board-approved immigration-enforcement policy and current California DOJ guidance. As of 2026, California law places restrictions on voluntary access to nonpublic areas of schoolsites for immigration-enforcement purposes and on disclosure of pupil, family, and employee information. Staff should not make legal determinations themselves; requests should be routed immediately to the designated administrator and, when appropriate, counsel.

Public areas and nonpublic areas must be distinguished in campus access procedures.

A request for access or records should be referred to the designated administrator.

Staff should not physically interfere with lawful officers, but should follow school procedures and avoid voluntary assistance beyond what law requires.

Maintain a written record of requests, documents presented, referrals, and administrative actions.

Post and provide the current Attorney General Know Your Educational Rights materials as required.

VI. OPERATIONS CHIEF

Primary Responsibility

The Operations Chief manages the operational response to the emergency and coordinates the teams performing emergency response functions.

Checklist

- ☐ Report to the Incident Commander.
- ☐ Receive assignments and priorities from the Incident Commander.
- ☐ Coordinate the Site Facility/Security Lead.
- ☐ Coordinate Search and Rescue.
- ☐ Coordinate First Aid/Medical response.
- ☐ Coordinate Student Assembly.
- ☐ Coordinate Parent Request/Release operations.
- ☐ Receive reports from each team leader.
- ☐ Report status and unmet needs to the Incident Commander.
- ☐ Coordinate with first responders as directed.
- ☐ Maintain accountability of assigned emergency teams.
- ☐ Ensure teams operate safely and within their training.
- ☐ Reassign personnel as conditions change.
- ☐ Support transition from emergency response to recovery.

Resource Management and Emergency Logistics

The Operations Chief coordinates personnel, facilities, supplies, medical response, student assembly, reunification, and other operational functions. The Operations Chief should maintain a current list of emergency supplies and identify shortages before an emergency.

VII. SITE FACILITY / SECURITY LEAD

Primary Responsibility

The Site Facility/Security Lead provides information regarding campus facilities, utilities, access, hazards, and physical site conditions.

Checklist

- ☐ Report to the Operations Chief.
- ☐ Assess and report known facility hazards.
- ☐ Identify damaged buildings, equipment, utilities, or other hazards.
- ☐ Assist with securing the campus as directed.
- ☐ Assist with controlling access to designated areas.
- ☐ Provide information regarding building locations and facility systems to first responders.
- ☐ Identify utility concerns and report them to the Incident Commander/Operations Chief.
- ☐ Assist emergency responders when requested.
- ☐ Monitor gates, doors, and other access points as appropriate.
- ☐ Report unsafe areas.
- ☐ Document facility damage or significant hazards.

Safety limitation: Staff should not attempt to repair damaged utilities or enter unsafe structures unless appropriately trained and authorized.

Safe Ingress, Egress, Access Control, and Facility Information

AFCS should maintain procedures for safe arrival and departure, emergency gate access, visitor management, restricted areas, keys/access devices, utility shutoffs, and communication of building information to first responders. Tactical details such as exact access-control weaknesses or sensitive security locations should be maintained in controlled materials rather than the public version of the CSSP.

Fire Hazard Severity and Evacuation Refuge Planning

Beginning with the 2026–2027 fiscal year, California law contains additional planning requirements for public schools, including charter schools, with more than 50 pupils in kindergarten through grade 12 that are located in a high or very high fire hazard severity zone. AFCS should verify its current fire-hazard-zone status and, if applicable, maintain a designated refuge location, coordinate with the operational area, and maintain an early-warning communication and evacuation decision process.

Verify the campus's current fire hazard severity zone designation.

If applicable, identify an appropriate refuge shelter.

Coordinate the refuge location with the applicable operational area.

Maintain an early-warning evacuation communication plan.

Document the decision process for evacuation warnings and orders.

VIII. SEARCH AND RESCUE TEAM

Team Leader

Primary:

Alternate:

Team Members

1.

2.

_____

3.

_____

Primary Responsibility

The Search and Rescue Team assists in locating students, staff, and visitors who may be missing or in need of assistance, when conditions permit and the activity is within the team's training.

Checklist

- ☐ Report to the Operations Chief.
- ☐ Receive search assignments.
- ☐ Confirm that the area can be safely accessed.
- ☐ Search only areas assigned and considered reasonably safe.
- ☐ Maintain communication with Operations.
- ☐ Report persons located or areas requiring emergency assistance.
- ☐ Identify hazards encountered during the search.
- ☐ Report missing or unaccounted-for individuals.
- ☐ Assist first responders when requested.
- ☐ Do not enter areas that are unsafe or beyond the team's training.
- ☐ Do not interfere with law enforcement, fire, or medical operations.

Critical Rule

Life safety comes first. Employees should never place themselves or others in unreasonable danger during a search or rescue operation.

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NEW 2026–27 ADDITION: Search and Rescue Safety Limits

Search and rescue activities must remain within training and reasonable safety limits. Staff should not enter unstable structures, active-fire areas, areas containing hazardous materials, or other dangerous locations unless appropriately trained, equipped, and authorized.

IX. FIRST AID / MEDICAL TEAM

Team Leader

Primary: Dr. Ali

Alternate:

Team Members

1. _____

2. _____

3. _____

Primary Responsibility

The First Aid/Medical Team establishes and supports the school's initial medical response until emergency medical services assume responsibility.

Checklist

- ☐ Report to the Operations Chief.
- ☐ Establish the designated medical/first-aid area when appropriate.
- ☐ Bring available first-aid supplies.
- ☐ Identify individuals requiring immediate medical attention.

- ☐ Provide first aid only within the individual's training and scope.
- ☐ Contact/coordinate with 911 and emergency medical services.
- ☐ Support emergency medical responders upon arrival.
- ☐ Maintain appropriate student identification and accountability.
- ☐ Document significant injuries and medical actions as appropriate.
- ☐ Protect student confidentiality.
- ☐ Identify students with medical needs requiring additional assistance.
- ☐ Coordinate with the Student Assembly Supervisor concerning students requiring medical attention.

Emergency Cardiac Response

AFCS's emergency plan should also identify procedures for sudden cardiac arrest or another similar life-threatening medical emergency, including the availability and location of an AED and appropriate CPR/emergency-response training. California added this requirement to CSSPs beginning with plans reviewed and updated on or after July 1, 2025.

AED Location: _____

Backup AED Location: _____

CPR/AED-Trained Staff: See current training roster.

Emergency Cardiac Response, AED, and CPR

AFCS shall maintain a practical emergency cardiac response procedure addressing sudden cardiac arrest and other life-threatening medical emergencies. The procedure should identify AED locations, access, inspection/maintenance responsibilities, emergency activation, CPR response, 911 notification, and coordination with EMS. The plan should be supported by a current CPR/AED training roster and equipment inspection record.

Confirm AED locations and accessibility.

Maintain inspection and readiness records.

Identify staff with current CPR/AED training.

Call 911 and initiate appropriate emergency response immediately when indicated.

Coordinate with responding EMS personnel.

Document the event and conduct an after-action review when appropriate.

X. STUDENT ASSEMBLY SUPERVISOR

Primary

_____

Alternate

_____

Primary Responsibility

The Student Assembly Supervisor is responsible for maintaining student organization, supervision, and accountability at the designated assembly area during an evacuation or other emergency.

Checklist

☐ Report to the Operations Chief.

☐ Confirm designated assembly area is appropriate and safe.

☐ Ensure students remain with their assigned teachers/classes whenever possible.

☐ Maintain orderly student groups.

☐ Assist with student accountability.

☐ Receive attendance/accountability information from teachers.

☐ Identify missing or unaccounted-for students.

☐ Report missing students immediately to Operations.

☐ Identify students requiring medical assistance.

☐ Identify students requiring additional support or accommodations.

☐ Keep students away from hazardous areas.

☐ Maintain supervision until students are returned to classrooms, released through reunification, or transferred to another authorized location.

Student Accountability

Teachers/staff should account for students using current attendance information and immediately report discrepancies through the established chain of command.

No student should be released from an emergency assembly area without following the school's approved release/reunification procedures.

Student Accountability, Reunification, and Special Assistance

Student accountability must remain continuous from the initial protective action through reunification or transfer to an authorized location. Teachers and staff should report missing, injured, or unaccounted-for students immediately and identify students needing medical, mobility, communication, language, sensory, or other assistance.

XI. PARENT REQUEST / RELEASE GATE STAFF

Primary: Rebeca Cardena

Alternate: _____

Primary Responsibility

The Parent Request/Release Gate Staff manages the parent/guardian request and student release process during emergency reunification.

Checklist

☐ Report to the Operations Chief.

☐ Establish the designated parent request/release location.

☐ Maintain an orderly process for parents/guardians.

- ☐ Verify the identity of the requesting adult according to school procedures.
- ☐ Confirm that the adult is authorized to receive the student.
- ☐ Coordinate with the student accountability/reunification team.
- ☐ Maintain required release documentation.
- ☐ Notify the appropriate staff when a student is ready for release.
- ☐ Direct families to the appropriate waiting/request area.
- ☐ Prevent unauthorized persons from entering restricted areas.
- ☐ Refer unusual or disputed release situations to school administration.
- ☐ Coordinate with law enforcement or other first responders when requested.
- ☐ Maintain confidentiality of student information.

Important

The Parent Request/Release Gate Staff **does not independently decide whether a student may be released** when authorization is unclear or disputed. Those situations must be referred to the designated administrator/reunification authority.

Reunification Documentation and Family Communication

The reunification process should include identity verification, authorized release verification, documentation, controlled movement, privacy protections, and a process for disputed or unusual release situations. Families should receive clear instructions about where to report, what identification to bring, and how updates will be provided.

XII. TEACHER / STAFF RESPONSIBILITIES DURING AN EMERGENCY

All AFCS employees have responsibilities during an emergency regardless of whether they are formally assigned to the Emergency Response Team.

Employees should:

Follow the direction of the Incident Commander and emergency responders.

Follow the appropriate emergency procedure.

Supervise students to the best of their ability.

Maintain student accountability.

Report missing or injured students.

Assist students with disabilities or other identified needs.

Bring appropriate emergency supplies when directed.

Maintain communication with their supervisor.

Avoid spreading unconfirmed information.

Follow established reunification procedures.

Not leave assigned students without authorization unless necessary to address an immediate life-safety emergency.

Staff Reporting, Mandatory Reporting, and Protection of Students

Staff must follow applicable mandatory reporting requirements and school procedures concerning suspected child abuse or neglect, including procedures designed to protect children from abuse or neglect and sex offenses. Staff should promptly report concerns to the legally designated reporting authority and should not conduct their own investigation beyond what is appropriate for immediate student safety.

Know the school's mandated-reporter procedures.

Immediately address imminent safety concerns.

Preserve relevant information and follow reporting procedures.

Do not promise secrecy to a student reporting abuse.

Protect student privacy while ensuring required reports are made.

Supervision and Protection from Child Abuse or Sex Offenses

For the 2026–2027 plan year, AFCS should maintain procedures specifically addressing supervision and protection of children from child abuse or neglect and sex offenses. These procedures should cover supervision, reporting, boundaries, visitor access, volunteer screening, one-on-one interactions, transportation, field trips, and response to allegations involving employees, volunteers, contractors, or other adults.

XIII. STUDENTS WITH DISABILITIES AND STUDENTS REQUIRING ADDITIONAL ASSISTANCE

Emergency procedures shall include appropriate adaptations for students with disabilities and students who may require additional assistance during an emergency.

Planning should consider:

- Mobility needs
- Communication needs
- Medical needs
- Sensory needs
- Behavioral or emotional support needs
- Assistive technology
- Medication
- Transportation requirements
- Individual evacuation assistance
- English language access
- TK and early elementary student developmental needs

California school safety requirements specifically require disaster procedures to include adaptations for pupils with disabilities.

AFCS should maintain any necessary confidential individual emergency assistance information separately from the publicly available portion of the CSSP.

Access and Functional Needs / Individual Emergency Assistance

AFCS should maintain confidential information needed to safely assist individual students during emergencies. Public-facing versions of the CSSP should not contain unnecessary medical, disability, or other confidential information. Staff should know where authorized emergency assistance information is maintained and who may access it.

XIV. COMMUNICATION AND REPORTING CHAIN

During an emergency, information should generally move through the following structure:

Teacher/Staff Member

↓

Team Leader / Supervisor

↓

Operations Chief

↓

Incident Commander

The Public Information Officer communicates approved information externally.

Emergency responders may establish their own command structure upon arrival. AFCS personnel shall coordinate with responding agencies and follow lawful directions from emergency personnel.

Emergency Communications Redundancy

AFCS should maintain primary and backup communication methods in case the main phone, internet, power, or mass-notification system is unavailable. The plan should

identify who can authorize emergency messages and how staff will receive urgent internal instructions.

Student and Family Privacy During Emergency Communications

Emergency messages should provide enough information to protect safety without unnecessarily disclosing names, medical details, immigration information, disciplinary information, or other protected student or employee information.

XV. EMERGENCY RESPONSE TEAM ACCOUNTABILITY

Each Emergency Response Team member should report to the designated location or supervisor after receiving an assignment, unless doing so would create an immediate safety risk.

The Operations Chief shall maintain an accounting of:

- Team members assigned
- Team members present
- Team members absent
- Current assignments
- Unmet resource needs
- Significant hazards
- Status reports from each team

Emergency Records and Confidential Information

AFCS should maintain emergency accountability records, incident logs, student release records, and other response documentation in a manner that protects confidentiality while preserving information necessary for emergency management, legal compliance, and after-action review. Sensitive tactical information should be maintained separately from the publicly available CSSP when appropriate.

XVI. TRANSFER OF COMMAND

If an emergency requires the involvement of law enforcement, fire, emergency medical services, or another governmental emergency-management agency, the Incident Commander shall coordinate the transition of command as appropriate.

When command is transferred:

The incoming Incident Commander should receive a briefing.

Current hazards should be communicated.

Student/staff accountability information should be provided.

Actions already taken should be documented.

Outstanding needs should be identified.

The location of emergency teams should be communicated.

Any known injured, missing, or unaccounted-for persons should be identified.

Unified Coordination with Responding Agencies

When multiple agencies respond, AFCS should provide a consistent school liaison and support unified coordination. School personnel should not obstruct emergency responders and should provide accurate information about students, staff, hazards, utilities, campus layout, and emergency operations.

XVII. RECOVERY AND DEMOBILIZATION

The Incident Commander determines when emergency response operations may transition to recovery.

Recovery responsibilities may include:

☐ Confirming student and staff accountability.

☐ Coordinating family reunification.

☐ Assessing facility damage.

☐ Addressing immediate student and staff support needs.

☐ Coordinating mental health/crisis support.

☐ Communicating next steps to families and staff.

☐ Determining whether school operations can continue.

☐ Activating the Instructional Continuity Plan if normal instruction is disrupted.

☐ Documenting the incident.

☐ Conducting an after-action review.

☐ Identifying corrective actions.

☐ Updating emergency procedures based on lessons learned.

California requires charter schools to include an Instructional Continuity Plan in the CSSP. The plan addresses how students will continue to have access to instruction when an emergency disrupts normal school operations.

Continuity of Operations Plan (COOP)

AFCS should maintain a Continuity of Operations Plan describing how essential school functions will continue after a major disruption. The COOP should identify essential functions, leadership succession, alternate facilities, critical records, communications, supplies, vendors, payroll/business operations, technology, transportation, food services, student records, and recovery priorities.

Identify essential functions that must continue.

Identify primary and alternate responsible personnel.

Identify alternate operating locations if the campus is unavailable.

Protect critical records and maintain backups.

Identify technology and communications recovery procedures.

Establish criteria for returning to normal operations.

Instructional Continuity Plan (ICP)

California requires charter schools to include an Instructional Continuity Plan in the CSSP. The ICP should establish communication with pupils and families and provide instruction when in-person instruction is disrupted. It should include procedures for pupil engagement as soon as practicable and no later than five calendar days following an emergency, and a plan for access to in-person or remote instruction as soon as practicable and no later than 10 instructional days following the emergency.

Two-way communication with students and families.

Identification of academic, social-emotional, mental-health, language, accessibility, and technology supports.

Procedures for distributing instructional materials and assignments.

Remote learning/independent-study procedures when applicable.

Device, connectivity, and technical support.

Attendance/engagement monitoring.

Special education and related-service continuity.

Reentry and transition back to in-person instruction.

Technology and Data Continuity

AFCS should maintain procedures for protecting critical student, personnel, financial, attendance, emergency, and instructional information during a technology outage, cyber incident, or physical disaster.

Maintain secure backups of critical data.

Identify systems required for emergency operations.

Maintain offline or alternate access to essential emergency contacts and rosters.

Define procedures for cyber incidents and technology outages.

Coordinate restoration priorities with school leadership and technology support.

Mental Health and Recovery After Violence or Trauma

Following a violent incident, disaster, death, serious injury, or other traumatic event, AFCS should coordinate age-appropriate mental-health and crisis support. Support should include students and staff who directly experienced or witnessed an event and should consider the needs of students with disabilities, English learners, and other students requiring additional support.

XVIII. TRAINING AND DRILLS

AFCS shall provide appropriate training to staff regarding emergency procedures and assigned Emergency Response Team responsibilities.

Training should include, as appropriate:

- Emergency evacuation procedures
- Lockdown/protective actions
- Shelter-in-place procedures
- Student accountability
- Emergency communication
- First aid/CPR/AED
- Reunification procedures
- Students with disabilities and access/functional needs
- Emergency response roles
- Fire and earthquake response
- Other site-specific hazards

Emergency Response Team members should receive additional training appropriate to their assigned positions.

AFCS should conduct drills and exercises appropriate to the school's needs and applicable California requirements. CDE recommends regular review and practice of school safety procedures.

Age-Appropriate Active Assailant / Armed Assailant Drills

If AFCS conducts drills addressing active shooters or other armed assailants, the drills must comply with California requirements. California law prohibits high-intensity simulations that mimic an actual school shooter or armed-assailant incident, including blood/gunshot-wound simulations, acting by an assailant or victims, or simulations directing pupils to physically resist an assailant. AFCS should use age-appropriate, developmentally appropriate, trauma-informed practices and document training and drill evaluations.

NEW 2026–27 ADDITION: Annual Bullying and Cyberbullying Training

California requires schools, including charter schools, to make the CDE bullying/cyberbullying training module available annually to certificated schoolsite employees and other schoolsite employees who regularly interact with pupils. AFCS should document completion and maintain the training record.

NEW 2026–27 ADDITION: Off-Campus Cyberbullying Policy – Implementation by July 1, 2027

California Education Code section 234.41, enacted through AB 772, requires each LEA, including charter schools, by July 1, 2027, to adopt a policy or modify existing procedures addressing reported cyberbullying occurring outside school hours when the conduct is sufficiently severe or pervasive to have the actual and reasonably expected effect of creating an intimidating or hostile educational environment. AFCS should begin stakeholder review and policy development during 2026–2027.

Extreme Weather and Heat Safety Protocols

1. Purpose

America's Finest Charter School (AFCS) is committed to protecting the health, safety, and well-being of students and staff during extreme heat and other hazardous weather conditions. These protocols establish procedures for monitoring weather conditions,

modifying or canceling outdoor activities, providing safe indoor alternatives, communicating with families, and responding to weather-related emergencies.

These protocols are intended to align with California Education Code Section 33355 and the California Department of Education's (CDE) Guidelines for Local Educational Agencies on Developing Weather Safety Protocols.

2. Scope

These protocols apply to all AFCS school sponsored activities, including:

- Physical education classes and outdoor sports.
- Recess, playground activities, and outdoor instructional activities.
- Outdoor lunch periods and student meal supervision.
- After-school programs, school events, and field trips.
- Other outdoor activities conducted under school supervision.

3. Weather Monitoring and Responsibility

The Executive Director or designee shall designate a staff member responsible for monitoring weather conditions and coordinating appropriate safety measures.

The designated staff member shall:

1. Monitor National Weather Service forecasts, heat advisories, excessive heat warnings, air quality alerts, and other relevant weather notifications.
2. Review the National Weather Service HeatRisk forecast and applicable CDE weather safety guidelines when assessing heat-related risks.
3. Consider temperature, humidity, direct sunlight, wind conditions, the duration and intensity of outdoor exposure, students' ages, and available protective measures.

4. Notify administration and supervising staff when conditions may require changes to outdoor activities.
5. Document significant weather-related decisions and the safety measures implemented.

4. Extreme Heat Procedures

When extreme heat conditions are anticipated or occur, AFCS administration shall assess the risks and implement appropriate protective measures.

Depending on the conditions, measures may include:

- Reducing the duration or intensity of outdoor physical activities.
- Rescheduling or canceling outdoor activities when conditions present an unacceptable risk.
- Moving physical education, recess, and other activities to suitable indoor locations.
- Providing additional drinking-water opportunities, rest breaks, and access to shaded or cooled areas.
- Closely supervising students for signs of heat-related illness.
- Limiting prolonged exposure to direct sunlight, particularly during the hottest part of the day.
- Providing additional precautions for younger students and students who may be more vulnerable to heat.

HeatRisk action criteria: AFCS shall use the CDE's standardized weather guidelines and applicable California Department of Public Health recommendations to determine appropriate activity modifications. When the HeatRisk forecast reaches Red or Magenta during the heat of the day, strenuous outdoor activities shall be canceled, rescheduled, or moved to an appropriately cooled indoor environment, consistent with applicable state guidance. Other risk levels shall prompt the precautions indicated by the applicable guidance and the circumstances at the school.

5. Outdoor Lunch, Shade, and Hydration

AFCS shall take reasonable measures to protect students during outdoor meal periods and other times when students are required or scheduled to remain outdoors.

1. Students shall have access to drinking water.
2. Shaded seating or an appropriate indoor alternative shall be provided when needed to reduce exposure to direct sunlight and excessive heat.
3. During extreme heat or when adequate protective conditions cannot be maintained, administration shall relocate outdoor lunch to an appropriate indoor or otherwise adequately protected area.
4. Staff supervising lunch shall monitor students for signs of heat-related distress and promptly notify the office of concerns.
5. Administration shall assess the availability of shade, seating, water, and suitable indoor spaces and address identified deficiencies.
6. Decisions regarding outdoor meal periods shall consider the current conditions, anticipated exposure time, student age, and available protective measures.

6. Severe Weather and Other Hazardous Conditions

AFCS shall assess other hazardous weather conditions, including excessive precipitation, flooding, high winds, lightning, and poor air quality.

Depending on the nature and severity of the hazard, administration may:

- Suspend or relocate outdoor activities.
- Move students and staff to designated safe indoor locations.
- Implement shelter-in-place procedures when remaining indoors is safer.
- Suspend outdoor access to playgrounds, fields, and other affected areas.
- Implement evacuation procedures when necessary and safe to do so.
- Follow directions and warnings issued by emergency services and appropriate public agencies.

Staff shall not direct students into flooded areas or other locations presenting an immediate safety risk. Students shall remain supervised until conditions improve or further instructions are provided.

7. Indoor Alternative Activities

When outdoor activities are modified or discontinued, staff shall provide appropriate indoor alternatives whenever feasible.

Examples include:

- Indoor physical education or movement activities appropriate to the conditions.
- Classroom-based instruction and learning activities.
- Indoor recess and supervised recreational activities.
- Relocation of meals to an appropriate indoor dining area.
- Rescheduling activities for a safer time or day.

Indoor locations must be suitable for the activity and must not expose students to other hazards, such as excessive indoor temperatures or poor air quality.

8. Recognition and Response to Weather-Related Illness

Staff shall receive training on recognizing weather-related distress and responding appropriately.

Potential warning signs of heat-related illness include excessive sweating, weakness, dizziness, headache, nausea, confusion, and fainting.

If a student shows signs of heat-related illness, staff shall:

1. Stop the activity and move the student to a cooler, safer location.
2. Notify the school office and designated medical or first-aid personnel.
3. Begin appropriate cooling measures within the staff member's training.
4. Call 911 immediately if heat stroke is suspected or the student has a serious medical emergency.
5. Never leave a seriously ill student unattended while awaiting assistance.
6. Notify the parent or guardian in accordance with school procedures.
7. Document the incident and any follow-up actions.

Suspected heat stroke is a medical emergency. Staff shall not delay emergency assistance while waiting for a parent or guardian to arrive.

9. Communication With Staff, Students, and Families

When extreme weather conditions require changes to school activities, AFCS administration shall communicate relevant instructions promptly.

Communication may include:

- Staff announcements and direct instructions to supervising employees.
- ParentSquare notifications to parents and guardians when appropriate.
- Student instructions regarding activity changes, hydration, safe locations, and emergency procedures.
- Notifications regarding relocated activities, schedule changes, or canceled outdoor events.

Staff shall receive clear instructions regarding their responsibilities, supervision assignments, and procedures for reporting concerns.

10. Coordination With Local Agencies

AFCS shall use information and resources from appropriate public agencies, including the National Weather Service, California Department of Public Health, California Department of Education, San Diego County public health authorities, and local emergency services, as applicable.

When additional guidance is needed, administration shall consult appropriate agencies or qualified professionals to support student safety and informed decision-making.

11. Staff Training and Documentation

AFCS shall provide staff training on these protocols, including:

- Weather monitoring and activity-modification procedures.
- Heat illness prevention and recognition.

- Emergency response and reporting procedures.
- Indoor relocation and student-supervision responsibilities.
- Communication with administration and families.

AFCS shall maintain documentation of staff training, significant weather-related decisions, incidents, and corrective actions, as appropriate.

12. Annual Review and Board Approval

The Executive Director or designee shall review these protocols at least annually and revise them as needed to reflect current CDE guidelines, applicable law, emerging safety practices, school facilities, and feedback from staff and families.

XIX. ANNUAL REVIEW

The Emergency Response Team assignments and checklists shall be reviewed at least annually and updated when there are changes in:

Personnel

School leadership

Campus facilities

Emergency equipment

Communication systems

Student needs

Emergency procedures

First-responder coordination

Applicable laws or regulations

California Education Code requires charter schools to review and update their CSSP by March 1 each year.

NEW 2026–27 ADDITION: 2026–2027 Annual Compliance Review

The CSSP should be reviewed at least annually and updated by March 1. AFCS should maintain a compliance checklist documenting review of required safety topics, stakeholder participation, first-responder consultation, staff training, drills, immigration-enforcement procedures, instructional continuity, emergency cardiac response, child-abuse/sex-offense protection procedures, bullying/cyberbullying requirements, and other applicable requirements.

XX. EMERGENCY RESPONSE TEAM CONTACT/ASSIGNMENT ROSTER

Position	**Primary**	**Alternate**	**Radio/Communication**
Incident Commander			
Safety Officer			
Public Information Officer	Dr. Omogbehin		
Operations Chief			

America's Finest CHARTER SCHOOL

| Site Facility/Security Lead | _____ | _____ |
_____ |

| Search & Rescue Leader | _____ | _____ |
_____ |

| Search & Rescue Members | _____ | _____ |
_____ |

| First Aid/Medical Leader | Dr. Ali | _____ | _____ |

| First Aid/Medical Members | _____ | _____ |
_____ |

| Student Assembly Supervisor | _____ | _____ |
_____ |

| Parent Request/Release Gate | Rebeca Cardena | _____ |
_____ |

Emergency Contact and Assignment Verification

Before adoption, AFCS should verify every primary and alternate assignment, radio/channel information, emergency contact method, and team membership. The original document contains some assignments in narrative sections and blanks in the roster; those entries should be reconciled by the designated administrator before final approval.

XXI. APPROVAL AND REVIEW

School: America's Finest Charter School

Plan Year: 2026–2027

Reviewed By: _____

Title: _____

America's Finest CHARTER SCHOOL

Date Reviewed: _____

Incident Command Structure Reviewed: ☐ Yes ☐ No

First Responder Consultation: ☐ Yes ☐ No

Staff Training Completed: ☐ Yes ☐ No

Drill/Exercise Completed: ☐ Yes ☐ No

Plan Updates Required: ☐ Yes ☐ No

Next Review Date: _____

Administrator/Designee Signature:

Date: _____

Appendix A - Emergency Response Team Position Checklists Detailed position checklists are maintained for the following roles:

- Incident Commander: Dr. Omogbehin
- Safety Officer: Maggaly Kolsrud
- Public Information Officer: Dr. Omogbehin
- Operations Chief: Ms. Ayan Farah
- Site Facility-Security Lead: Mr. Daniel
- Search and Rescue Team Leader and Members: Ms. Sina
- First Aid / Medical Team Leader and Members: Dr. Ali
- Student Assembly Supervisor: Mr. Kris
- Parent Request/Release Gate Staff: Ms. Rebecca

Appendix B - Emergency Forms

The following forms are maintained with the school safety materials and crisis response boxes:

- Incident Action Plan
- Position Log
- Site Status Report
- First Aid / Medical Team Supplies Checklist
- Student Release Form
- Emergency Response Team Assignment Form
- Volunteer Assignment List
- Search and Rescue Supplies Checklist
- Public Information Worksheet
- School Accountability Report Card reference form

Appendix C - Campus Maps and Emergency Information

The following maps and emergency reference materials are maintained in the main office and crisis response boxes:

- Overall campus map showing buildings, playgrounds, parking areas, and gates
- Building 1000 floor plan with evacuation routes
- Building 2000 floor plan with evacuation routes
- Utility shut-off locations map
- Emergency assembly areas map
- Off-site evacuation route map

Appendix D - Related Policies

The following board policies and administrative documents should be maintained with or cross referenced from this plan:

- Youth Suicide Prevention Policy
- Student Search Policy
- Bullying Prevention Policy
- Discrimination and Harassment Policy
- Suspension and Expulsion Due Process Policy
- Technology Acceptable Use Policy

NEW 2026–27 ADDITION: Public Review, Availability, and Adoption Record

AFCS should maintain evidence of the review and adoption process required for its charter school CSSP. California law requires an updated file of safety-related plans and materials to be readily available for public inspection, while sensitive tactical response information may require restricted handling or redaction. AFCS should retain the meeting record, stakeholder comments, first-responder consultation documentation, adoption/approval record, and final plan version.

First-Responder Consultation and Coordination Record

AFCS should document consultation with local law enforcement, fire, emergency medical services, and other relevant first responders. The record should identify the agency or representative, date of consultation, topics reviewed, recommendations, and any resulting plan changes.

APPENDICES

Appendix A - Emergency Response Team Position Checklists

The following roles are identified in the original AFCS document. Before adoption, AFCS should verify that the roster is consistent across the opening list, ICS structure, detailed position sections, and contact roster.

Incident Commander: Dr. Omogbehin

Safety Officer: Maggaly Kolsrud

Public Information Officer: Dr. Omogbehin

Operations Chief: Ms. Ayan Farah

Site Facility-Security Lead: Mr. Daniel

Search and Rescue Team Leader and Members: Ms. Sina

First Aid / Medical Team Leader and Members: Dr. Ali

Student Assembly Supervisor: Mr. Kris

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America's Finest CHARTER SCHOOL

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- Discrimination and Harassment Policy
- Suspension and Expulsion Due Process Policy
- Technology Acceptable Use Policy

Appendix E - Immigration Enforcement / ICE Response Resources and Forms

Maintain the current California Department of Justice TK–12 immigration-enforcement guidance, the school's board-approved/equivalent immigration-enforcement policy, the Know Your Educational Rights materials in applicable languages, and an internal administrative response checklist. Staff-facing materials should identify the designated administrator who receives requests for access or information and the process for

consulting counsel. The public CSSP should not contain sensitive tactical or personally identifiable information.

Appendix F - Emergency Contact List

Maintain current telephone numbers and alternate contact methods for 911, local law enforcement, fire, EMS, poison control as appropriate, utilities, facilities, school leadership, transportation, emergency communication vendors, technology support, and other critical partners. Review at least annually and whenever personnel or vendors change.

NEW 2026–27 ADDITION: Appendix G - Training and Drill Documentation

Maintain annual staff training records, emergency response team training, CPR/AED records, evacuation drills, earthquake drills, lockdown/protective-action exercises, reunification exercises, cyberbullying training, and after-action reviews. Document date, participants, scenario or objective, observations, corrective actions, and follow-up completion.

Appendix H - AED / CPR Training and Inspection Records

Maintain AED locations, serial/asset information, inspection and readiness checks, battery/pad replacement dates, responsible personnel, CPR/AED training records, and procedures for activating EMS. Do not place unnecessary confidential medical information in the public CSSP.

Appendix I - Instructional Continuity Plan

Maintain the operational ICP, including communication with students and families, five-calendar-day engagement procedures, ten-instructional-day access to in-person or remote instruction, accessibility, special education continuity, language access, technology support, attendance/engagement, instructional materials, and reentry procedures.

Appendix J - Continuity of Operations Plan

Maintain the COOP describing essential functions, succession, alternate facilities, critical records, communications, technology, payroll/business operations, vendors, transportation, food services, student services, and recovery priorities.

Appendix K - Annual CSSP Compliance Review Checklist

America's Finest CHARTER SCHOOL

Use this checklist to document review of required CSSP topics, stakeholder participation, first-responder consultation, child abuse/sex-offense protection procedures, emergency cardiac response, immigration-enforcement notification procedures, instructional continuity, safe ingress/egress, discipline, bullying/cyberbullying, mental health, active-assailant drill requirements, fire-hazard requirements if applicable, training, public availability, and annual adoption/review.

NEW 2026–27 ADDITION: 2026–2027 CSSP FINAL COMPLIANCE CHECKLIST

☐ Current school information, contacts, facilities, and campus maps verified.

☐ Emergency Response Team primary and alternate assignments verified and consistent throughout the plan.

☐ School safety planning committee/stakeholder participation documented.

☐ Law enforcement, fire, EMS, and other first-responder consultation documented.

☐ Current crime, violence, hazard, and campus safety assessment completed.

☐ Annual school safety goals and priorities documented.

☐ Child abuse/neglect reporting procedures reviewed.

☐ Procedures specifically addressing supervision/protection from child abuse or sex offenses reviewed.

☐ Disaster procedures and disability/access adaptations reviewed.

☐ Safe ingress and egress procedures reviewed.

☐ Active-assailant tactical response procedures reviewed and sensitive portions controlled as appropriate.

☐ Active-assailant/armed-assailant drill procedures comply with the prohibition on high-intensity simulations.

☐ Emergency cardiac response, AED locations, and CPR/AED training records verified.

☐ Immigration-enforcement notification procedures included.

☐ Immigration-enforcement access/information procedures aligned with current California law and DOJ guidance.

☐ Know Your Educational Rights materials provided/posted as required.

☐ Emergency communications and multilingual family notification procedures reviewed.

☐ Student accountability and reunification procedures reviewed.

☐ Mental health/crisis response and post-incident support procedures reviewed.

☐ Bullying/cyberbullying prevention and annual training procedures reviewed.

☐ Off-campus cyberbullying policy development scheduled for July 1, 2027 compliance.

☐ Instructional Continuity Plan included and operational.

☐ Continuity of Operations Plan included and operational.

☐ Technology/data continuity and critical records backup procedures reviewed.

☐ Fire hazard severity zone status verified; additional refuge/evacuation procedures completed if applicable.

☐ Public review/availability and adoption records maintained.

☐ Annual review completed and plan updated by March 1.

2026–2027 LEGAL AND GUIDANCE REFERENCES

California Education Code §§ 32280–32289.6 — Comprehensive school safety planning, annual review, stakeholder/first-responder consultation, required safety topics, instructional continuity, immigration-enforcement notification, and drill provisions.

California Education Code § 47605(c)(5)(F) — Charter-school CSSP requirement and annual review/update requirement.

California Education Code § 234.7 — California requirements concerning immigration-enforcement requests for access and information at TK–12 schools.

California Education Code § 234.41 — Off-campus cyberbullying policy requirement created by AB 772, with LEA policy deadline of July 1, 2027.

California Department of Education – Comprehensive School Safety Plans — Current CDE CSSP requirements and resources.

California Department of Education – Instructional Continuity Plan Guidance — Guidance for required instructional continuity planning.

California Department of Justice – TK–12 Immigration Guidance and Model Policies — Current guidance and model policies concerning requests for access and information for immigration-enforcement purposes.

Official resources should be checked before each annual adoption because statutes, regulations, CDE guidance, and DOJ guidance may change.

Source and drafting note: This document preserves the substantive structure and content of the uploaded AFCS 2026–2027 Emergency Response Team/CSSP material and adds clearly identified 2026–2027 sections and compliance explanations. Items that were blank or internally inconsistent in the original have not been silently guessed; they are flagged for AFCS verification before final adoption.

Official online resources: CDE CSSP | CDE Instructional Continuity Guidance | California DOJ Immigration Resources | California Legislative Information |

APPENDIX L — Extreme Weather Safety Training and Staff Acknowledgment

The complete Extreme Weather Safety Training and Staff Acknowledgment form is included in Section XVIII / the dedicated training section above. Retain completed staff acknowledgments with AFCS training and drill documentation.

America's Finest CHARTER SCHOOL

BOARD ADOPTION

This policy shall become effective upon approval by the America's Finest Charter School Board of Directors.

Date of Adoption: October 19, 2026

Secretary of the Board: Regina Yee

Board Meeting Date: October 19, 2026