

**CUYAMA JOINT UNIFIED SCHOOL DISTRICT  
BOARD MEETING MINUTES  
Thursday, January 13, 2021, 6:00 P.M.  
BOARD ROOM, CUYAMA ELEMENTARY SCHOOL  
2300 Hwy 166, New Cuyama CA 93254**

**Join Zoom Meeting**

<https://us04web.zoom.us/j/75648718707?pwd=VUtnQlN4RmRVM2k0ODRlcmerQ1JhQT09>

**Meeting ID: 756 4871 8707**

**Passcode: 0YMZRx**

- I. The meeting will be called to order by **Board Clerk, Emily Johnson** at **6:00 P.M.**

**ROLL CALL:**

Heather Lomax **P** Whitney Goller **Ab** Marcela Medina **P** Emily Johnson **P**

Jan Smith **Ab**

Alfonso Gamino **P** Superintendent

**FLAG SALUTE:** Led by **Marcela Medina**

**II. PUBLIC FORUM:**

Following recognition by the President, members of the public shall have an opportunity to address the Board of Trustees either before or during the Board's consideration of each item of business to be discussed. In order to efficiently manage the business of the Board, the Board President may limit the amount of time allocated for each individual speaker to 3 minutes and limit the total time allocated on a particular issue to 15 minutes, pursuant to board policy. Items not appearing on the agenda cannot, by law, be the subject of Board action. Such items may be placed on future agendas for full discussion and/or action.

**III. SUPERINTENDENT'S REPORT:**

**School District Activities Update**

1. Covid protocols update
2. Instructional Calendar for 2022-2023 DRAFTS to staff for input

3. **Local Control Accountability Plan (LCAP) – Meetings to receive input start on January 31, 2022. Plan to be developed and approved in June of 2022.**

**Gamino Report: A couple of things I want to share will all of you.**

1. We are really happy our kids are back at school. Just yesterday, we did receive the At-Home Covid tests from the county and we will distribute those kits tomorrow to our staff and our students via their guardian. Each kit has two Covid tests per box. One kit for every K-12 student. We will continue to enforce the face masks in the classroom as we want to make sure our students continue to receive in-person instruction and not go to distance learning instruction. Even in our gym, fans have to wear a face mask if they want to watch the basketball games. We are required to notify parents as they are walking into the gym.

2. We are always concerned with staffing shortages. There are many school districts that have parents supervising students in the classroom as these districts have staffing shortages. In Cuyama, we are working on keeping as many employees as we can working each day. We have to continue to mitigate the situation. It is tough out there.

3. The other thing I want to share with the board is that next month I will be bringing you the 2022-2023 instructional calendar. It will be the first draft. It will include what day we are planning to start school, what days will be off, and when school ends. Then, we would like the calendar to be approved in March. This way our teachers and classified staff can plan their summer vacations accordingly. Once approved, the calendar will then be posted on the website.

4. **Local Control Accountability Plan (LCAP) 2022-2023:** We are starting on our LCAP plan for next year. We will hold a stakeholder meeting with teachers on January 31, 2022, we will hold a stakeholder meeting with CSEA to receive their input on January 31, 2022, and a meeting with SSC and DELAC committee on January 31. Community members are welcome to attend the SSC and DELAC stakeholder meeting. Information will go out to the community. We will hold a stakeholder meeting with our high school students as well on January 31, 2022. We want to receive input from our stakeholder groups before we start writing the plan.

5. **Ethics in Educational Governance:** I just gave you the Ethics in Educational Governance Professional Development opportunity workshop. If interested in attending, just give me the form back and I will register you for this in-person training. We have 2-3 of these trainings throughout the year for those who are interested.

6. **Audit for 2020-2021:** We normally have our audit completed in January and brought to the board for action. The auditor has asked us to request an extension from the county office and file the request with the State Controller's Office. As part of that process, we are required to notify the governing board.

**This is what I am doing now. The auditors will not be able to complete the review report by the January 31, 2022, deadline due to a number of reasons that in combination have resulted in delays in the process. Our auditors are new to our district and have an extensive review process including a final quality control check once everything is complete. There are multiple representatives working on the team. Our own short staffing, other reporting deadlines, and numerous repairs have also caused delays and affected being able to respond to all of the document requests. In addition, we are working remotely with the auditors and everything has to be uploaded by our staff. Once items are supplied, additional requests continue to come back for sampling or verification. We will bring this audit to the board in February or as soon as we can. No certain date.**

**7. Duplex for rent in elementary school: We did have a tenant at the house here in the elementary school renting the one of the homes in the duplex. I am reporting to you that we did have an emergency here a couple of weeks ago when we lost water at the elementary school and the duplex. The home rental was flooded and we needed emergency assistance at that time. I am reporting this to the board as there is a \$5,000 maximum for capital asset expense and we exceeded that maximum due to the emergency situation. We are allowed an exception to the Request for Proposal due to the flood. The incident was that the water was not working at the elementary school, when it was determined that the on-site duplex was flooded This required emergency action/repair due to flood damage and black water hazard included:**

- 1. Professional cleaning for \$995 approximately**
- 2. Asbestos testing (positive \$875)**
- 3. Asbestos abatement – removal of remaining damaged areas \$16,575**
- 4. Contractor to make repairs to put unit back in serviceable/habitable condition \$16,170 – to be completed.**

**This expense will be covered by insurance. This issue needed to be reported to the board. The insurance will pay and the district will cover the deductible.**

**Laura Price: Covid protocol at this time. The protocol is that if you have Covid you have to be out. If exposed and vaccinated, you would be able to come back with a negative Covid test. I will post the Covid protocols on the Cuyama Strong and on our district website by tomorrow, Friday, January 14, 2022. At Home tests will count if a staff member observes the student being administered the test. We can also register minors on the Mobile Med platform. I will send this letter when I give the At-Home Covid test starting Friday, January 14, 2022. Protocols are subject to change.**

**Onsite testing happens every Tuesday. Once someone registers, the testing takes about a minute. We will have Mobile Med at the at the high school from 12:00 p.m. to 2:00 p.m. and at the elementary school from 2:30 p.m. to 4:30 p.m. for testing. Students do not have to be pre-registered but parents need to give permission for minors to register for the Mobile Med Covid tests.**

#### **IV. Board Reports**

**Marcela Medina:** Me and my family, fiancé may be possibly moving at end of February but I may be here for the February meeting. It depends as I am almost done with school and I want to pursue my career out of state. I may be resigning. It may be possible that I can turn in my resignation after our February board meeting but I am not 100% sure that I will be here for the next meeting. February meeting is a 50% vs 50% that I will be here for the meeting. We are thinking about moving to Georgia. My fiancé has family out there. You got to start planting your roots somewhere.

**Mr. Gamino:** We will post the vacancy once we receive the resignation. We will start looking now. Now Marcela's position, Emily Johnson's position and Jan Smith's positions are provisional appointments. This means that in November 2022, we will have two 4-year term positions (Whitney Goller and Heather Lomax) and three 2-year positions (Marcela Medina, Emily Johnson, and Jan Smith). Normally, four-year board members run for the four-year terms and provision appointees run for the two-year terms.

**Emily Johnson:** Potential from state to remove the extension of the financial cliff based on enrollment numbers. Emily Johnson to write a letter of appeal to our state senator to advocate to extend the financial cliff so our budget is not endangered in the next three years. It seems this is the action so we can make our voices heard. I can draft that letter and send it quickly.

**Gamino:** The state is really looking at proposals to solve this cliff issue. One proposal is to average the last three years of ADA or current year. Another proposal is to slow down the cliff and bring down the number over 3-5 years to lessen cliff impact. Another proposal is to use actual enrollment rather than ADA. Teachers prepare for all of the kids. Many states do go by enrollment. The legislature and Governor will negotiate a possibly solution.

**Emily Johnson** should write the letter as she is suggesting to express our district opinions.

**Heather:** I agree.

**Emily:** I don't know which option will work for us but if it makes us not fall off a cliff and will help our district. Mr. Gamino can take the draft and give to all board members to sign the letter crafted. It will be on district letterhead.

#### **V. CONSENT AGENDA:**

The Board will consider the following consent calendar items. All items listed are considered to be routine and noncontroversial. Consent items will be considered first and may be approved by one motion if no member of the CJUSD Board wishes to comment or discuss. If comment or discussion is desired, the item will be removed from the consent agenda and considered in the listed sequence with an opportunity for any member of the public to address the CJUSD Board concerning the item before action is taken.



1. Minutes of the Wednesday, December 15, 2021, Regular Board Meeting (moved to today due to inclement weather on Tuesday, December 14, 2021) – All members present: Heather Lomax, Whitney Goller, Marcela Medina, Emily Johnson, and Jan Smith (Zoom). **Pg. 1-11**
2. Checks Board Report and Warrants December 1-31, 2021. **Pg. 12-30**
3. Student Field Trip Request – Author-Go-Round. **Pg. 31**
4. Williams Report for fourth quarter October – December 2021. **Pg. 32**

Moved By: **Marcela Medina**

2nd By: **Heather Lomax**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Ab**

**The Board approved the consent agenda items #1, 2, and 4 and removed #3 as the student field trip was cancelled.**

**Approved 3-0**

#### **VI. PUBLIC Hearing:**

The board president to open the public hearing to consider public input on charter amendments and admissions preferences for California Connections Academy Central Coast (Close the public hearing after input opportunity to the public). **Pg. 33**

**The board clerk Emily Johnson opened the public hearing to consider public input on the California Connections Academy Central Coast on charter amendments and admissions preferences at 6:29 p.m.**

**No public comments. The public hearing was closed at 6:30 p.m.**

#### **VII. Action Items:**

a. It is recommended that the board consider/approve charter amendments and admissions preferences for California Connections Academy Central Coast, including extensions of charter term until 2026. In addition, to modify anything in the charter that must be legally updated since the original approval. **Pg. 34-199**

Moved By: **Heather Lomax**

2nd By: **Emily Johnson**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Ab**

**Mr. Gamino credited the California Connections Academy Central Coast with being very responsive to any requests from Terri King and Mr. Gamino. The California Connections has had a history of success over the years.**

**Ms. Franci Sassin and Lachelle (California Connections Central Coast representatives) attended the board meeting and were present to answer any board member questions. They were very happy to be at our board meeting and appreciated the opportunity to be present. They are seeing an increased interest in their school so now they have enrollment limits. They are now implementing a lottery. Everything is being updated to legal standards. Cal Connections is happy to serve students in this region.**

**Emily: How do we effectively audit the charter school and perform due diligence.**

**Mr. Gamino: The district certifies all of their enrollment audits and we plan once a year to visit to their facility. All data is checked to make sure it is accurate. In addition, I do attend their board meeting to make sure that everything is running normal and well. All time is documented so we could receive funding based on the hours we spend reviewing and monitoring the Cal Connections Academy. In addition, board members are also invited to attend the Cal Connections Academy.**

**Approved 3-0**

**b. It is recommended that the board approve the first reading of the Cuyama Joint Unified Emergency Response and Procedures Plan. Pg. 200-377**

**Moved By: Marcela Medina**

**2nd By: Heather Lomax**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Ab**

**Gamino: Every year we revise our program. Reviewed the chart on page 211 to see that all staff is involved. We are now doing monthly fire drills and held an earthquake drill in October 2021. We also have different scenarios for different emergency situations. We will look at conducting other type of drills. We have emergency phone numbers in the plan. We will all need to be here at the site if there is such an emergency and release staff on an**

as needed basis. We do have emergency materials at both schools. We updated our school maps as well.

**Marcela Medina:** Do we have an emergency procedure if a truck rolls over on the road?

**Gamino:** We do have several including a vehicle crash.

**Approved 3-0**

c. Discussion and possible action on Resolution #2022-001, Reducing or Eliminating Certain Certificated Services for the 2022-2023 school year (Elimination of two Response to Intervention FTE positions). **Pg. 378-381**

Moved By: **Marcela Medina**

2nd By: **Heather Lomax**

Roll Call Vote:

Heather Lomax Y Whitney Goller Ab Marcela Medina Y Emily Johnson Y

Jan Smith Ab

**Mr. Gamino:** This should be no surprise to our staff as we received the Expanded Learning Opportunities Grant last year to hire two RTI teachers for the 2021-2022 school year on a temporary one-year basis. Once the board takes action then I will move with the layoff process. I will notify each affected staff member in the coming days. The two affected staff members both know this is coming as they know they were hired for one year on a temporary basis (2021-2022 school year).

**Approved 3-0 to move to eliminate the two RTI positions.**

d. Discussion and possible action on Resolution #2022-002 determining the seniority among certificated employees with the same paid date of service (Tie-Breaker Resolution). **Pg. 382-383**

Moved By: **Marcela Medina**

2nd By: **Emily Johnson**

Roll Call Vote:

Heather Lomax Y Whitney Goller Ab Marcela Medina Y Emily Johnson Y

Jan Smith Ab

**Mr. Gamino:** This is the resolution that goes along with the previous resolution. It is always a good idea to have a tie breaker criterion anytime you lay off staff.

**Resolution approved 3-0**

e. It is recommended that the board approve the January 13, 2022, Personnel Activity report. **Pg. 384**

Moved By: **Marcela Medina**

2nd By: **Heather Lomax**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Ab**

**Gamino: The personnel activity is correct as is; except for the funding source. We will revise the personnel activity report for January 13, 2022, to reflect that ESSER II funding source as this is what is being used to fund these additional hours instead of ESSER III. You would approve the ESSER II funding rather than ESSER III for this position listed on this personnel report.**

**Approved 3-0**

f. It is recommended that the board approve the Extension of teleconference Flexibility During the proclaimed State of Emergency (Government Code section 54953 (b)(3)). It is recommended that the Board consider the current state of emergency and make a finding that state and local officials continue to recommend some measures to promote social distancing. This motion is to extend this flexibility until February 13, 2022, the time period for teleconferencing without complying with the usual requirements of Government Code section 54953(b)(3) based on the finding that state or local officials continue to impose or recommend measures to promote social distancing. In addition, the Governor signed an Executive Order on Jan. 5, 2022, extending the flexibility to conduct meetings remotely (from January 31 – March 31, 2022). **Pg. 385-387**

Moved By: **Marcela Medina**

2nd By: **Heather Lomax**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Ab**

**Mr. Gamino: We will continue to bring this resolution every month probably through the end of the school year.**

**Approved 3-0**

g. It is recommended that the board issue and approve the Cuyama Elementary School Accountability Report Card (SARC) for the 2020-2021 school year. The SARC report needs to be issued and approved annually on or before February 1 of each year. Once approved, the district will publicize the report on the website on or before February 1, 2022. Pg. 388-409

Moved By: **Heather Lomax**

2nd By: **Emily Johnson**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Ab**

**Mr. Gamino: This is last year's SARC report. If you can approve the SARC report with the understanding that when the state provides us the State data, we will add the data to the report.**

**Board motion was made to approved the Elementary SARC report with the understanding/condition that the State data will be added to the SARC report once the State provides it to the district.**

**Approved 3-0**

h. It is recommended that the board issue and approve the Cuyama Valley High School Accountability Report Card (SARC) for the 2020-2021 school year. The SARC report needs to be issued and approved annually on or before February 1 of each year. Once approved, the district will publicize the report on the website on or before February 1, 2022. Pg. 410-431

Moved By: **Marcela Medina**

2nd By: **Emily Johnson**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Ab**

**Gamino: The motion again is to approve with the understanding/condition that once the State data is provided to the district, the data will be added to the report.**

**Emily Johnson: I have a clarifying question. Does the DELAC reviews this accountability report card?**

**Gamino: Everyone can see/review the SARC reports. We can bring it to the SARC report to the SSC and DELAC with next year's reports for the committees to review.**

**Marcela Medina: Are all the N/A's on the SARC reports because we were not on campus?**

**Mr. Gamino: The N/A's are in the report because we actually took the CAASPP assessments and we will receive the data from the State. Some districts used local assessments; we provided the state assessments.**

**Approved 3-0**

**VIII. ITEM(S) PULLED FROM CONSENT AGENDA: No items pulled from consent agenda.**

1. \_\_\_\_\_  
\_\_\_\_\_

Moved By: \_\_\_\_\_ 2nd By: \_\_\_\_\_

Roll Call Vote:

Heather Lomax \_\_\_\_\_ Whitney Goller \_\_\_\_\_ Marcela Medina \_\_\_\_\_ Emily Johnson \_\_\_\_\_

Jan Smith \_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

Moved By: \_\_\_\_\_ 2nd By: \_\_\_\_\_

Roll Call Vote:

Heather Lomax \_\_\_\_\_ Whitney Goller \_\_\_\_\_ Marcela Medina \_\_\_\_\_ Emily Johnson \_\_\_\_\_

Jan Smith \_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

Moved By: \_\_\_\_\_ 2nd By: \_\_\_\_\_

Roll Call Vote:

Heather Lomax \_\_\_\_\_ Whitney Goller \_\_\_\_\_ Marcela Medina \_\_\_\_\_ Emily Johnson \_\_\_\_\_

Jan Smith \_\_\_\_\_

**No items pulled from Consent Agenda.**

**IX. CLOSED SESSION:**

NOTE: The Brown Act permits the Board to consider certain matters in closed session, in limited circumstances. The Board will consider and may act upon any of the items described below in closed session. The Brown Act requires that the Board report out certain actions taken in closed session, which will be announced following the closed session. **WITH LIMITED EXCEPTIONS, THE LAW REQUIRES THAT INFORMATION DISCLOSED IN CLOSED SESSION REMAIN CONFIDENTIAL.**

A. Negotiations as it relates to CUE/CTA – Consult with District negotiator Mr. Alfonso Gamino, authorized by Government Code section 3549.1

B. Negotiations as it relates to CSEA Cuyama Chapter #288 – Consult with District negotiator Mr. Alfonso Gamino, authorized by Government Code section 3549.1

C. Liability Claim

Agency claimed against: Cuyama Joint Unified School District

Name of Claimant: California School Employees Association

The Board will adjourn into closed session at **7:08 p.m.**

The Board returned to open session at: **7:34 p.m.**

Report out from closed session

**Nothing to repost on items A and B of the closed session agenda items.**

**On item C, the district is recommending/directing the district negotiator Mr. Gamino to reject the claim from CSEA. The board voted on that. Mr. Gamino will send CSEA a letter rejecting the claim.**

VIII. ADJOURNMENT:

Moved By: **Marcela Medina**

2nd By: **Emily Johnson**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Ab**

Meeting adjourned at **7:35 p.m.**

Materials prepared in connection with an item on the regular session agenda may be reviewed in the Superintendent's office 72 hours in advance of the meeting and will be available for public inspection at the meeting. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee. (Government Code 54954.2)

**The next regularly scheduled School Board Meeting will be on**

**Thursday, February 10, 2022; 6:00 p.m., Elementary School Board Room**

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the District office and at: <https://cuyamaunified.org/board-materials-2021-2022/> using the “Click Here” links next to the date: 02/10/2022.

***USE OF RELAXED TELECONFERENCE PROCEDURES PER GOVERNOR'S COVID-19***

***EXECUTIVE ORDER:*** Notice of Teleconferencing Pursuant to Executive Order N-25-20 and Government Code section 54953: In order to mitigate possible impacts relating to the Coronavirus (COVID-19), the Board will conduct this meeting via teleconference or videoconference, with one or more board members participating from remote locations.

Members of the public wishing to observe the meeting or make public comments as authorized under Government Code section 54954.3 may do so at the following location: 2300 Hwy 166, New Cuyama, CA 93254, or via electronic participation by accessing the link provided as the beginning of the agenda. Voting at this meeting shall be by roll call.



Checks Dated 01/01/2022 through 01/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-677330	01/07/2022	Gamino, Alfonso	01-4300		78.99
01-677331	01/07/2022	Amazon Capital Services	01-4300		205.55
01-677332	01/07/2022	American Business Machines	01-4300		15.00
01-677333	01/07/2022	BENCHMARK AIR CONDITIONING	01-5640		1,263.00
01-677334	01/07/2022	Brown & Reich Petroleum, Inc.	01-4300	387.06	
			01-4381	544.56	931.62
01-677335	01/07/2022	Cooper's Petroleum Distributor	01-4300		27.91
01-677336	01/07/2022	Cuyama Buckhorn	01-5800		853.38
01-677337	01/07/2022	Fleetpride	01-5800		2,365.22
01-677338	01/07/2022	Frontier Communications	01-5910		311.11
01-677339	01/07/2022	Home Depot Credit Services	01-4300		28.24
01-677340	01/07/2022	IEC Power, LLC	01-5640		1,281.53
01-677341	01/07/2022	James Herrera	01-5100		260.00
01-677342	01/07/2022	James Herrera	01-5100		21.84
01-677343	01/07/2022	Kern County Supt. Of Schools	01-5640		5,410.95
01-677344	01/07/2022	Kern Machinery	01-5600		765.16
01-677345	01/07/2022	Kwik Signs, Inc.	01-4300		160.11
01-677346	01/07/2022	Midway Laboratory, Inc	01-5800		25.00
01-677347	01/07/2022	Pacific Gas & Electric	01-5520		90.30
01-677348	01/07/2022	Quill Corporation	01-4300	167.52	
			01-4355	577.46	744.98
01-677349	01/07/2022	Quinn Company	01-5640		3,303.07
01-677350	01/07/2022	Schools Legal Service	01-5200		30.00
01-677351	01/07/2022	Self-Insured Schools of CA	01-3701		100.00
01-677352	01/07/2022	Southern California Gas Co.	01-5510		5,365.02
01-677353	01/07/2022	Verizon Business	01-5910		21.65
01-678601	01/14/2022	Applied Technology Group, Inc.	01-5900		250.00
01-678602	01/14/2022	CollegeBoard	01-5800		103.00
01-678603	01/14/2022	COMPREHENSIVE DRUG TESTING, INC	01-5800		66.00
01-678604	01/14/2022	Cuyama Community Services Dist	01-5530		410.80
01-678605	01/14/2022	Infinity Communications	01-5865		625.00
01-678606	01/14/2022	Marborg Disposal	01-5570		706.26
01-678607	01/14/2022	Midway Laboratory, Inc	01-5800		70.00
01-678608	01/14/2022	Waldrop's Auto Parts	01-4300		63.41
01-679087	01/21/2022	AUS West Lockbox	01-4300		3,351.09
01-679088	01/21/2022	Brown & Reich Petroleum, Inc.	01-4300	299.17	
			01-4381	2,701.23	3,000.40
01-679089	01/21/2022	CANON FINANCIAL SERVICES, INC.	01-5600		1,462.66
01-679090	01/21/2022	Jordano's Food Service	13-4300	98.68	
			13-4710	2,354.07	2,452.75
01-679091	01/21/2022	Jostens	01-4300		275.25
01-679092	01/21/2022	Pacific Gas & Electric	01-5520		278.09
01-679093	01/21/2022	Purchase Power	01-5900		123.95
01-679094	01/21/2022	Quill Corporation	01-4300		105.12
01-679095	01/21/2022	RingCentral Inc.	01-5910		747.34

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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Checks Dated 01/01/2022 through 01/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-679096	01/21/2022	Verizon Business	01-5910		21.00
Total Number of Checks			42		<u>37,771.75</u>

**Fund Recap**

Fund	Description	Check Count	Expensed Amount
01	General Fund	41	35,319.00
13	Cafeteria Spec Rev Fund	1	2,452.75
Total Number of Checks		42	37,771.75
Less Unpaid Tax Liability			.00
Net (Check Amount)			<u>37,771.75</u>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
<b>Check # 01-677330, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022</b>										
Direct Employee Gamino, Alfonso (000127) 228 Claudia Autumn Dr Bakersfield, CA 93314										
2021/22	12/29/21		Easel (stand) for mask signs	211229	01/04/22	Paid	Cleared	78.99		78.99
2022 01- 3212- 0- 0000- 2700- 4300- 070- 0000- 0000										
<b>Check # 01-677331, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022</b>										
Direct Vendor Amazon Capital Services (000201/1) PO Box 035184 Seattle, WA 98124-5184										
2021/22	09/08/21		PO22-00050 Reissued ck for USB adapter ACCT# A155VLU7FAZB3I	1WP3-WT37-CQJIR0	01/05/22	Paid	Cleared	30.68		30.68
2022 01- 0000- 0- 1110- 1000- 4300- 030- 0000- 0000										
2021/22	08/25/21		PO22-00036 Reissued ck class rm supplies ACCT#A155VLU7FAZB3I	ID4L-KLWD-HY960	01/05/22	Paid	Cleared	174.87		174.87
2022 01- 1100- 0- 1110- 1000- 4300- 070- 0000- 0000										
<b>Check # 01-677332, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022</b>										
Direct Vendor American Business Machines (000365/1) PO BOX 2737 Bakersfield, CA 93303-2737										
2021/22	12/07/21		ES teacher workroom toner	596718	12/30/21	Paid	Cleared	15.00		15.00
2022 01- 0000- 0- 1110- 1000- 4300- 030- 0000- 0000										
<b>Check # 01-677333, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022</b>										
Direct Vendor BENCHMARK AIR CONDITIONING (000029/1) 1920 Mineral Court Bakersfield, CA 93308										
2021/22	12/09/21		ES Heater	16282017	12/22/21	Paid	Cleared	1,263.00		1,263.00
Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 1/1/2022, Ending Check/Advice Date = 1/31/2022, Page Break by Check/Advice? = N, Zero? = Y)										

## ReqPay05e

## Payment Register by Check #

Bank Account COUNTY - County-AP										
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-677333, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022										
Direct Vendor	2021/22	12/09/21	BENCHMARK AIR CONDITIONING (000029/1)	(continued)	12/22/21	Paid	Cleared	(continued)		
			ES Heater	16282017 (continued)						
			2022 01- 3212- 0- 0000- 8100- 5640- 030- ESSR- 0000							
Check Amount for 01-677333 1,263.00										
Check # 01-677334, Dated 01/07/2022, Cleared (000252), PO# PO22-00054,Batchld AP01072022										
AP Vendor	2021/22	12/30/21	Brown & Reich Petroleum, Inc. (002798/1)		01/04/22	Paid	Cleared	931.62		931.62
			215 South 6th Street							
			PO BOX 1076							
			Taft, CA 93268							
			2022 01- 0000- 0- 0000- 3600- 4381- 000- 0000- 7230					544.56		
			2022 01- 0000- 0- 0000- 8100- 4300- 030- 0000- 0000					193.53		
			2022 01- 0000- 0- 0000- 8100- 4300- 070- 0000- 0000					193.53		
Check Amount for 01-677334 931.62										
Check # 01-677335, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022										
Direct Vendor	2021/22	12/14/21	Cooper's Petroleum Distributor (000183/1)		12/30/21	Paid	Cleared	27.91		27.91
			27000 Highway 33							
			Fellows, CA 93224							
			2022 01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000							
Check Amount for 01-677335 27.91										
Check # 01-677336, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022										
Direct Vendor	2021/22	12/09/21	Cuyama Buckhorn (000022/1)		12/30/21	Paid	Cleared	853.38		853.38
			4923 Primero Street							
			New Cuyama, CA 93254							
			2022 01- 0000- 0- 0000- 2700- 5800- 000- 0000- 0000							
Check Amount for 01-677336 853.38										
Check # 01-677337, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022										
Direct Vendor	2021/22	12/09/21	Fleetpride (002588/1)		12/30/21	Paid	Cleared	853.38		853.38
			PO BOX 847118							
			Dallas, TX 75284-7118							
Check Amount for 01-677337 853.38										
043 - Cuyama Joint Unified School District										
Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 1/1/2022, Ending Check/Advice Date = 1/31/2022, Page Break by Check/Advice? = N, Zero? = Y)										
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Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 1/1/2022, Ending Check/Advice Date = 1/31/2022, Page Break by Check/Advice? = N, Zero? = Y)

043 - Cuyama Joint Unified School District

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## ReqPay05e

## Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
<b>Check # 01-677337, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022</b>										
Direct Vendor	Fleetpride (002588/1)		(continued)							
2021/22	11/05/21		Maintenance Supplies	85499241	12/30/21	Paid	Cleared	2,052.79		2,052.79
2021/22	11/15/21	2022 01-0000-0-0000-3600-5800-000-0000-7230	Maintenance Supplies	86061137	12/30/21	Paid	Cleared	146.41		146.41
2021/22	11/22/21	2022 01-0000-0-0000-3600-5800-000-0000-7230	Maintenance Supplies	86501455	12/30/21	Paid	Cleared	166.02		166.02
2021/22	11/22/21	2022 01-0000-0-0000-3600-5800-000-0000-7230	Maintenance Supplies	86501455	12/30/21	Paid	Cleared	166.02		166.02

**Check # 01-677338, Dated 01/07/2022, Cleared (000252), PO# P022-00022, Batchld AP01072022**

Check Amount for 01-677337 2,365.22

AP Vendor	Frontier Communications (000033/1)									
	PO BOX 740407									
	Cincinnati, OH 45274-0407									
2021/22	12/13/21	R22-00026	12/13/2021-01/12/20	211213-2293	12/30/21	Paid	Cleared	212.91		212.91
2021/22	12/13/21	R22-00025	12/13/2021-01/12/20	211213-2642	12/30/21	Paid	Cleared	98.20		98.20
2021/22	12/13/21	R22-00025	12/13/2021-01/12/20	211213-2642	12/30/21	Paid	Cleared	98.20		98.20
2021/22	12/13/21	R22-00025	12/13/2021-01/12/20	211213-2642	12/30/21	Paid	Cleared	98.20		98.20

**Check # 01-677339, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022**

Check Amount for 01-677338 311.11

Direct Vendor	Home Depot Credit Services (002329/1)									
	Dept 32-2502046356									
	PO BOX 78047									
	Phoenix, AZ 85062-8047									
2021/22	11/13/21		Faucet for 4825	5511121	12/30/21	Paid	Cleared	28.24		28.24
2021/22	11/13/21		Cebrian (rental house)		12/30/21	Paid	Cleared	28.24		28.24
2021/22	11/13/21		Faucet for 4825	5511121	12/30/21	Paid	Cleared	28.24		28.24

**Check # 01-677340, Dated 01/07/2022, Cleared (000252), PO# P022-00020, Batchld AP01072022**

Check Amount for 01-677339 28.24

Selection	Sorted by Check # Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 1/1/2022, Ending Check/Advice Date = 1/31/2022, Page Break by Check/Advice? = N, Zero? = Y)	ESCAPE	ONLINE
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# Payment Register by Check #

ReqPay05e

Bank Account COUNTY - County-AP									
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Expense Amount
Check # 01-677340, Dated 01/07/2022, Cleared (000252), PO# PO22-00020, Batchld AP01072022									
AP Vendor	IEC Power, LLC (002897/1) 8795 Folsom Blvd., Suite 205 Sacramento, CA 95826								
2021/22	12/17/21	R22-00028	11/18/2021-12/17/20	CUYAMA-OM-INV90	12/30/21	Paid	Cleared	1,281.53	1,281.53
			21						
	2022	01-0000-0-0000-8100-5640-030-0000-SOLR				640.77			
	2022	01-0000-0-0000-8100-5640-070-0000-SOLR				640.76			
								Check Amount for 01-677340	1,281.53
Check # 01-677341, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022									
Direct Vendor	James Herrera (002887/1) PO BOX 251 New Cuyama, CA 93254								
2021/22	12/31/21		Daily rate 13 days at \$20 per day	211231	01/04/22	Paid	Cleared	260.00	260.00
	2022	01-0000-0-0000-3600-5100-070-0000-SPED							
								Check Amount for 01-677341	260.00
Check # 01-677342, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022									
Direct Vendor	James Herrera (002888/1) PO BOX 251 New Cuyama, CA 93254								
2021/22	12/31/21		39 miles at .56 cents a mile	211231B	01/04/22	Paid	Cleared	21.84	21.84
	2022	01-0000-0-0000-3600-5100-070-0000-SPED							
								Check Amount for 01-677342	21.84
Check # 01-677343, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022									
Direct Vendor	Kern County Supt. Of Schools (001195/1) 1300 17th Street Bakersfield, CA 93301								
2021/22	12/09/21		Towed Vechicle #CU04 into shop	201683	12/30/21	Paid	Cleared	601.88	601.88
	2022	01-0000-0-0000-3600-5640-000-0000-7230							
2021/22	12/09/21		Parts for Vechicle #CU04	201684	12/30/21	Paid	Cleared	33.37	33.37
	2022	01-0000-0-0000-3600-5640-000-0000-7230							
Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 1/1/2022, Ending Check/Advice Date = 1/31/2022, Page Break by Check/Advice? = N, Zero? = Y)									
								ESCAPE	ONLINE
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## ReqPay05e

## Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
<b>Check # 01-677343, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022 (continued)</b>										
Direct Vendor	Kern County Supt. Of Schools (001195/1) (continued)									
2021/22	12/16/21		Replaced and updated cooler and pipes on Vehicle #CU01	201791	12/30/21	Paid	Cleared	4,775.70		4,775.70

(continued)

2022 01-0000-0-0000-3600-5640-000-0000-7230

Check Amount for 01-677343

5,410.95

**Check # 01-677344, Dated 01/07/2022, Cleared (000252), PO# PO22-00027, Batchld AP01072022**

AP Vendor	Kern Machinery (001297/1) PO BOX 80007 Bakersfield, CA 93380									
F	2021/22	08/13/21	R22-00033	Repair For ES Lawn Mower	886974	01/05/22	Paid	Cleared	765.16	765.16
2022 01-0000-0-0000-8100-5600-030-0000-0000										

**Check # 01-677345, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022**

Direct Vendor	Kwik Signs, Inc. (000204/1) 7101-D Rosedale Hwy Bakersfield, CA 93308									
2021/22	12/30/21			Mask requirement signs for HS	22893	12/30/21	Paid	Cleared	160.11	160.11
2022 01-3212-0-0000-2700-4300-070-0000-0000										

Check Amount for 01-677344

765.16

**Check # 01-677346, Dated 01/07/2022, Cleared (000252), PO# PO22-00024, Batchld AP01072022**

AP Vendor	Midway Laboratory, Inc (002627/1) 315 Main Street PO BOX 1151 Taft, CA 93268									
2021/22	12/21/21	R22-00030	Dec. 2021	37303	12/30/21	Paid	Cleared	25.00		25.00
2022 01-0000-0-0000-8100-5800-000-0000-0000										

Check Amount for 01-677345

160.11

**Check # 01-677347, Dated 01/07/2022, Cleared (000252), PO# PO22-00039, Batchld AP01072022**

AP Vendor	Pacific Gas & Electric (000074/1) Box 997300 Sacramento, CA 95899-7300
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Check Amount for 01-677346

25.00

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 1/1/2022, Ending Check/Advice Date = 1/31/2022, Page Break by Check/Advice? = N, Zero? = Y)

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# Payment Register by Check #

ReqPay05e

Bank Account COUNTY - County-AP									
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Expense Amount
Check # 01-677347, Dated 01/07/2022, Cleared (000252), PO# PO22-00039, Batchld AP01072022									
AP Vendor	Pacific Gas & Electric (000074/1)		(continued)						
2021/22	12/13/21	R22-00045	ES	211213-M1010432536	12/30/21	Paid	Cleared	26.29	26.29
			11/04/2021-12/05/2021						
			21						
			ACCT#9893147388-2						
2022	01-0000-0-0000-8100-5520-030-0000-0000								
2021/22	12/23/21	R22-00055	HS 11/04/-12/05/2021	211223-M1010260288	01/04/22	Paid	Cleared	26.29	26.29
			6						
			ACCT#9949685111-						
2022	01-0000-0-0000-8100-5520-070-0000-0000								
2021/22	12/23/21	R22-00055	HS 11/17-12/16/2021	211223-M1010428403	01/04/22	Paid	Cleared	37.72	37.72
			6						
			ACCT#9949685111-						
2022	01-0000-0-0000-8100-5520-070-0000-0000								
Check # 01-677348, Dated 01/07/2022, Printed (000252), PO# ,Batchld AP01072022									
Direct Vendor	Quill Corporation (000734/1)							90.30	
	PO BOX 37600								
	Philadelphia, PA 19101-0600								
2021/22	11/16/21		Printer ink for teacher	21038689	01/05/22	Paid	Printed	37.15	37.15
2022	01-0000-0-1110-1000-4300-030-0000-0000								
2021/22	11/18/21		Copy Paper	21108839	01/05/22	Paid	Printed	28.10	28.10
2022	01-0000-0-1110-1000-4355-000-0000-0000								
2021/22	12/07/21		Copy paper for both HS and ES	21483579	12/30/21	Paid	Printed	549.36	549.36
2022	01-0000-0-1110-1000-4355-030-0000-0000								
2022	01-0000-0-1110-1000-4355-070-0000-0000								
2021/22	12/13/21		Ink for D.Hedlund	21628259	12/30/21	Paid	Printed	130.37	130.37
2022	01-0000-0-1110-1000-4300-030-0000-0000								
Check # 01-677349, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022									
Check Amount for 01-677348								744.98	



## ReqPay05e

## Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
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## Check # 01-677349, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022

Direct Vendor			Quinn Company (002742/1) PO BOX 849665 Los Angeles, CA 90084-9665							
2021/22	12/16/21		Inspected and repaired engine on Bus #2	WON60014399	12/30/21	Paid	Cleared	3,303.07		3,303.07
2022	01-0000-0-0000-3600-5640-0000-0000-7230									

Check Amount for 01-677349 3,303.07

## Check # 01-677350, Dated 01/07/2022, Cleared (000252), PO# PO22-00078, Batchld AP01072022

AP Vendor			Schools Legal Service (000215/1) PO BOX 2445 Bakersfield, CA 93301-4533							
F	2021/22	12/06/21	R22-00086 Surplus Prop Disp. Virt.Wrkshp 11/9/21 Gamino/King	201592	12/30/21	Paid	Cleared	30.00		30.00
2022	01-0000-0-0000-7200-5200-0000-0000-0000									

Check Amount for 01-677350 30.00

## Check # 01-677351, Dated 01/07/2022, Cleared (000252), PO# ,Batchld AP01072022

Direct Vendor			Self-Insured Schools of CA (002199/1) PO BOX 1808 Bakersfield, CA 93303-1808							
2021/22	01/01/22		J.Reyes Jan. 2022 Retiree Dental Insurance Client ID # 75010	220101	12/22/21	Paid	Cleared	100.00		100.00
2022	01-0000-0-1110-1000-3701-0000-0000-REI M									

Check Amount for 01-677351 100.00

## Check # 01-677352, Dated 01/07/2022, Cleared (000252), PO# PO22-00021, Batchld AP01072022

AP Vendor			Southern California Gas Co. (000091/1) PO BOX C Monterey Park, CA 91756-5111							
2021/22	12/28/21	R22-00027	E.S 11/23-12/23/2021 ACCT#14281578006	211228-M12760450	01/04/22	Paid	Cleared	3,701.48		3,701.48
2022	01-0000-0-0000-8100-5510-0300-0000-0000									

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 1/1/2022, Ending Check/Advice Date = 1/31/2022, Page Break by Check/Advice? = N, Zero? = Y)

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## ReqPay05e

## Payment Register by Check #

Bank Account COUNTY - County-AP										
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-677352, Dated 01/07/2022, Cleared (000252), PO# PO22-00041, Batchld AP01072022 (continued)										
AP Vendor	2021/22	12/28/21	Southern California Gas Co. (000091/1)	(continued)						(continued)
			H.S	211228-M12775093	01/04/22	Paid	Cleared	1,663.54		1,663.54
			11/23-12/23/2021							
			ACCT#19321578007							
	2022	01-0000-0-0000-8100-5510-070-0000-0000								
								Check Amount for 01-677352	5,365.02	
Check # 01-677353, Dated 01/07/2022, Cleared (000252), PO# PO22-00040, Batchld AP01072022										
AP Vendor			Verizon Business (002132/1)							
			PO Box 15043							
			Albany, NY 12212-5043							
	2021/22	12/10/21	R22-00046	11/01/2021-11/30/20	62822970	12/30/21	Cleared	21.65		21.65
			21							
	2022	01-0000-0-0000-2700-5910-000-0000-0000								
								Check Amount for 01-677353	21.65	
Check # 01-678601, Dated 01/14/2022, Cleared (000253), PO# PO22-00006, Batchld AP01142022										
AP Vendor			Applied Technology Group, Inc. (000419/1)							
			4440 Easton Drive							
			Bakersfield, CA 93309							
	2021/22	01/01/22	R22-00006	UHF RADIO	REC0000075104	01/12/22	Cleared	250.00		250.00
				SERVICE						
				01/01/2022-01/31/20						
			22							
	2022	01-0000-0-0000-3600-5900-000-0000-7230								
								Check Amount for 01-678601	250.00	
Check # 01-678602, Dated 01/14/2022, Cleared (000253), PO# ,Batchld AP01142022										
Direct Vendor			CollegeBoard (000158/1)							
			P.O. Box 30171							
			New York, NY 10087							
	2021/22	12/10/21		12th grade SAT	ES00104682	01/12/22	Cleared	103.00		103.00
			2022	01-7510-0-1110-1000-5800-070-0000-0000						
								Check Amount for 01-678602	103.00	
Check # 01-678603, Dated 01/14/2022, Printed (000253), PO# ,Batchld AP01142022										
Direct Vendor			COMPREHENSIVE DRUG TESTING, INC (000172/1)							
			230 COMMERCE, SUITE 100							
			IRVINE, CA 92602							
Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 1/1/2022, Ending Check/Advice Date = 1/31/2022, Page Break by Check/Advice? = N, Zero? = Y)										
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## ReqPay05e

## Payment Register by Check #

Bank Account COUNTY - County-AP									
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymnt Status	Check Status	Invoice Amount	Expense Amount
Check # 01-678603, Dated 01/14/2022, Printed (000253), PO# PO22-00031, Batchld AP01142022									
Direct Vendor COMPREHENSIVE DRUG TESTING, INC (000172/1) (continued)									
2021/22	07/31/21		DOT drug testing	49810	01/12/22	Paid	Printed	66.00	66.00
	2022	01-0000-0-0000-3600-5800-000-0000-7230							
Check # 01-678604, Dated 01/14/2022, Cleared (000253), PO# PO22-00031, Batchld AP01142022									
AP Vendor Cuyama Community Services Dist (000206/1)									
			PO BOX 368						
			New Cuyama, CA 93254						
2021/22	12/31/21	R22-00036	High School	211231-100213A	01/12/22	Paid	Cleared	201.45	201.45
			11/20/2021-12/20/20						
			21						
	2022	01-0000-0-0000-8100-5530-070-0000-0000							
2021/22	12/31/21	R22-00036	High School	211231-100213B	01/12/22	Paid	Cleared	209.35	209.35
			11/20/2021-12/20/20						
			21						
	2022	01-0000-0-0000-8100-5530-070-0000-0000							
Check # 01-678605, Dated 01/14/2022, Printed (000253), PO# PO22-00010, Batchld AP01142022									
AP Vendor Infinity Communications (000128/1)									
			PO Box 999						
			Bakersfield, CA 93302-0999						
2021/22	01/10/22	R22-00015	E-rate consulting	13272	01/12/22	Paid	Printed	625.00	625.00
			services Fee invoice						
			3 of 4						
	2022	01-0000-0-0000-7200-5865-000-0000-0000							
Check # 01-678606, Dated 01/14/2022, Cleared (000253), PO# PO22-00038, Batchld AP01142022									
AP Vendor Marborg Disposal (000715/1)									
			PO BOX 4127						
			Santa Barbara, CA 93140						
2021/22	12/31/21	R22-00044	Trash Services HS	5404445	01/12/22	Paid	Cleared	235.42	235.42
			Dec. 2021						
	2022	01-0000-0-0000-8100-5570-000-0000-0000							
2021/22	12/31/21	R22-00044	Trash Services ES	5404446	01/12/22	Paid	Cleared	470.84	470.84
			Dec. 2021						
043 - Cuyama Joint Unified School District									
Selection	Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 1/1/2022, Ending Check/Advice Date = 1/31/2022, Page Break by Check/Advice? = N, Zero? = Y)							ESCAPE	ONLINE
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## ReqPay05e

## Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-678606, Dated 01/14/2022, Cleared (000253), PO# PO22-00038, Batchld AP01142022 (continued)										
AP Vendor	2021/22	12/31/21	Marborg Disposal (000715/1)	(continued)						(continued)
			Trash Services ES	5404446 (continued)	01/12/22	Paid	Cleared	(continued)		
			Dec. 2021							
			2022 01-0000-0-0000-8100-5570-000-0000-0000							
Check # 01-678607, Dated 01/14/2022, Cleared (000253), PO# PO22-00024, Batchld AP01142022										
AP Vendor			Midway Laboratory, Inc (002627/1)					706.26		
			315 Main Street PO BOX 1151							
			Taft, CA 93268							
	2021/22	12/31/21	R22-00030	Monthly water testing	37355	Paid	Cleared	70.00		70.00
			2022 01-0000-0-0000-8100-5800-000-0000-0000	Fee						
Check # 01-678608, Dated 01/14/2022, Cleared (000253), PO# ,Batchld AP01142022										
Direct Vendor			Waldrop's Auto Parts (002783/1)					70.00		
			601 Kern Street							
			Taft, CA 93268-2716							
	2021/22	12/13/21		Filter for Chevy flat bed	60848-1	Paid	Cleared	63.41		63.41
			2022 01-0000-0-0000-8100-4300-000-0000-0000							
Check # 01-678608, Dated 01/21/2022, Printed (000254), PO# PO22-00092, Batchld AP01212022										
AP Vendor			AUS West Lockbox (001882/1)					63.41		
			PO BOX 101179							
			Pasadena, CA 91189-1179							
	2021/22	11/05/21	R22-00104	Mop head service for ES & HS Aug. 2021-May 2022	1301172	Paid	Printed	18.39		18.39
			2022 01-0000-0-0000-8100-4300-030-0000-0000							
			2022 01-0000-0-0000-8100-4300-070-0000-0000			9.19				
						9.20				
	2021/22	11/30/21	R22-00104	Mop head service for ES & HS Aug. 2021-May 2022	1332070	Paid	Printed	12.33		12.33
			2022 01-0000-0-0000-8100-4300-030-0000-0000							
			2022 01-0000-0-0000-8100-4300-070-0000-0000			6.17				
						6.16				

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 1/1/2022, Ending Check/Advice Date = 1/31/2022, Page Break by Check/Advice? = N, Zero? = Y)

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## ReqPay05e

## Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-679087, Dated 01/21/2022, Printed (000254), PO# P022-00092, BatchId AP01212022 (continued)										
AP Vendor AUS West Lockbox (001882/1) (continued)										
2021/22	12/31/21	R22-00104	Mop head service for ES & HS Aug. 2021-May 2022	1363409	01/19/22	Paid	Printed	12.77		12.77
	2022 01-0000-0-0000-8100-4300-030-0000-0000					6.38				
	2022 01-0000-0-0000-8100-4300-070-0000-0000					6.39				
2021/22	08/13/21	R22-00104	Mop head service for ES & HS Aug. 2021-May 2022	503000353156	01/19/22	Paid	Printed	404.22		404.22
	2022 01-0000-0-0000-8100-4300-030-0000-0000					202.11				
	2022 01-0000-0-0000-8100-4300-070-0000-0000					202.11				
2021/22	09/10/21	R22-00104	Mop head service for ES & HS Aug. 2021-May 2022	503000371461	01/19/22	Paid	Printed	404.22		404.22
	2022 01-0000-0-0000-8100-4300-030-0000-0000					202.11				
	2022 01-0000-0-0000-8100-4300-070-0000-0000					202.11				
2021/22	10/08/21	R22-00104	Mop head service for ES & HS Aug. 2021-May 2022	503000390572	01/19/22	Paid	Printed	400.22		400.22
	2022 01-0000-0-0000-8100-4300-030-0000-0000					200.11				
	2022 01-0000-0-0000-8100-4300-070-0000-0000					200.11				
2021/22	11/05/21	R22-00104	Mop head service for ES & HS Aug. 2021-May 2022	503000409061	01/19/22	Paid	Printed	664.22		664.22
	2022 01-0000-0-0000-8100-4300-030-0000-0000					332.11				
	2022 01-0000-0-0000-8100-4300-070-0000-0000					332.11				
2021/22	12/03/21	R22-00104	Mop head service for ES & HS Aug. 2021-May 2022	503000428873	01/19/22	Paid	Printed	717.36		717.36
	2022 01-0000-0-0000-8100-4300-030-0000-0000					358.68				
	2022 01-0000-0-0000-8100-4300-070-0000-0000					358.68				
2021/22	12/31/21	R22-00104	Mop head service for ES & HS Aug. 2021-May 2022	503000447271	01/19/22	Paid	Printed	717.36		717.36
	2022 01-0000-0-0000-8100-4300-030-0000-0000					358.68				
	2022 01-0000-0-0000-8100-4300-070-0000-0000					358.68				

Check Amount for 01-679087 3,351.09

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 1/1/2022, Ending Check/Advice Date = 1/31/2022, Page Break by Check/Advice? = N, Zero? = Y)

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043 - Cuyama Joint Unified School District



## ReqPay05e

## Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
<b>Check # 01-679088, Dated 01/21/2022, Printed (000254), PO# PO22-00054, BatchId AP01212022</b>										
AP Vendor	Brown & Reich Petroleum, Inc. (002798/1) 215 South 6th Street PO BOX 1076 Taft, CA 93268									
2021/22	12/15/21	R22-00063	Diesel ORDER:11655	25610	01/18/22	Paid	Printed	1,936.76		1,936.76
			2022 01-0000-0-0000-3600-4381-000-0000-7230			1,936.76				
			2022 01-0000-0-0000-8100-4300-030-0000-0000							
			2022 01-0000-0-0000-8100-4300-070-0000-0000							
2021/22	01/13/22	R22-00063	Diesel and Fuel ORDER #: 11905	26181	01/18/22	Paid	Printed	1,063.64		1,063.64
			2022 01-0000-0-0000-3600-4381-000-0000-7230			764.47				
			2022 01-0000-0-0000-8100-4300-030-0000-0000			149.59				
			2022 01-0000-0-0000-8100-4300-070-0000-0000			149.58				
								<b>Check Amount for 01-679088</b>	<b>3,000.40</b>	
<b>Check # 01-679089, Dated 01/21/2022, Printed (000254), PO# PO22-00007, BatchId AP01212022</b>										
AP Vendor	CANON FINANCIAL SERVICES, INC. (000155/1) 14904 Collections Center Drive Chicago, IL 60693-0149									
2021/22	01/10/22	R22-00012	01/01/2022-01/31/20 22 Contract Charge	27945860	01/18/22	Paid	Printed	1,462.66		1,462.66
			2022 01-0000-0-0000-7200-5600-000-0000-0000			487.56				
			2022 01-0000-0-1110-1000-5600-030-0000-0000			487.55				
			2022 01-0000-0-1110-1000-5600-070-0000-0000			487.55				
			2022 01-0000-0-1110-1000-5800-000-0000-0000							
								<b>Check Amount for 01-679089</b>	<b>1,462.66</b>	
<b>Check # 01-679090, Dated 01/21/2022, Printed (000254), PO# PO22-00051, BatchId AP01212022</b>										
AP Vendor	Jordano's Food Service (001095/1) 550 South Patterson Ave. Santa Barbara, CA 93111									
2021/22	01/10/22	R22-00060	ES Lunch	6545878	01/18/22	Paid	Printed	1,212.45		1,212.45
			2022 13-5310-0-0000-3700-4710-030-0000-0000							
2021/22	01/10/22	R22-00060	ES Breakfast	6545879	01/18/22	Paid	Printed	279.00		279.00
			2022 13-5310-0-0000-3700-4710-030-0000-0000							
2021/22	01/10/22		ES ASES	6545880	01/19/22	Paid	Printed	98.68		98.68
			2022 13-5310-0-0000-3700-4300-030-0000-ASES							
<div> <div>Selection</div> <div>Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 1/1/2022, Ending Check/Advice Date = 1/31/2022, Page Break by Check/Advice? = N, Zero? = Y)</div> </div> <div> <div>043 - Cuyama Joint Unified School District</div> <div>Generated for Gloria Morales-Lerena (43MORALESG), Feb 2 2022 11:03AM</div> </div>										
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## ReqPay05e

## Payment Register by Check #

Bank Account COUNTY - County-AP									
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Expense Amount
Check # 01-679090, Dated 01/21/2022, Printed (000254), PO# PO22-00052, Batchld AP01212022 (continued)									
AP Vendor	Jordano's Food Service (001095/1)		(continued)						
2021/22	01/10/22	R22-00081	HS Lunch	6545881	01/18/22	Paid	Printed	451.73	451.73
2022	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000								
2021/22	01/10/22	R22-00061	HS Breakfast	6545882	01/18/22	Paid	Printed	410.89	410.89
2022	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000								
Check Amount for 01-679090								2,452.75	
Check # 01-679091, Dated 01/21/2022, Printed (000254), PO# , Batchld AP01212022									
Direct Vendor	Jostens (001541/1)								
	21336 Network Place								
	Chicago, IL 60673-1213								
2021/22	12/29/21		HS Diplomas and covers	27490648	01/19/22	Paid	Printed	275.25	275.25
2022	01- 0000- 0- 0000- 2700- 4300- 070- 0000- 0000								
Check Amount for 01-679091								275.25	
Check # 01-679092, Dated 01/21/2022, Printed (000254), PO# , Batchld AP01212022									
Direct Vendor	Pacific Gas & Electric (000074/1)								
	Box 997300								
	Sacramento, CA 95899-7300								
2021/22	12/15/21		4832 Sisquoc transfer service / new lease	211215	01/19/22	Paid	Printed	6.65	6.65
2022	01- 0035- 0- 0000- 8100- 5520- 000- RENT- 0000								
2021/22	01/04/22	R22-00045	E-S Electric	220104-M1005135716	01/19/22	Paid	Printed	271.44	271.44
	12/06/2021-01/03/20								
	22								
2022	01- 0000- 0- 0000- 8100- 5520- 030- 0000- 0000								
Check Amount for 01-679092								278.09	
Check # 01-679093, Dated 01/21/2022, Printed (000254), PO# PO22-00042, Batchld AP01212022									
AP Vendor	Purchase Power (000178/1)								
	PO Box 371874								
	Pittsburgh, PA 15250-7874								
2021/22	01/06/22	R22-00049	Postage Dec. 2021	220106	01/19/22	Paid	Printed	123.95	123.95
2022	01- 0000- 0- 0000- 2700- 5900- 000- 0000- 0000								
Check Amount for 01-679093								123.95	

Bank Account COUNTY - County-AP										
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-679094, Dated 01/21/2022, Printed (000254), PO#, Batchld AP01212022										
Direct Vendor Quill Corporation (000734/1) PO BOX 37600 Philadelphia, PA 19101-0600										
2021/22	12/29/21		Office Supplies	21931953	01/19/22	Paid	Printed	105.12		105.12
2022			01- 0000- 0- 0000- 2700- 4300- 000- 0000- 0000							
							Check Amount for 01-679094			
							105.12			
Check # 01-679095, Dated 01/21/2022, Printed (000254), PO# PO22-00047, Batchld AP01212022										
AP Vendor RingCentral Inc. (000194/1) P.O. Box 734232 Dallas, TX 75373-4232										
2021/22	01/10/22	R22-00057	01/08/2022-02/07/20	CD000345978	01/18/22	Paid	Printed	747.34		747.34
2022			01- 0000- 0- 0000- 2700- 5910- 030- 0000- 0000			448.40				
2022			01- 0000- 0- 0000- 2700- 5910- 070- 0000- 0000			224.21				
2022			01- 0000- 0- 0000- 7200- 5910- 000- 0000- 0000			74.73				
							Check Amount for 01-679095			
							747.34			
Check # 01-679096, Dated 01/21/2022, Printed (000254), PO# PO22-00040, Batchld AP01212022										
AP Vendor Verizon Business (002132/1) PO Box 15043 Albany, NY 12212-5043										
2021/22	01/10/21	R22-00046	Verizon Fax Monthly	63295463	01/19/22	Paid	Printed	21.00		21.00
2022			01- 0000- 0- 0000- 2700- 5910- 000- 0000- 0000							
2022			01- 0000- 0- 0000- 2700- 5910- 000- 0000- 0000							
							Check Amount for 01-679096			
							21.00			
EXPENSES BY FUND - Bank Account COUNTY										
Fund		Expense		Cash Balance		Difference				
01		35,319.00		1,015,507.36		980,188.36				
13		2,452.75		10,051.27		7,598.52				
Total		37,771.75								
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Number of Payments	70	
Number of Checks	42	\$33,386.30
Number of ACH Advice	0	
Number of vCard Advice	0	
Total Check/Advice Amount	\$37,771.75	
Total Unpaid Sales Tax	\$ .00	
Total Expense Amount	\$37,771.75	

## CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS

\$0 - \$99	13
\$100 - \$499	12
\$500 - \$999	7
\$1,000 - \$4,999	8
\$5,000 - \$9,999	2
\$10,000 - \$14,999	
\$15,000 - \$99,999	
\$100,000 - \$199,999	
\$200,000 - \$499,999	
\$500,000 - \$999,999	
\$1,000,000 -	

## \*\*\*\*\* ITEMS OF INTEREST \*\*\*\*\*

\* Number of payments to a different vendor  
 | Number of Prepaid payments  
 @ Number of Liability payments  
 & Number of Employee Also Vendors  
 ? denotes check name different than payment name  
 F denotes Final Payment

<b>Report Totals -</b>	Payment Count	70	Check Count	42	ACH Count	0	vCard Count	0	Total Check/Advice Amount	37,771.75
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Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 1/1/2022, Ending Check/Advice Date = 1/31/2022, Page Break by Check/Advice? = N, Zero? = Y)

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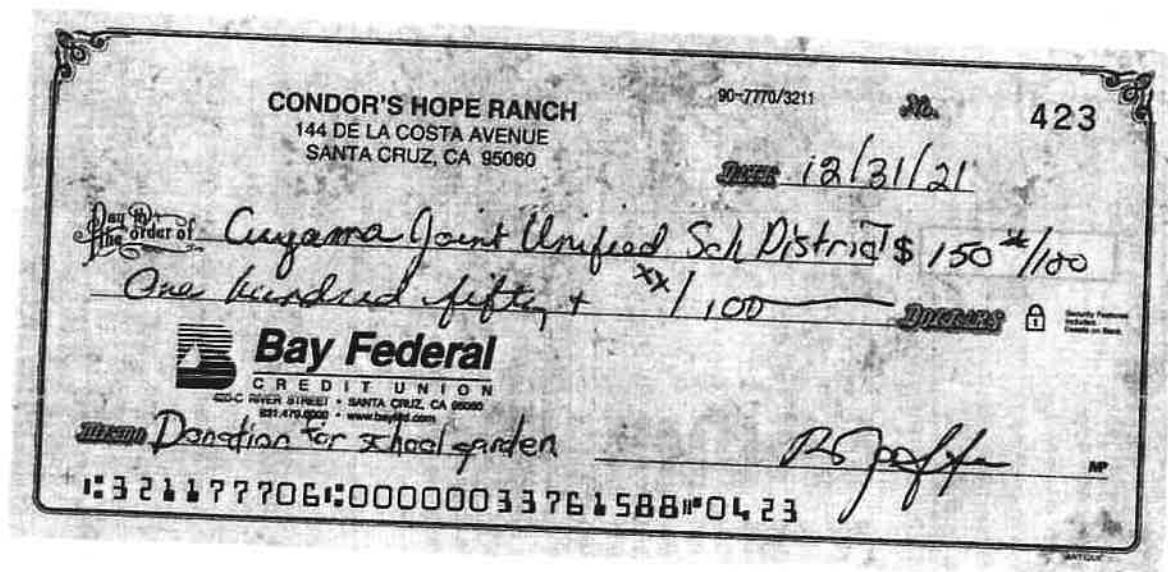
# Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254  
(661) 766-2482 • FAX: (661) 766-2255

February 1, 2022

Robbie Jaffe and Steve Gliessmann  
P.O. Box 215  
New Cuyama, CA. 93254

Re: \$150 donation to the Elementary School Garden.



Request for Approval: Fundraising Event

Name of School: Cuyama Elementary School  
Name of Club: Garden Fund

**Request for Fundraiser Approval**

Fiscal Year: 2021/2022

Date this form is completed: Jan 27, 2022

Proposed event: Recycling Drive

Description of fundraiser: I will collect cans and plastic bottles from community and campus to raise funds for our school garden

Requesting Club/Organization(s): Garden Fund

Proposed Date(s) of Event: All school year

Club Contact Person: Nicole Furstenfeld

ASB or Club Advisor: Nicole C Furstenfeld

Location of Proposed Activity: community

Status of Event (circle one): ☐ New Event ☒ Held Previously (Years):       

**Budget Plan for Activity (Attach Description)**

Revenue Potential form completed? ☐ Yes ☒ No could not find.  
(attached form if completed)

**Other Background Information (such as other schools or clubs that have held similar events):**

2 years ago I held this fundraiser and we earned over \$300.

**Approval**

Submitted and Approved by:

Student Club Representative: N/A

Club Advisor: Nicole C Furstenfeld  
Signature, Title and Date

Student Council Recommendation ☐ Yes ☒ No

Request for Approval: Fundraising Event

Name of School: Cuyama Elementary

Name of Club: A.S.B.

### Request for Fundraiser Approval

Fiscal Year: 2021-2022

Date this form is completed: Jan 28, 2022

Proposed event: Sale of Cuyama Elementary Apparel

Description of fundraiser: On going sale of Cuyama Elementary School apparel; shirts, hoodies, sweats, shorts, etc., All sales will be pre-ordered.

Requesting Club/Organization(s): A.S.B.

Proposed Date(s) of Event: 2021-2022 On going

Club Contact Person: Nicole Furstenfeld

ASB or Club Advisor: Nicole Furstenfeld

Location of Proposed Activity: Elementary school

Status of Event (circle one): ☒ New Event ☐ Held Previously (Years): \_\_\_\_\_

Budget Plan for Activity (Attach Description)

Revenue Potential form completed? ☐ Yes ☒ No Could not find (attached form if completed)

Other Background Information (such as other schools or clubs that have held similar events):

The high school A.S.B. has a similar sale of school apparel

#### Approval

Submitted and Approved by:

Student Club Representative: Blaiden Lee VY president 1/28/22  
Signature, Title and Date

Club Advisor: Nicole Furstenfeld ASB Advisor 1/28/22  
Signature, Title and Date

Student Council Recommendation ☒ Yes ☐ No

# CUYAMA JOINT UNIFIED SCHOOL DISTRICT

## Student Field Trip Request

All applications for student field trips must be submitted to the District Office for Superintendent and Board approval at least three (3) weeks in advance of the field trip requested. Please include any supporting documentation with this request.

TODAY'S DATE: 1-27-22

REQUESTED BY: Bonnie Rodriguez

PURPOSE: Outdoor Education: Native American Studies

FIELD TRIP LOCATION/DESTINATION: Wind Wolves Preserve

DEPARTURE DATE: April 26, 2022 DEPARTURE TIME: 8:30 a.m.

RETURN DATE: April 26, 2022 RETURN TIME: 2:00 p.m.

GRADE LEVEL: 4th - 8th SITE LOCATION: Elementary School

NUMBER OF STUDENTS: 65 NUMBER OF ADULTS/CHAPERONES: 5

WILL SACK LUNCHES BE NEEDED? Yes ☒ No ☐ If yes, please notify cafeteria staff once request has been approved.

METHOD OF TRANSPORTATION: bus  
(Bus, District Car/Van, Own Car, Parent/Guardian, etc...)

### ESTIMATE OF EXPENDITURES:

SUBSTITUTE NEEDED? Yes ☐ No ☒ NUMBER OF DAYS SUB NEEDED:           

LODGING NEEDED? Yes ☐ No ☒ WHERE?           

MEALS NEEDED? Yes ☐ No ☒ TOTAL ESTIMATE OF EXPENSES: except busing

SOURCE OF FUNDING FOR THIS FIELD TRIP:           

DO NOT WRITE BELOW THIS LINE- FOR DISTRICT OFFICE USE ONLY

### ADMINISTRATION APPROVAL

SITE ADMINISTRATOR SIGNATURE:            DATE:           

SUPERINTENDENT SIGNATURE:           

DATE:            REQUEST APPROVED? Yes ☐ No ☐

### BOARD APPROVAL

APPROVED BY BOARD? Yes ☐ No ☐ DATE OF APPROVAL:           

APPLICANT NOTIFIED? Yes ☐ No ☐

FINANCE NOTIFIED? Yes ☐ No ☐

# CUYAMA JOINT UNIFIED SCHOOL DISTRICT

## Student Field Trip Request

All applications for student field trips must be submitted to the District Office for Superintendent and Board approval at least three (3) weeks in advance of the field trip requested. Please include any supporting documentation with this request.

TODAY'S DATE: 1-28-22

REQUESTED BY: Bonnie Rodriguez

PURPOSE: Outdoor Education: Earth Science / Geology

FIELD TRIP LOCATION/DESTINATION: Wind Wolves Preserve

DEPARTURE DATE: April 28, 2022 DEPARTURE TIME: 8:30 a.m.

RETURN DATE: April 28, 2022 RETURN TIME: 2:00 p.m.

GRADE LEVEL: 4th-8th SITE LOCATION: Elementary School

NUMBER OF STUDENTS: 65 NUMBER OF ADULTS/CHAPERONES: 5

WILL SACK LUNCHES BE NEEDED? Yes ☒ No ☐ If yes, please notify cafeteria staff once request has been approved.

METHOD OF TRANSPORTATION: Bus  
(Bus, District Car/Van, Own Car, Parent/Guardian, etc...)

### ESTIMATE OF EXPENDITURES:

SUBSTITUTE NEEDED? Yes ☐ No ☒ NUMBER OF DAYS SUB NEEDED: \_\_\_\_\_

LODGING NEEDED? Yes ☐ No ☒ WHERE? \_\_\_\_\_

MEALS NEEDED? Yes ☐ No ☒ TOTAL ESTIMATE OF EXPENSES: 0 except busing

SOURCE OF FUNDING FOR THIS FIELD TRIP: \_\_\_\_\_

DO NOT WRITE BELOW THIS LINE- FOR DISTRICT OFFICE USE ONLY

### ADMINISTRATION APPROVAL

SITE ADMINISTRATOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

SUPERINTENDENT SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_ REQUEST APPROVED? Yes ☐ No ☐

### BOARD APPROVAL

APPROVED BY BOARD? Yes ☐ No ☐ DATE OF APPROVAL: \_\_\_\_\_

APPLICANT NOTIFIED? Yes ☐ No ☐

FINANCE NOTIFIED? Yes ☐ No ☐

Request for Approval: Fundraising Event

Name of School: Elem.

Name of Club: 8th Grade

**Request for Fundraiser Approval**

Fiscal Year: 2021-22

Date this form is completed: 2-3-22

Proposed event: Walk-a-thon

Description of fundraiser: Students will collect pledges for walking certain numbers of laps.

Requesting Club/Organization(s): 8th Grade, Class of 2026

Proposed Date(s) of Event: Feb. 28

Club Contact Person: Mr. Barnes

ASB or Club Advisor: Mr. Barnes

Location of Proposed Activity: Elem. Playground

Status of Event (circle one): ☐ New Event ☒ Held Previously (Years): \_\_\_\_\_

**Budget Plan for Activity (Attach Description)**

Revenue Potential form completed? ☐ Yes ☒ No (attached form if completed)

Other Background Information (such as other schools or clubs that have held similar events):

**Approval**

Submitted and Approved by:

Student Club Representative: Quinten Goller, president 2/3/2022  
Signature, Title and Date

Club Advisor:  2-3-22  
Signature, Title and Date

Student Council Recommendation ☒ Yes ☐ No

# Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254  
(661) 766-2482 • FAX: (661) 766-2255

## FUNDRAISING REQUEST FORM

Name of Person Completing Request Form: Jennifer Stancliff

Individual/Organization Seeking Fundraising Approval: ASTB

Date of Request: 1/18/2022 Date(s) of Fundraiser: 2/14/2022

Description of Proposed Fundraising Activity: Candy grams for students to purchase for other students for Valentines Day

Method(s) of Solicitation: Announcements

Purpose of Fundraiser: ASTB Funds & School Spirit

J. Stancliff  
Signature of Applicant Date 1-18-2022

[Signature]  
Signature of Site Administrator Date 18 Jan 2022

Signature of Superintendent Date

*This item will go before the Governing Board on \_\_\_\_\_ fundraising will not be approved until that date or otherwise approved by the Board. Any fundraising activity done without acceptable permission by the Governing Board will be subject to disciplinary action.*

Comments: \_\_\_\_\_



# Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254  
(661) 766-2482 • FAX: (661) 766-2255

## Petition for High School Activity

The ASB of the Cuyama Valley High School would like to  
(name of group/organization)

sponsor a Dance/Social in/at the C-Building on 2-11-2021.  
(activity) (location) (date)

Please Provide a Brief Description of the Activity:

Spring dance/- Date to be determined  
social  
[Signature] (resident's Signature) [Signature] (Secretary's Signature)

Teacher

Chaparone(s): Mrs. Stancliff

Volunteer

Chaparone(s): \_\_\_\_\_

This petition must be properly filled out and presented (30) days in advance to the Board of Education after receiving approval of the Associated Student Body, and the School

Administrator.

[Signature] 2022  
1-14-2021  
Advisor Signature Date

\_\_\_\_\_  
Administrator Signature Date

**Petition for HS Activity**

Form 2A

Rev. 06/24/2019

**CUYAMA JOINT UNIFIED SCHOOL DISTRICT**  
**FACILITIES USE STATEMENT**  
**APPLICATION & AGREEMENT FOR USE OF SCHOOL PROPERTY**

\* Must be submitted no less than two weeks prior to use \*

Date of Application: 1-14-2022 Contact Name & Title: Mrs Stancliff ASB Advisor  
 Purpose or Use: Spring Dance / Social  
 Expected Attendance: \_\_\_\_\_ Open to public? YES ☒ NO ☐ N/A  
 Will admission be collected? ☒ YES ☐ NO ☐ N/A If yes, amount per person: 3 single 5 couple  
 If yes, for what purpose will net proceeds be used? ASB Funds  
 If proceeds are for charitable purpose: \_\_\_\_\_  
 Facility Desired? ☒ YES ☐ NO (Organization Name)  
 If yes, name of school: CVHS  
 Circle any/all that apply: Cafeteria, Multi-Purpose Room \_\_\_\_\_, Gymnasium, \_\_\_\_\_  
 Specific Classroom \_\_\_\_\_ (Specify) Other C-Building (Specify)  
 Equipment Needed? Circle any/all that apply (if applicable): Folding Chairs, Folding Tables, P.A. System, Lighting System (with CUUSD Operator), Other ASB Decorations, Round tables (Specify)  
 Specify date(s) and time(s) of use: FBD 8:00pm - 11:30pm

Please notify the school and district office of any changes or cancellations.

Name of Organization: CVHS & ASB  
 Address: 7670-7432 Hwy 166 (Please Print)  
 City/State/Zip: New Cuyama CA 93254  
 Phone Number: 661 766 2482  
 Email: j.stancliff@cuyamaunified.org  
 Have you received, read and agree to the Statement of Information? (See attached) ☒ YES ☐ NO  
 Are you authorized by the requesting organization to act on its behalf? ☒ YES ☐ NO  
 Signed: [Signature]  
 Date Signed: 1-14-2022

**DISTRICT APPROVAL**

Facilities/Equipment available? YES ☐ NO ☐

Application Approved? YES ☐ NO ☐

Authorized Signature:

X \_\_\_\_\_

Print: \_\_\_\_\_

Date of Approval: \_\_\_\_\_

Notes: \_\_\_\_\_

LCAP Executive Summary  
Alfonso Gamino  
Cuyama Joint Unified School District  
2021-22



California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- Page 2 - The Supplement to the Annual Update for the 2021–22 LCAP
- Page 5 - Mid-year expenditure and implementation data on all actions in the 2021–22 LCAP
- Page 13 - Available mid-year outcome data related to metrics in the 2021–22 LCAP

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cuyama Joint Unified School District	Alfonso Gaminio Superintendent	agaminio@cuyamaunified.org (661) 766-2482

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

The district received the following allocations for the In Person Instruction, Educator Effectiveness Block Grant (EEBG), The Expanded Learning Opportunities Grant (ELO-G), and the ESSER III funds respectively: \$0, \$63,415, \$182,335 and \$433,964.

The district administration team met to discuss the overall direction of the coming year's plans and expenditures on 1/28/2021 and 3/19/2021. During these meetings the administration discussed progress on last year's LCAP (Annual Update) and began initial planning for the coming year's LCAP. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observations, daily professional experiences, professional judgment, and student achievement data.

The district conducted focus groups with all educational partners including but not limited to certificated staff, classified staff, students and parents on 3/1/2021, 3/1/2021, 3/2/2021 and 3/1/2021 respectively. During these focus group meetings a facilitator reviewed: the LCFF and other one-time federal funding, the LCAP's purpose, the district's current LCAP goals, metric data, and key actions. Once the review was complete the focus group was broken into small groups. Each group was tasked with identifying traits that they want students to acquire, and actions that the district could fund with ongoing and also one time federal funds that would assist students in developing these traits.

The district brought these ideas in plan form to the LCAP Advisory Committee on 3/29/2021 and 4/26/2021. The committee consists of parents of low income students, English learners, and students with special needs, teachers, classified staff, students and community members. In addition the district brought together a variety of educational partners including certificated staff, classified staff, parents, and students served to review the previous year's LCAP as part of the Annual Update process. This committee met on to review the progress made on the previous year's plans. This group of educational partners gave feedback on the priorities the district should have for use of one time federal funds.

These education partner meetings set the overall direction of expenditures including the expenditures mentioned in this response. The district discussed the EEBG, ELO-G, and the ESSER III funds on the following dates, respectively: 12/7/2021, 4/12/2021 and 9/14/2021. These plans were discussed and approved at board meetings on the following dates: 12/15/2021, 5/13/2021 and 10/14/2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Cuyama Joint Unified School District is a unified district with grades TK-12. The district has 2 schools. The unduplicated student percentage is 73.8%. Both schools have unduplicated student percentage counts above 55%.

The following staff positions will be increased at the schools as a result of the additional concentration grant add-on:  
None

The following staff positions will be retained at the schools as a result of the additional concentration grant add-on:

- 4.05 classroom teachers to minimize combo classes at the elementary school and to provide additional periods at the high school in ELA, ELD, and Math designed to provide support for unduplicated students.
- 1.0 Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program. This position will be the district lead on intervening with Pupil learning loss at the K-8 level.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The district administration team met to discuss the overall direction of the coming year's plans and expenditures on 1/28/2021 and 3/19/2021. During these meetings the administration discussed progress on last year's LCAP (Annual Update) and began initial planning for the coming year's LCAP. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observations, daily professional experiences, professional judgment, and student achievement data.

The district conducted focus groups with all educational partners including but not limited to certificated staff, classified staff, students and parents on 3/1/2021, 3/1/2021, 3/2/2021 and 3/1/2021 respectively. During these focus group meetings a facilitator reviewed: the LCFF and other one-time federal funding, the LCAP's purpose, the district's current LCAP goals, metric data, and key actions. Once the review was complete the focus group was broken into small groups. Each group was tasked with identifying traits that they want students to acquire, and actions that the district could fund with ongoing and also one time federal funds that would assist students in developing these traits.

The district brought these ideas in plan form to the LCAP Advisory Committee on 3/29/2021 and 4/26/2021. The committee consists of parents of low income students, English learners, and students with special needs, teachers, classified staff, students and community members.

In addition the district brought together a variety of educational partners including certificated staff, classified staff, parents, and students served to review the previous year's LCAP as part of the Annual Update process. This committee met on to review the progress made on the previous year's plans. This group of educational partners gave feedback on the priorities the district should have for use of one time federal funds.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The district will receive \$433,964 in Elementary and Secondary School Emergency Relief (ESSER) III funds.

The ESSER III plan requires funds to be used for three specific purposes. These three purposes are listed below along with the amounts the district has budgeted towards each purpose.

1. Strategies for Continuous and Safe In-Person Learning - \$50,000
2. Addressing Lost Instructional Time - \$156,792.80
3. Remaining Funds - \$227,171.20

To implement safe in-person learning the district will buy PPE materials to safely and continuously operate an in-person plan that reduces or prevents COVID-19 spread and hire one additional MOT FTE to provide clean and healthy environment free of COVID.

The actions the district is taking to address lost learning time involve hiring one additional teacher to minimize combo classes at the elementary school (K-8) during the 2022-2023 school year, and hiring summer school certificated staff and classified staff to run a successful 6-week summer school program and purchase summer school materials.

In addition, the district will hire a full time counselor to provide academic, social, emotional, and behavioral counseling support to K-12 students for remainder of 2021-2022 and through 2023-2024 school year.

A description of how the LEA is using its fiscal resources received for the 2021-22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021-22 LCAP and Annual Update.

The Cuyama Joint Unified School District district is reviewing the Safe Return to In-Person Instruction Plan and Continuity of Services Plan and the ESSER III Expenditure Plan, and aligning the expenditures of those funds to the LCAP and the LCAP goals. The LCAP goals are:

01. Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and distance learning instructional opportunities.
02. Develop the physical, and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the district to increase.
03. Parent and community participation in and connectedness with the schools will increase.

The funding tied to these plans and the actions listed in these plans is aligned to actions in the LCAP. Specifically, the actions in these plans support strategies for continuous and safe in-person learning and they address the impact of lost instructional time. The following are some of the actions in the LCAP that are funded from these other plans.

01.01: Staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and to provide additional periods at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. ( 4.05 FTE @ \$95,990 / FTE )

Action ID	Main Action	Budget	Budgeted Source	CSAM	Estimated Expenditure	Estimated Source	CSAM
01.01:	Staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and to provide additional periods at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. ( 4.05 FTE @ \$95,990 / FTE )	\$287,670	LCFF, S&C	1000	\$235,000	LCFF, S&C	1000
		<u>\$101,073</u>	LCFF, S&C	3000	<u>\$53,500</u>	LCFF, S&C	3000
		\$388,743			\$288,500		

Total Differential: -\$100,243 -26%

Annual Update: 01.01: All additional classrooms are staffed with appropriately assigned, fully credentialed teachers in all subject areas. They are filled to avoid as many combo classes as possible. It is always difficult to find teachers when there is an opening because of the geographic location of the district. (100%, 100%)

01.02:	Purchase additional materials for classrooms instruction including paper based materials and computer based services. - The focus will be on purchasing new CASS-aligned curriculum that can be used in the current COVID environment, but also be used effectively in a traditional setting to facilitate learning when the transition to in-person instruction is made.	\$26,042	Ltry/Instr	4000	\$60,000	Ltry	4000
		\$11,863	Mtrl	4000	\$13,000	Unrestricted	4000
		<u>\$15,000</u>	Ltry Prp 20	4000	\$5,100	Ltry	4000
		\$52,905	LCFF		\$4,730	Unrestricted	4000
					\$15,418	Title III	4000
					<u>\$2,700</u>	Title V	4000
					\$100,948	ESSER II	
						LCFF	

Total Differential: \$48,043 91%

Annual Update: 01.02: The district purchased new social studies curriculum (K-12). The district also purchased licenses for Seesaw, Microsoft Teams, STAR Reading (K-8) and STAR Math (K-12). The district also purchase science curriculum to pilot this year. (100%, 100%)

01.03:	Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program. This position will be the district lead on intervening with Pupil learning loss at the K-8 level. ( 1 FTE @ \$95,990 / FTE )	\$36,281	LCFF, S&C	1000	\$77,500	LCFF, S&C	1000
		\$12,202	LCFF, S&C	3000	<u>\$20,000</u>	LCFF, S&C	3000
		\$29,450	LCFF	1000	\$97,500		
		\$9,947	LCFF	3000			
		<u>\$8,110</u>	ASES	1000			
		\$95,990					

Total Differential: \$1,510 2%

Annual Update: 01.03: The program coordinator is highly effective in ensuring the assessment program and the RTI program continue to support the most at-risk students in their academic growth. She is also very good at communicating with the teachers about the students. There is no direction for RTI or EL at the high school level. (100%, 100%)

Action ID	Main Action	Budget	Budgeted Source	CSAM	Estimated Expenditure	Estimated Source	CSAM
01.04:	Provide PD, to include coaching and collaboration, for teachers and paraprofessionals on the following: 1. the five building blocks of reading: phonics, phonemic awareness, vocabulary, comprehension, and reading fluency to support students in K-12 receiving tier II interventions, 2. implementation of ELD standards to include the principles of UDL in Tier 1 and Tier II instruction. (PD Plan)	\$13,894	Title I	5000	\$6,000	ESSER II	6000
		\$7,481	Title II	5000	\$7,000	Title II	5000
		<u>\$5,606</u>	Title III	5000	<u>\$15,400</u>	EEBG	5000
		\$26,981			\$28,400		

Total Differential: \$1,419 5%

Annual Update: 01.04: The district has provided PD in: UDL, phonics and reading fluency of students receiving tier I and II interventions. The district has also provided PD on social emotional health topics to support both students and staff. Finding the time to provide enough PD during the COVID pandemic has been difficult because sometimes PD has to be cancelled or modified due to COVID restrictions or other COVID issues. (80%, 80%)

01.05:	Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses, equipment for career tech classes)	<u>\$10,000</u>	LCFF	5000	\$8,000	Title I	5000
		\$10,000			\$19,600	ESSER II	5000
					<u>\$875</u>	CTEIG	5000
					\$28,475		

Total Differential: \$18,475 185%

Annual Update: 01.05: Students have access to a number of college prep, A-G courses through both traditional and online courses.

More A-G classes are offered this year than previously. Beginning implementation of new Ag Business pathway. 100% of CTE courses meet A-G requirements. In a small environment with a limited number of staff it is difficult to provide a wide variety of courses. (100%, 80%)

01.06:	Continue the enriched in-school and after-school CCR programs at the E.S. (i.e. school visual and performing arts, digital media, assemblies, local artists etc.)	<u>\$5,000</u>	LCFF	5000	\$2,000	LCFF	5000
		\$5,000			\$3,705	Title I	5000
					<u>\$8,000</u>	ESSER II	5000
					\$13,705		

Total Differential: \$8,705 174%

Annual Update: 01.06: The district has had some enrichment assemblies and after school enrichment activities, but due to COVID these opportunities have been limited. Our limitations as a rural school present fewer opportunities for student exposure to the arts and with COVID fewer artists and other people have been willing to engage in these types of enrichment activities. (40%, 40%)



Action ID	Main Action	Budget	Budgeted Source	CSAM	Estimated Expenditure	Source	CSAM
01.07:	Provide teachers PD to assist in developing a better writing program throughout the district that uses consistent norms across grade levels and across subjects.	<u>\$13,314</u> \$13,314	LCFF	4000	<u>\$0</u> \$0	--	--

Total Differential: -\$13,314 100%

Annual Update: 01.07: Due to the need to use PD time for COVID issues the district has not provided this PD. (0%, 0%)

01.08:	Staff all appropriate instructional support positions including the library/media technician. ( 2.63 FTE @ \$39,524 / FTE )	\$38,855 \$8,435 \$28,929 <u>\$27,729</u> \$103,948	Title I Title I LCFF LCFF	2000 3000 2000 3000	\$37,500 \$13,500 \$25,500 \$12,000 \$4,500 <u>\$8,500</u> \$101,500	Title I ELO LCFF Title I ELO LCFF	2000 2000 2000 3000 3000 3000
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Total Differential: -\$2,448 -2%

Annual Update: 01.08: All instructional support positions were appropriately staffed. It is always difficult to find appropriately qualified people to fill instructional support positions when there is an opening because of the geographic location of the district. (100%, 100%)

01.09:	Contract with SBCEO for special education services including 2 special ed teachers and 5 special ed instructional aides. (SEP)	<u>\$318,000</u> \$318,000	LCFF	5000	<u>\$31,800</u> \$31,800	LCFF	7000
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Total Differential: -\$286,200 -90%

Annual Update: 01.09: The district has a contract with SBCEO to provide these service during the current school year. (100%, 100%)

Action ID	Main Action	Budget	Budgeted Source	CSAM	Expenditure	Estimated Source	CSAM
01.10:	Provide special education services such as: speech / language therapy, psychologist counseling, physical / occupational therapy and orientation and mobility and assistive technology services, to all students who qualify. (SEP)	<u>\$15,000</u> \$15,000	LCFF	5000	\$25,000 <u>\$5,000</u> \$30,000	ESSER III ESSER III	1000 3000

Total Differential: \$15,000 100%

Annual Update: 01.10: All needed and appropriate special education services are provided through SBCEO. The speech therapist left and it took more than a month to find a replacement for this position. The new therapist is expected to start in February 2022. (90%, 90%)

02.01:	Provide upgraded computers that work in the computer labs and other classroom technology in designated classrooms i.e. yearbook and new teacher computers. Maintain new laptops purchased for each student so that each student has one. These devices shall be available so that all students can have secure access to the LEA's distance learning instruction.	\$750,000 <u>\$250,000</u> \$1,000,000	Bond Bond	6000 5000	\$12,000 <u>\$26,000</u> \$38,000	ESSER II Other CA	4000 4000
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Total Differential: -\$962,000 -96%

Annual Update: 02.01: Each student and each teacher has a laptop. These are maintained to the best of the district's ability. In addition, all devices can connect to high speed internet while on district sites. Sometimes the internet is inconsistent due to the isolated geographic location of the schools. (80%, 80%)

02.02:	Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic, behavioral (PBIS), and social emotional interventions. The academic interventions will include both ELA and Math and will comply with SBE time recommendations. (PD Plan)	<u>\$2,000</u> \$2,000	LCFF	5000	<u>\$2,000</u> \$2,000	LCFF	5000
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Total Differential: \$0 0%

Annual Update: 02.02: At the ES the academic (RTI) has been prioritized so far. The MTSS has a strong behavioral intervention system in place. There is still not much MTSS at the HS or social emotional MTSS at the ES. With covid and changes MTSS and PBIS were not implemented across HS and ES. We need a district wide plan for PBIS. (80%, 80%)

Action ID	Main Action	Budget	Budgeted Source	CSAM	Expenditure	Estimated Source	CSAM
02.03:	Provide funding to run the ASES program to support student academic achievement and social-emotional success including, tutors, supplies, and transportation. - The LEA will continue to provide for the after school program to support students who may be falling behind with additional earning opportunities.	\$16,194	ASES	2000	\$31,200	ASES	2000
		\$5,171	ASES	3000	\$9,350	ASES	3000
		\$8,389	ASES	4000	\$2,000	ASES	4000
		<u>\$19,021</u>	ASES	5000	<u>\$12,500</u>	ASES	5000
		\$48,775			\$55,050		

Total Differential: \$6,275 13%

Annual Update: 02.03: ASES continues to attract and support more students each school year. Students receive targeted instruction, enrichment opportunities, including league athletics and field trips. Students are better prepared and progressing in their learning due to the effectiveness of the ASES program. The program supports over 30% of the K-8 students. (90%, 90%)

02.04:	Purchase or acquire Zoom, Seesaw, Canvas, Kahoot, Odyssey, Khan Academy, and Microsoft Teams licenses for delivery of online curriculum. - These platforms will be licensed to provide both synchronous and asynchronous learning and with the idea that they can continue to be used once the transition to in person instruction is complete.	<u>\$10,000</u>	LCFF	5000	<u>\$10,000</u>	LCFF	5000
		\$10,000			\$10,000		

Total Differential: \$0 0%

Annual Update: 02.04: The district has purchase Zoom, Seesaw and Microsoft Teams. Teachers use Seesaw and Microsoft Teams frequently. Edgenuity has replaced Odyssey at the high school for online learning courses. The district has a challenge finding time to provide ongoing PD to teachers all these platforms. (80%, 80%)

02.05:	Provide professional development to enhance existing systems of student support by integrating goals for SEL practices within universal, targeted, and intensive behavioral approaches, strengthening the MTSS Framework currently in practice.	<u>\$10,000</u>	LCFF	5000	<u>\$5,000</u>	LCFF	5000
		\$10,000			\$5,000		

Total Differential: -\$5,000 -50%

Annual Update: 02.05: The district has provided over 65 staff hours of PD on social emotional topics. (100%, 100%)

Action ID	Main Action	Budget	Budgeted Source	CSAM	Expenditure	Estimated Source	CSAM
02.06:	Provide funding for athletic programs. (transportation, fees, equipment, uniforms, coaches and A. D. stipends, etc.) - The LEA plans to have a full complement of sports starting after the semester break.	<u>\$5,000</u> \$5,000	LCFF	4000	\$18,000 \$4,000 \$300 <u>\$3,625</u> \$25,925	LCFF LCFF LCFF LCFF	5000 2000 3000 4000

Total Differential: \$20,925 419%

Annual Update: 02.06: The district has funded the full compliment of athletic teams including uniforms, coaches, etc. Finding coaches and preparing fields for competition is challenging. (90%, 90%)

02.07:	Continue to provide socialization and school connectedness activities like dances, parties, community service projects to assist students in building leadership opportunities and social skills	<u>\$500</u> \$500	LCFF	4000	<u>\$500</u> \$500	LCFF	4000
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Total Differential: \$0 0%

Annual Update: 02.07: The district has held one dance and several opportunities for community service so far this year. At both the HS and ES the schools sponsor lunch activities such as art projects, tug o war, spirit competitions, etc. With COVID still a problem the district has to carefully consider the appropriateness of all activities that bring large numbers of people together. (80%, 80%)

03.01:	Provide annual parent conferences that focus on educating parents on student progress as well as strategies parents can use to support student learning. Make this event more like a parent night. (PD Plan)	\$0	--	--	<u>\$0</u> \$0	--	--
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Total Differential: \$0 0%

Annual Update: 03.01: Parent conferences are offered at the ES for all students and the HS. Parent conferences have high participation rates and parents report a greater connectedness and engagement with the district. This year the conferences were conducted through Zoom and as a result participation was lower than in previous years. The conferences are limited to 15 minutes so educating the parents during this time is a challenge (100%, 80%)

Action ID	Main Action	Budget	Budgeted Source	CSAM	Estimated Expenditure	Estimated Source	CSAM
03.02:	Provide workshops to assist parents in supporting their children academically, learning at home strategies, parenting, 21st Century Skills, health and wellness and understanding the CA educational system. - Parents will be given strategies to support student learning in a distance learning environment. (PD Plan)	<u>\$10,000</u> \$10,000	LCFF	5000	<u>\$1,000</u> \$1,000	LCFF	5000

Total Differential: -\$9,000 -90%

Annual Update: 03.02: The district offered a "Fighting Back Santa Maria" tobacco awareness workshop. (50%, 50%)

03.03:	Provide parent technology workshops on topics such as Gmail, PowerSchool, Parent Square, etc. The district will provide childcare for meetings as appropriate. (PD Plan)	\$300 <u>\$300</u> \$600	LCFF	2000 LCFF 3000	<u>\$0</u> \$0	--	--
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Total Differential: -\$600 100%

Annual Update: 03.03: No parent workshops have been provided this year on any of these topics. (0%, 0%)

03.04:	Continue to encourage parent participation in the District English Learner Advisory Committee (DELAC) and SSC. (PD Plan)	\$0	--	--	<u>\$0</u> \$0	--	--
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Total Differential: \$0 0%

Annual Update: 03.04: The district continues to encourage parents to participate in the SSC and DELAC through phone calls, email notices and personal one on one conversations. (50%, 50%)

Action ID	Main Action	Budget	Budgeted Source	CSAM	Estimated Expenditure	Estimated Source	CSAM
03.05:	Provide regular newsletters,	\$300	LCFF	4000	\$500	LCFF	4000
	Parent Square messages, emails and	<u>\$300</u>	LCFF	5000	<u>\$500</u>	LCFF	5000
	website posts to enhance	\$600			\$1,000		
	communication with parents and the						
	community. (PD Plan)						

Total Differential: \$400 67%

Annual Update: 03.05: The district uses the Alert Solutions phone system to communicate with parents on a regular basis. In addition, the district uses newsletters at different times during the year for parent communication as well. (100%, 100%)

	Baseline m 1	Baseline Yr	Actual Data	Target (yr 3)
4.A.1: Increase the % meeting standard on CAASPP ELA to	35.7%	27.1%	40%	
4.A.2: Increase the % meeting standard on CAASPP Math to	22.8%	6.3%	25%	
4.D: Maintain the % of ELs making progress towards English Proficiency (CA Dashboard, Status) above	66.7%	N/D	67%	
4.E: Increase the % of ELs reclassified (Reclassification Rate) to	14.9%	34.7%	15%	
4.G: Increase the % of students CCR based on EAP (CA Dashboard, Status) to	N/D	N/D	N/D	
5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) to	11.3%	N/D	10.0%	
5.E: Maintain the % on High school graduation rate above	92.9%	N/D	92.9%	
6.A: Maintain the % on Suspension rate (CA Dashboard, Status) below	2.3%	N/D	2.3%	
6.B: Maintain the % on Expulsion rate at	0%	0%	0%	
4.H: Maintain the % of English Learner Progress (CA Dashboard, Status) above	N/D	N/D	N/D	
4.A.3: Increase the % meeting standard on CAASPP ELA ( ELs ) to	7.4%	9.5%	18%	
4.A.4: Increase the % meeting standard on CAASPP Math ( ELs ) to	3.5%	0.0%	10%	
4.A.5: Increase the % meeting standard on CAASPP ELA ( Low Income ) to	31.6%	22.1%	40%	
4.A.6: Increase the % meeting standard on CAASPP Math ( Low Income ) to	17.3%	3.9%	25%	



## **Emergency Response and Procedures**

**Initially Board approved: February 25, 2021**

**Updated: January 13, 2022**

**Revised and approved: February 10, 2022**



## **COMPREHENSIVE SAFE SCHOOL PLAN – EMERGENCY PROCEDURES**

### **PREFACE**

California public schools are required to comply with California Education Code (CEC), Section 35294, dealing with the preparation of “safe school plans.”

This plan is based in part, on plans from the Marin County Office of Education, Santa Paula Office of Education, and Los Angeles Office of Environmental Health and Safety (OEHS), who offered their Safe School Model as a template to assist other school districts in preparing their School Safety Plans.

This plan covers emergency preparedness and response and is based on the California Standardized Emergency Management System (SEMS), which is designed to centralize, organize and coordinate emergency response among various district organizations and public agencies. SEMS provides an effective framework for managing emergencies ranging from minor incidents to major earthquakes.

The OEHS *Model Safe School Plan* is based on guidance from the California Department of Education and the Office of Attorney General (*Safe Schools – A Planning Guide for Action, 2002 Edition*). Use of the OEHS *Model Safe School Plan* by this plan was prepared to comply with CEC, Section 35294.

The *Model Safe School Plan Template* was prepared in consultation with School Police, Office of Emergency Services, Student Health & Human Services, public members of the District School Safety Committee, California Department of Health Services, City of Los Angeles Fire Department, and other members of the school community. The Cuyama Valley School District Comprehensive Safe School Plan was prepared with input from the Santa Barbara County Sheriffs and Fire Departments. The original Model Safe School Plan, Emergency Procedures, has been modified to meet specific local needs of this community.

# **Safe School Plan**

## **Emergency Procedures**

**Cuyama Unified School District:** 2300 Highway 166 New Cuyama,  
California 93254

**Cuyama Valley Elementary School:** 2300 Highway 166 New Cuyama,  
California 93254

**Cuyama Valley High School:** 4500 Highway 166  
New Cuyama, California 93254

**Homeland Security Advisory  
Recommendations  
Adapted for Cuyama Unified School District**  
(Based on American Red Cross Homeland Security Advisory)

<p style="text-align: center;"><b>SEVERE</b> (Red)</p>	<ul style="list-style-type: none"> <li>● Complete all recommended actions at lower levels.</li> <li>● Listen to radio, TV, for current information and instructions.</li> <li>● Be alert and immediately report suspicious activity to Santa Barbara County sheriff's deputies.</li> <li>● Close school if recommended to do so by appropriate authorities.</li> <li>● 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty.</li> <li>● Ensure School Site Crisis Team members are available for students, staff and faculty.</li> </ul>
<p style="text-align: center;"><b>HIGH</b> (Orange)</p>	<ul style="list-style-type: none"> <li>● Complete all recommended actions at lower levels.</li> <li>● Be alert and immediately report suspicious activity to the Santa Barbara <u>County Sheriff's Department</u>.</li> <li>● Review emergency procedures and supplies.</li> <li>● Prepare to handle inquiries from anxious parents and media.</li> </ul>
<p style="text-align: center;"><b>ELEVATED</b> (Yellow)</p>	<ul style="list-style-type: none"> <li>● Complete all recommended actions at lower levels.</li> <li>● Be alert and immediately report suspicious activity to the Santa Barbara County Sheriff's Department.</li> <li>● Ensure all emergency supplies are stocked and ready.</li> </ul>
<p style="text-align: center;"><b>GUARDED</b> (Blue)</p>	<ul style="list-style-type: none"> <li>● Complete all recommended actions at lower level.</li> <li>● Be alert and immediately report suspicious activity to the Santa Barbara <u>County Sheriff's Department</u>.</li> <li>● Provide safety training to staff and practice emergency drills pursuant to school emergency procedures.</li> <li>● Review communications plan and update emergency contact information.</li> <li>● Review emergency supplies and stock and replace as necessary.</li> </ul>
<p style="text-align: center;"><b>LOW</b> (Green)</p>	<ul style="list-style-type: none"> <li>● Develop school emergency plans</li> <li>● Conduct emergency response drills</li> <li>● Offer FEMA courses</li> <li>● Conduct district wide crisis response training</li> <li>● Ensure selected staff members are trained in first aid, CPR and AED.</li> </ul>

References:  
March 31, 2003

American National Red Cross – [www.redcross.org](http://www.redcross.org); American Red Cross

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EMERGENCY HAZARD ASSESSMENT SUMMARY (FORM A)

BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST (FORM B)

BOMB THREAT PACKET (FORM C)

INJURY AND MISSING PERSONS REPORT (FORM D)

STUDENT RELEASE LOG (FORM E)

DAMAGE ASSESSMENT REPORT (FORM F)

EMERGENCY DRILL RECORD (FORM G)

COMPASSIONATE & SPECIAL NEEDS EXCLUSION FORM (FORM H)

COMPASSIONATE & SPECIAL NEEDS EXCLUSION NOTIFICATION (FORM I)

## 1. INTRODUCTION

### OVERVIEW

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 35295 through § 35297, California Government Code § 8607, and California Code of Regulations § 2400 through § 2450). To assist schools in complying with these requirements, the Cuyama Unified School District has adopted the *Model Safe School Plan, Emergency Procedures (02-01-05)* for use as a template in the preparation of emergency procedures for each of the district schools. The emergency management teams and procedures outlined in this plan are consistent with the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies

### PLAN ORGANIZATION

The effective management of emergencies requires both adequate *emergency preparedness* and *emergency response* capabilities. This plan is organized into (11) eleven sections. Sections (5) five and (6) six, deal with emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team members. Sections (7) seven, (8) eight, present guidance for determining the nature and extent of an emergency, and a series of initial response actions to be taken in an emergency. Section (9) nine, provides detailed emergency response procedures for 18 types of emergencies that may be encountered in a school setting. Section (10) ten provides supplemental emergency information including contact information, supply lists and evacuation routes. Standard forms, site maps and other supporting information are contained in the Appendices.

The Principal/Superintendent will ensure that this *Safe School Plan, - Emergency Procedures* is consistent with SEMS, and that the plan addresses the following eighteen emergencies: aircraft crash; aircraft landing; animal disturbance; armed assault on campus; biological or chemical release; bomb threat; bus disaster; disorderly conduct; earthquake; explosion/risk of explosion; fire in surrounding area; fire on school grounds; flooding; loss or failure of utilities; motor vehicle crash; psychological trauma, suspected contamination of food or water; threat of violence; and unlawful demonstration/walkout.



## **2. STANDARDIZED EMERGENCY MANAGEMENT**

### **EMERGENCY PLANNING WITH SEMS**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. SEMS consists of the following five functions: Management; Planning / Intelligence; Operations; Logistics; and Finance/Administration.

#### **Management**

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. In emergencies involving more than one school site, each site will have their own Incident Commander. This function is typically directed by the Principal, as the Incident Commander. The Principal/Superintendent may be assisted in carrying out this function by the District Safety Coordinator, or a designated representative.

#### **Planning / Intelligence**

Under the CJUSD Plan, two staff members will be assigned to assist the Incident Commander during an emergency. These employees will assist in the gathering of information, documentation and communication. One will be involved with "Documentation" and the other with "Communication". During an emergency, both of these positions will report directly to the Incident Commander, unless otherwise directed.

## **Operations**

Under SEMS, all emergency response actions are implemented under the Operations function, under the direct control of the Incident Commander. In the CJUSD Plan, numerous teams will be designated, trained and supplied to perform the necessary emergency response. Teams may consist of one or more individuals. Due to limited staffing some employees may be on more than one team. The Incident Commander has the prerogative, based on circumstances, to utilize the teams needed to provide an appropriate response to the emergency. Under the CJUSD Plan, the following emergency response teams have been established: First Aid / Medical Team; Damage Assessment / Utilities Team; Clerical / Student Release Team; Crisis Management / Counseling Team; Sanitation Team / Search and Rescue Team / Food and Water Team; Shelter Team.

## **Logistics**

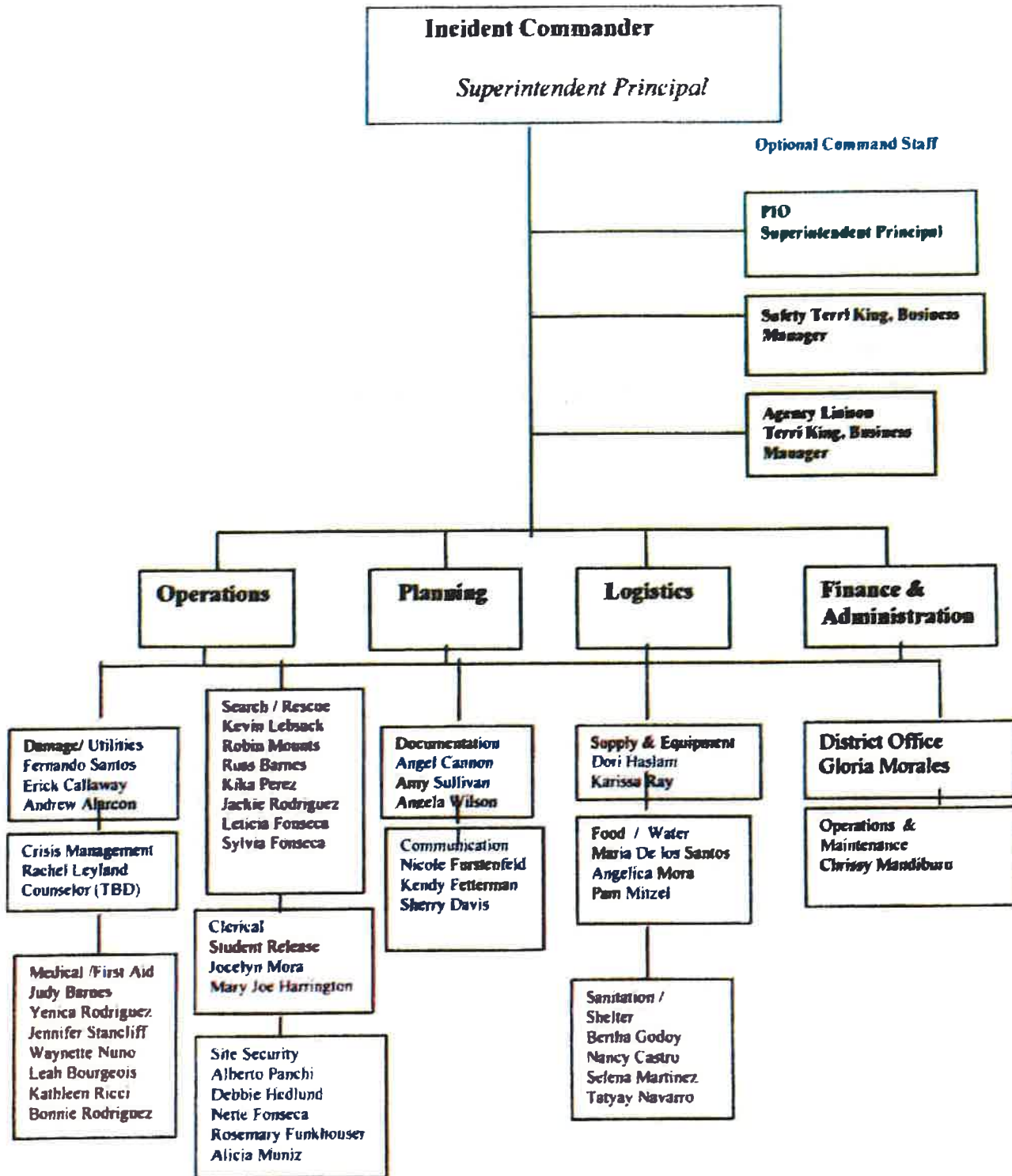
The Logistics function of SEMS supports emergency operations by coordinating personnel, assembling and deploying volunteer teams, providing supplies, equipment and services, and facilitating communications among emergency responders. Within the Cuyama Unified School District Plan, site logistical needs are met through the pre-positioning of supplies and equipment in the site Emergency Bins. Release of materials from each bin is carried out by the Emergency Bin Person, under the direction and control of the Incident Commander. Following the emergency, Emergency Bin Personnel will also return all emergency equipment and prepare an inventory of items in need of replacement. Long Term Emergencies may require logistical support from the Santa Barbara County Office of Education.

## **Finance/Administration**

The Finance/Administration function of SEMS involves the purchasing of all necessary materials, tracking financial records, and recovering school records following an emergency. Within CJUSD, these functions will be carried out at the District Office (DO), by personnel normally assigned to those tasks.

( Refer to the DO Emergency Response Section of this Document)

## Emergency Management Organization Chart #1



### 3.SCHOOL STAFF

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities.

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

#### **4. INCIDENT COMMAND TEAM**

The Incident Command Team is responsible for directing school emergency response activities.

##### **Assignments**

The Incident Command Team is led by the Incident Commander and also includes the school's Public Information Officer, the Safety Coordinator and the Agency Liaison. In the CJUSD Plan, the Incident Commander will normally assume all three Incident Command Team assignments. The Incident commander may also delegate any of the assignments based on availability of personnel.

Incident Commander: Alfonso Gamino, Superintendent

Public Information Officer: Alfonso Gamino, Superintendent

District Safety Coordinator: Theresa King, Business Manager

Agency Liaison: Theresa King, Business Manager

##### **Roles and Responsibilities**

###### **Incident Commander**

The Incident Commander is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Periodically assessing the situation.



- Directing the Incident Command Team and all other emergency teams.
- Determining the need for, and requesting, outside assistance.
- Periodically communicating with Emergency teams and outside agencies.

### **Public Information Officer**

The CJUSD Superintendent will act as Public Information Officer (PIO). Superintendent is the official spokesperson for the district and is responsible for communicating with the media and delivering public announcements. The Superintendent may elect to delegate this responsibility to any other employee. However, no employee of CJUSD may speak to the media, or make public statements on behalf of the district, without authorization from the Superintendent, or their designee.

Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander.
- Maintaining a log of PIO actions and all communications.
- Periodically interacting with the media and District Communications.
- Preparing statements for dissemination to the public.
- Ensuring announcements and other public information are translated into other languages as needed.
- Monitoring news broadcasts about the incident and correcting any misinformation.

### **Safety Coordinator**

In the CJUSD plan, the safety coordinator responsibilities are carried out by the District Safety and Disaster Coordinator. They are responsible for ensuring that all emergency activities are conducted in as safe a manner, and that CJUSD emergency procedures are being followed. Specific duties of the Safety Coordinator may include:

- Periodically checking with the Incident Commander for situation briefings and updates.

- Maintaining all records and documentation as assigned by the Incident Commander.
- Monitoring drills, exercises, and emergency response activities for safety.
- Identifying safety hazards.
- Ensuring that responders use appropriate safety equipment.

### **Agency Liaison**

The District Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:

- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.
- Briefing agency representatives on current situation, priorities and planned actions.

### **Incident Command Team / Supplies and Equipment**

The Principal is responsible for ensuring the following supplies are located inside the school's Emergency Supply Bin:

- Copy of the school's Emergency Procedures
- Campus map
- Bullhorn
- Battery-operated AM/FM radio.
- Clipboard, Paper, Pens
- Hard Hat
- Vest or position identifier

### **Supplies Brought from Office:**

- Master Key Set
- Staff and Student Roster
- Emergency and Site Radios
- Cell Phone

### **Team Assembly Location**

Inside: Elementary or High School Office

Outside: Flag poles

### **Documentation Position**

The Documentation Position is responsible for maintaining a log of all emergency developments and response actions, including financial expenditures, timekeeping, and other necessary documentation. The Documentation Position works under the direct supervision of the Incident Commander.

### **Assignments**

**Documentation Staff Member:** Angelique Cannon (HS) and Amy Sullivan (ES) and Angela Wilson (ES)

### **Roles and Responsibilities**

The Documentation Staff Members will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the Incident Commander for status updates.
- Documenting all communications with the District Office and outside agencies.
- Record all data related to missing persons, site damage, utility problems and medical needs.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander as necessary.
- Filing, maintaining and securing all emergency documentation.

### **Supplies and Equipment**

#### **Clerical Supplies**

#### **Assembly Location**

The Documentation Staff Member will report to the Command Post.



## **COMMUNICATIONS POSITION**

The Communications position is responsible for coordinating all communication within the site, and between the Command Post and the District Office, Outside Agencies, etc.

### **Assignments**

Communications Staff Members: HS Kendy Fetterman, ES Nicole Furstenfeld, Sherry Davis Lopez (ES)

### **Roles and Responsibilities**

Specific duties may include:

- Coordinating telephone communications.
- Coordinating Emergency Radio Communications.
- Coordinating Site Radio Communications.
- Relaying requests or information to the Incident Commander ( Principal ).
- Recording all pertinent communication and passing the information to the Documentation Position.
- Coordinate use of messengers, or other forms of communication as needed.

### **Supplies and Equipment**

- Emergency radios and portable radios
- Site radio, extra battery, battery charger
- Backup power supplies.
- Clerical supplies
- Emergency telephone numbers

### **Assembly Location**

The Communications Staff Members will report to the Command Post.

## **5. RESPONSE TEAMS**

### **FIRST AID / MEDICAL TEAM**

The First Aid / Medical Team is responsible for ensuring that first aid supplies are available and properly administered during an emergency.

If the event does not require the evacuation of the Health Office, the First Aid / Medical Team will assemble and initiate operations from there. The Health Aide normally assigned to each school, will ensure that the Health Office is stocked with necessary supplies. Additional supplies, and a mobile response bag, are available in the Emergency Supply Bin.

If the emergency dictates evacuation of the Health Office, the First Aid / Medical Team will assemble at the designated outdoor location. The First Aid / Medical Team Leader will designate members to draw supplies and equipment from the Emergency Supply Bin.

The First Aid / Medical Team is a high priority team, and along with the search teams, have priority access to their supplies.

### **Assignments**

**First Aid / Medical Team Leader:** Judy Barnes (Elem.) and Jennifer Stancliff (HS)

**Alternate Team Leader:** Yenica Rodriguez (Elem.) and Waynette Nuno (HS)

**First Aid / Medical Team Member:** Leah Bourgeois

**First Aid / Medical Team Member:** Kathleen Ricci

**First Aid / Medical Team Member:** Bonnie Rodriguez

**School Nurse:** Linda Furness

## **FIRST AID / MEDICAL TEAM CONTINUED**

### **Roles and Responsibilities**

#### **First Aid/Medical Team Leader**

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with the Incident Commander and District Nurse, to determine medical needs and planned actions. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel and assessing available inventory of supplies & equipment.
- Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles.
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients.
- Periodically keeping the Incident Commander informed of overall status.
- Completing the Injury and Missing Person's Report.

#### **First Aid/Medical Team Members**

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. Specific duties of the members of the First Aid / Medical Team may include:

- Setting up a first aid area, triage and / or temporary morgue.
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
- Reporting deaths immediately to the First Aid/Medical Team Leader.

If a morgue is needed, it should be established in a location which is out of sight of students and the general public. All bodies placed into the morgue, should be covered if possible.

Do not move any deceased individuals to a morgue, until it is cleared by the Incident Commander. If the death is the result of a criminal act, it will be necessary to preserve the crime scene.

No deceased individuals will be released without authorization from the Incident Commander.

### **Team Assembly Location**

**Inside:** High School and Elementary Office

**Outside:** Outside each office access door

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

### **First Aid/Medical Team Supplies and Equipment**

There are 2 primary sources of First Aid / Medical supplies available to the First Aid / Medical Team. The first cache of supplies is located in the school's Health Office, and is maintained by the Health Clerk, and the District Nurse. A second collection of supplies is located in the school's Emergency Response Bin.

The Medical section of the Emergency Bin contains a large first aid kit, and equipment which can be used to set up an emergency first aid / medical treatment area. Additional supply items are also stored there.

In the event the Health Office is evacuated, the Health Aid, or designated individual, will take a collection of medication and supplies with them. The items in the supply will be based on the predetermined medical needs of students and staff. These items should include all prescription medication, insulin, inhalers, etc. Since many of these medications are controlled substances, supervision of these items must be maintained at all times.

## **CRISIS COUNSELING TEAM**

The Crisis Counseling Team is responsible for the caring and safety of all students on campus during an emergency. It also provides psychological first aid as needed during and immediately after an emergency.

### **Assignments**

**Crisis Counseling Team Leader:** Rachel Leyland/Counselor (TBD)

**Alternate Team Leader/Counseling Team Member:** Samantha Santana-Cano - SBCEO

### **Roles and Responsibilities**

#### **Crisis Counseling Team Leader**

The Crisis Counseling Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Crisis Counseling Team Leader is also responsible for assigning personnel as needed.

#### **Crisis Counseling Team Members**

The members of the Crisis Counseling Team are responsible for monitoring the safety and well-being of the students and staff in the Assembly Area. The Crisis Counseling Team will direct all external requests for information to the Public Information Officer.

## **CRISIS COUNSELING TEAM CONTINUED**

Specific duties of the members of the Crisis Counseling Team may include:

- Administering minor first aid and psychological first aid as needed
- Supporting the Release Gate Team as needed.
- Coordinating with the Incident Commander to provide water and food to students and staff when necessary.
- Providing reassurance to students.
- Updating records of the number of students and staff.

### **Team Assembly Location**

Inside: Library

Outside: Outside libraries entrances

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

### **Supplies and Equipment**

- Vest or position identifier, or district ID tag
- Emergency radio, and or site radio
- Other supplies or equipment identified by the Team Leader

## **SEARCH AND RESCUE TEAM**

The Search and Rescue Team (SAR) is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue Teams. The Principal at each site may assign more or less teams, based on staffing and the number of available personnel.

Whenever possible, the Incident Commander should assign a separate Search Team, or Teams. After victim(s) are located, the Incident Commander will assign a Rescue Team to assist victim(s). Once all the buildings have been searched, the teams initially assigned to searching, may be assigned to rescue or perform other functions at the discretion of the Incident Commander.

### **Assignments**

**SAR Team 1 Leader:** Kevin Lebsack

**SAR Team 1 Members:** Robin Mounts

**SAR Team 2 Leader:** Russ Barnes

**SAR Team 2 Members:** Kika Perez, Jackie Rodriguez, Leticia Fonseca, Sylvia Fonseca

### **Search and Rescue Team Roles and Responsibilities**

#### **Search and Rescue Team Leader**

The Search and Rescue Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties of the Search and Rescue Team Leader may include:

- Obtain assignments for the team from the Incident Commander.
- Coordinate team response, including distribution of equipment and supplies.
- Remain outside the building where the team is working. Provide record keeping, and communication for the team.
- Communicate with the First Aid / Medical Team as necessary.



## **Search and Rescue Team Members**

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the Search and Rescue Team may include:

- Searching assigned area, reporting gas leaks, fires, or structural damage to Team Leader upon discovery.
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms.
- Periodically reporting to the Team Leader on location, number, and condition of injured.
- Marking location of trapped, victims
- If necessary, perform rescue and removal of trapped or severely injured victims.
- Sealing off and posting areas where hazardous conditions exist.
- Provide initial first aid as necessary.
- Any other tasks directed by the Incident Commander.

## **Team Assembly Location**

**Inside:** ES & HS office

**Outside:** HS: tennis courts and ES: outside library

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.



## **Search and Rescue Team Supplies and Equipment**

TBA

## **Search and Rescue Team Procedures**

The following procedures are a basic guideline, to assist Search and Rescue Teams during an emergency response. CJUSD personnel will not be involved as Search and Rescue responders, except in those rare emergency situations, when we cannot expect outside assistance for an extended period of time. Examples would be major earthquakes, massive fires, or other incidents affecting a large area.

If possible, the Search function should be kept separate from the Rescue function. If not, the Search Team will begin to rescue the first victims they locate, and other victims may not be located in a timely manner. After victims are located and evaluated by the Search Team, a Rescue Team will be dispatched to provide assistance to the victim. The Search Team will continue to search until all areas have been checked for victims.

### **Search and Rescue Team Procedures continued**

The guiding precepts of Search / Rescue procedures are:

1.     **SEARCH:**     Locate and evaluate victims. Notify Rescue Team
2.     **RESCUE:**    Remove and triage victims.
3.     **TREAT:**     Provide first aid for all victims removed

Each Search and/or Rescue Team will include 3 Team Members and 1 Team Leader. The Team Leader provides material support and a communication lifeline to the Team Members who are actively searching and/or rescuing.

### **Search Team Leader**

- The Team Leader will remain outside the structure being searched.

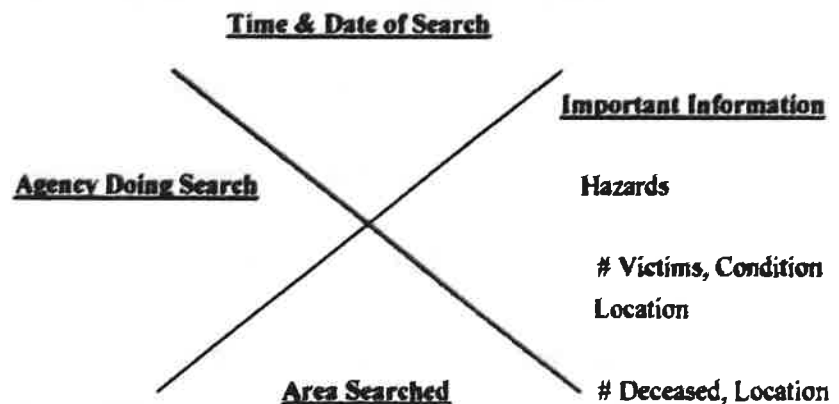
- The Team Leader will provide additional equipment to the Team Members from the Team Backpack.
- The Team Leader will be in charge of communication between the Team and the Command Post. They will make requests for a Rescue Team, or for medical assistance.
- The Team Leader will be responsible for documenting locations of victims, as well as buildings searched. This will include marking buildings in the following manner:

A. When the Team enters a building, mark the wall on the doorknob side with a large single slash.

B. When everyone on the Team exits the building, cross the first slash with a second slash, forming a large X.

#### **Search and Rescue Team Procedures continued**

C. Use the X to record the following information.



**NOTE:** *Each Team making an entry creates their own mark.  
Do not change the status on the previous marks.*

### **Search Team Member**

- Search for victims under the direction of the Search Team Leader.
- Act as Rescue Team Member as directed.
- Assist as directed by the Incident Commander.

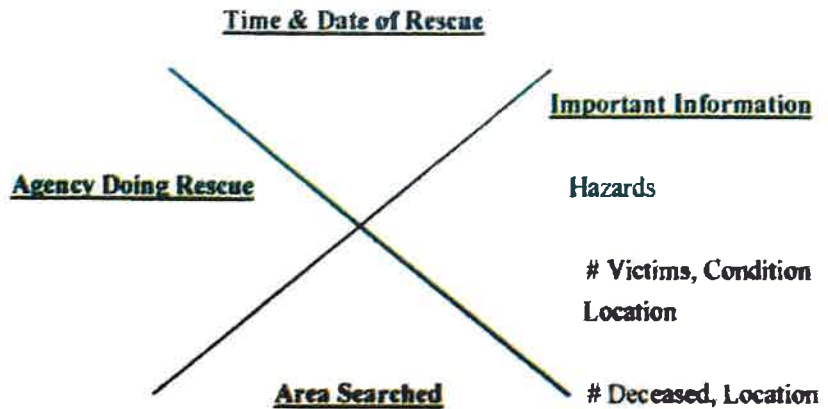
### **Search and Rescue Team Procedures continued**

#### **Rescue Team Leader**

- The Team Leader will remain outside the structure being searched.
- The Team Leader will provide additional equipment to the Team Members from the Team Backpack, or mobile supply bin.
- The Team Leader will be in charge of communication between the Team and the Command Post. They will make requests for a Rescue Team, or for medical assistance.
- The Team Leader will be responsible for documenting locations of victims, as well as buildings searched. This will include marking buildings in the following manner:
  - A. When the Team enters a building, mark the wall on the doorknob side with a large single slash.

B. When everyone on the Team exits the building, cross the first slash with a second slash, forming a large X.

C. Use the X to record the following information.



**NOTE:** *Each Team making an entry creates their own mark.  
Do not change the status on the previous marks.*

#### **Search and Rescue Team Procedures continued**

##### **Rescue Team Member**

- Rescue trapped and immobile for victims under the direction of the Search Team Leader.
- Triage injured victims as necessary
- Provide first aid during the rescue process.
- Act as Search Team Member as directed.
- Assist as directed by the Incident Commander.

## **DAMAGE / UTILITIES TEAM**

The Damage / Utilities Team will coordinate activities with the Incident Commander as required. They are responsible for the identifying damage to the school site, the identification of non-functioning or broken utilities, and minimizing their impact. The effective response of the Damage / Utilities Team includes shutting down facility air handling systems, and gas, power or water supplies when necessary. They will coordinate with the Incident Commander, and Maintenance Director, to ensure the proper authorities are notified in the event utility service is lost or interrupted by damage. The Damage / Utility Team may be assigned to security or other tasks as designated by the Incident Commander.

### **Assignments**

Damage / Utilities Team Leader: Fernando De Los Santos (Elementary School) and Eric Callaway (High School)

Damage / Utilities Team Member: Andrew Alarcon (ES & HS)

### **Roles and Responsibilities**

#### **Damage / Utilities Team Leader**

The Damage / Utilities Team Leader is responsible for directing team activities and interacting with the Incident Command to identify problems and report status. Predetermine the location of utility shut offs, identify the procedure to turn them off in a safe manner, and obtain the tools needed to perform the task.

#### **Damage / Utilities Team Members**

The members of the Damage / Utilities Team are responsible for conducting a survey of damage, as well as surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. Specific duties of the members of the Security/Utilities Team may include:

- Assessing damage to school facilities. Creating a list of any damage and passing the information to the Incident Commander.

- If necessary, turn off water lines, electrical power and gas service. Coordinate with the Maintenance Director if possible before turning off service. Create a list of services turned off, include date and time turned off, and name of person who actually turned off the service.
- Turn off air conditioning systems during "Shelter in Place".
- Perform other tasks as directed by the Incident Commander.

#### **DAMAGE / UTILITIES TEAM ASSEMBLY LOCATION**

**Inside:            Boardroom of District Office**

**Outside:        Outside by Flagpole**

**Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location. The team will advise the Incident Commander of any damage they located during their response to the assembly location.**

#### **Supplies and Equipment**

**TBA**

## **SUPPLY / EQUIPMENT POSITION**

The Supply/Equipment Person is responsible for ensuring the orderly distribution and control of supplies and equipment from the school site's Emergency Supply Bin.

### **Assignments**

Supply / Equipment Person: Dori Haslam (Elem.) & Karissa Ray (HS)

Alternate Supply / Equipment Person: Christine Mandiburu/Liz Alarcon

### **Roles and Responsibilities**

Specific duties of the Supply / Equipment Person may include:

- Opening the Emergency Supply Bin.
- Ensuring an orderly distribution of supplies and maintaining record of recording who drew what supplies from the bin.
- Reporting equipment and supply needs to the Incident Commander.
- Assisting other teams as directed by the Incident Commander.

### **Team Assembly Location**

Inside: HS and ES office

Outside: Outside by flagpole

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

### **Supplies and Equipment**

TBA

## **CLERICAL / STUDENT RELEASE TEAM**

The Clerical / Student Release Team is responsible for continuing the normal school functions of accounting for and releasing students, during an emergency situation, or natural disaster. The team is also responsible for accounting for staff and visitors on campus during an emergency or disaster.

School Officials are legally responsible for the safe release of students to authorized individuals. That responsibility continues even during an emergency or disaster. Failure to adequately fulfill this function results in a loss of confidence in the community, as well as opening the district to civil litigation.

Without proper training of personnel involved who will be expected to perform duties during a crisis, the Emergency Release / Family Reunification process, will fail to work properly. The Principal at each site should make certain that organized training sessions are conducted on a regular basis, to ensure the Emergency Release / Family Reunification process works well during an actual emergency.

The Clerical / Student Release Team is made up of the school's Office Manager and Clerical Staff. Additional members may be added by the Incident Commander.

### **Assignments**

Clerical / Student Release Team Leader: *Jocelyn Mora (HS)*

*Mary Jo Harrington (S.)*



## **Clerical / Student Release Team continued**

### **Roles and Responsibilities**

#### **Clerical / Student Release Team Leader**

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Assembly Area Team Leader is responsible for the process of accounting for and releasing students, during an emergency situation or natural disaster. The Assembly Area Team Leader is also responsible for accounting for staff and visitors on campus during an emergency or disaster.

#### **Clerical / Student Release Team Members**

The members of the Clerical / Student Release Team are responsible for accounting for students, staff and visitors, during an emergency situation. They are also responsible for releasing students in an orderly, organized manner after an emergency release has been authorized by the Incident Commander. Specific duties of Team members may include:

- Obtaining reports of missing students from teachers or other personnel.
- Gathering Injury and Missing Persons Reports from each teacher and submitting them to the Clerical / Student Release Team Leader.
- Greeting and directing parents, guardians, or designees to the counselors as appropriate.
- Providing reassurance to parents, guardians, or designees and maintaining order.
- Ensuring students are released to authorized persons.
- Ensuring that appropriate records are maintained, and that each child is recorded as missing, present, released, transported, or deceased.
- Assist other teams as directed by the Incident Commander.

## **Clerical / Student Release Team continued**

### **Supplies and Equipment**

The Principal will ensure that prior to an emergency, clerical staff and other designed members of the Clerical / Student Release Team prepare the evacuation cart described below.

### **Evacuation Cart**

A box will be pre-positioned in the office of each school site. That box will be used to transport items necessary to release students and fulfill other operational responsibilities from a remote location. The following items are to be loaded into the box in the event an office evacuation is ordered:

- File Boxes Containing Student and Staff Emergency Cards
- Updated Roll Sheet
- Emergency Radio, Extra Battery
- School Site Radio, and Extra Battery
- Box of Designated (Site) Radios and Batteries
- Visitor Sign in Book
- Student Check Out Book
- Attendance Records
- Digital Camera, Extra Battery, Extra Memory Chip (Recommended)

**Additional Supplies are stored in the Emergency Bin, located at each school site. Those Supplies include tables, barricades, bulletin boards, and other items necessary to establish a command post and emergency student release area.**

### **Team Assembly Location**

Inside:        *School Office*

Outside:      *School (main entrance)*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **Food and Water Team**

The Food and Water Team is responsible for emergency food and water supplies and distribution. Emergency food and water are stored in each school's Emergency Supply Bin. Additional emergency water is stored in some classrooms at each school.

### **Assignments**

**Food & Water Team Leader:** Maria De Los Santos

**Food & Water Team Member:** Angelica Mora (HS) and Pam Mitzel (Elem.)

### **Roles and Responsibilities**

**Food & Water Team Leader:** Maria De Los Santos

Specific duties of the Food & Water Team Leader may include:

- Ensuring an orderly distribution of supplies, and maintaining record of what supplies have been used, and what supplies remain.
- Reporting shortages to the Incident Commander.

Specific duties of the Food & Water Team Member may include:

- Utilizing emergency supplies, set up stations where food and water rations will be distributed.
- Distribute emergency rations of food and water in an organized, orderly manner.
- Assisting other teams as directed by the Incident Commander.

### **Team Assembly Location**

**Inside:** Boardroom (Elem.) and Cafeteria (HS)

**Outside:** Outside by Flagpole (Elem. & HS)

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **Food and Water Team continued**

### **Supplies and Equipment**

The Incident Commander may adjust the size of the Team to meet the circumstances.

Sanitation / Shelter Team Leader:

### **Water: TBA**

### **Food:**

For extended emergencies, our primary source of food will be storage in our cafeteria storage areas, located at each site. In the event one or more food storage areas are inaccessible, we can bring supplies to that site from our other locations.

**Note:** In the event of prolonged power loss, a plan will be in place to utilize perishable food items first.

In preparation for the unlikely event all food storage areas are inaccessible, we will store sufficient "high energy" food bars to provide 10 servings to each student and staff member. This ration will be stored in each site's emergency bin, inside, sealed, rodent proof storage tubs. To prevent spoiling, a rotation program will be implemented. At the end of each school year, the bars can be used in the lunch program, and replaced with fresh rations.

Water coolers and disposable drinking cups are also stored inside each Emergency Supply Bin.

## **SANITATION / SHELTER TEAM**

The Sanitation / Shelter Team is responsible for setting up sanitation areas, which consist of portable privacy shelters, portable toilets, and hand washing facilities. They will also be responsible for distributing emergency blankets, and other items to provide shelter from the elements. If portable shelters are available, they will coordinate the distribution and set up of the shelters.

Supplies for the Sanitation Shelter Teams are located in each school's emergency Supply Bin.

### **Assignments**

The Incident Commander may adjust the size of the team to meet the circumstances.

Sanitation / Shelter Team Leader (HS and Elem.): Bertha Godoy

Sanitation / Shelter Team Leader (HS and Elem.): Nancy Castro

Sanitation / Shelter Team Member: Selena Martinez & Tatyay Navarro

### **Roles and Responsibilities**

#### **Food & Water Team Leader**

Specific duties of the Sanitation / Shelter Team Leader may include:

- Organizing distribution of sanitation and shelter supplies from the Emergency Supply Bin, to members of the team.
- Supervising the set-up of male and female sanitation areas.
- Supervising the set-up of a hand washing station adjacent to the sanitation area.
- Designation of an area where used waste bags will be stored.

- As necessary, supervise the distribution of emergency blankets, and other items to provide shelter from the elements.
- Coordinate with the Incident Commander to ensure sanitation requirements are being met.

### **Sanitation / Shelter Team continued**

Specific duties of the Sanitation / Shelter Team member may include:

- Assist with the distribution of sanitation and shelter supplies from the Emergency Supply Bin.
- Set up male and female sanitation areas, under the direction of the Sanitation / Shelter Team Leader.
- Set up of a hand washing station adjacent to the sanitation area.
- As needed, move used waste bags to the designated storage area.
- As instructed, distribute emergency blankets, and other items to provide shelter from the elements.

### **Team Assembly Location**

**Inside:**

**Outside:**

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

### **Supplies and Equipment**

Supplies and equipment are stored in the Emergency Response Bins. Additional sanitation supplies are stored in each classroom.

## **SITE SECURITY TEAM**

The Site Security Team is responsible for ensuring security of the District Office as directed by the Incident Commander. Traffic Control and other security concerns which develop off CJUSD property, should be referred to the Santa Barbara County Sheriff's Department.

In the event the Site Emergency Team cannot provide the necessary level of security, assistance should be requested from the Santa Barbara Police Department.

During an emergency response, additional personnel are available from the District Office.

### **Assignments**

**Site Security Team Leader:** Alberto Panchi (HS) & Debbie Hedlund (Elem.)

**Site Security Team Member:** Netter Fonseca

**Site Security Team Member:** Rosemary Funkhouser

**Site Security Team Member:** Alicia Muniz (ES & HS)

### **Roles and Responsibilities**

Specific duties of the Site Security Team Leader may include:

- Coordinating with the Incident Commander to develop a security response.
- Coordinating communication between the team and the command post.
- Coordinating distribution of supplies and equipment.
- Coordinating Team activities with law enforcement.
- Assigning duties to Site Security Team Members.

## **Site Security Team (continued)**

Specific duties of the Site Security Team Leader may include:

- Responding to security requirements as directed by the Incident Commander, Team Leader, or Law Enforcement Official.
- Greet and direct parents.
- Remove campus intruders.
- Assist other teams as directed by the Incident Commander.
- Report all criminal activity to law enforcement, "Be a good witness".

### **Team Assembly Location**

**Inside:** District Office

**Outside:** Entrance Gate

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

### **Supplies and Equipment**

- Site Radios
- Colored Vests
- Photo I.D. Badge
- Whistle
- Pen and writing pad

### **Recommended Items:**

- Cell Phone
- Flashlight
- Traffic Cones
- Traffic Barricades
- Bull Horn
- Barrier Tape



## **6. PREPAREDNESS PROCEDURES**

### **Management**

1. The Administration will annually conduct an Emergency Hazard Assessment to evaluate unique site characteristics and conditions in the adjoining community that could cause an emergency incident. The Emergency Hazard Assessment Summary should be used for this purpose.
2. The Administration will designate primary and secondary Command Post locations and ensure that these locations are identified in the document.
3. The Administration will ensure effective communication between the Command Post and Team Leaders during an emergency.
4. The Administration will ensure that members of the Incident Command Team (Public Information Officer, Safety Coordinator, and Agency Liaison), and all other team leaders and members are aware of their responsibilities and assignments as defined in this section.
5. The Administration will ensure that emergency response actions are properly documented as they occur, and that appropriate procedures are included in this plan.

### **Planning / Intelligence**

1. The Administration will ensure that all team members receive proper training in the use of communication equipment.
2. The Administration will ensure all teams are provided with instructions for the use and maintenance of maps and "status boards" at the Command Post.

### **Operations**

1. The Administration will ensure that this plan includes procedures for the following:
  - Administering first aid;
  - Activating and performing search and rescue operations;
  - Ensuring site security;
  - Conducting damage assessments;
  - Evacuation; and
  - Student release operations.

## **Preparedness Procedures**

2. The Administration will ensure appropriate training is provided for the following teams:
  - First Aid/Medical Team
  - Crisis Management and Counseling Team
  - Search and Rescue Teams
  - Clerical and Student Release Team
- Administration will ensure that routine emergency response drills are conducted at the school to rehearse emergency response operations.
- Drills will be conducted at elementary and high school at least once per month.

## **Logistics**

1. The Principal will ensure this plan includes appropriate procedures for coordinating and assembling personnel and volunteers in the event of an emergency.
2. The Principal will work in conjunction with the District Safety and Disaster Coordinator to ensure that adequate emergency supplies are maintained and readily available for emergency use. *Please refer to the emergency supply list which will accompany this document (yellow container & tote, medical bags)*

## **Finance / Administration**

The Principal will assure the following:

1. Purchase of all required emergency preparedness and response equipment and supplies.
2. Tracking of emergency expenditures, and recovery of records damaged or lost in an emergency.

The principal may utilize resources at the District Office to assist with finance, or logistical needs. ( *Refer to the District Office Emergency Response section of this document* )

## **7. INITIAL RESPONSE TO EMERGENCIES**

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections.

### **IDENTIFY TYPE OF EMERGENCY**

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below are provided in Section 5.0.

**Aircraft Crash**

**Animal Disturbance**

**Armed Assault on Campus**

**Biological or Chemical Release**

**Bomb Threat**

**Bus Disaster**

**Disorderly Conduct**

**Earthquake**

**Explosion/Risk of Explosion**

**Fire in Surrounding Area**

**Fire on School Grounds**

**Flooding**

**Loss or Failure of Utilities**

**Motor Vehicle Crash**

**Psychological Trauma**

**Suspected Contamination of Food or Water**

**Threat of Violence**

**Unlawful Demonstration/Walkout**

## IDENTIFY LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the *level* of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

**Level 1 Emergency:** A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

**Level 2 Emergency:** A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

**Level 3 Emergency:** A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

## DETERMINE IMMEDIATE RESPONSE ACTIONS

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- Duck Cover and Hold
- Shelter-In-Place
- Lock Down
- Evacuate Building
- Off-Site Evacuation
- All Clear

## **8. IMMEDIATE RESPONSE ACTIONS**

### **DUCK COVER AND HOLD**

This action is taken to protect students and staff from flying or falling debris.

#### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

**“YOUR ATTENTION PLEASE. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW DUCK COVER AND HOLD PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL GIVEN FURTHER INSTRUCTIONS.”**

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.



## **SHELTER-IN-PLACE**

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and /or building air conditioning systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the air conditioning systems and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

### **Description of Action**

#### **1. P.A. Announcement:**

**“ SHELTER IN PLACE, SHELTER IN PLACE, SHELTER IN PLACE”**

**Followed by: (3) Long Bells**

**Turn off the regular bell schedule for the duration of the EMERGENCY !!**

***Repeat Sequence of Announcements and Bells (3) Times !***

- 2. The Principal or their designee, will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. Messengers will not be used while the emergency is in effect. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.**

## **SHELTER IN PLACE continued**

• “YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

**Incident Commander (Principal):** As soon as possible, the incident commander should notify the District office by phone or radio. They should be prepared to provide an updated summary of the situation. The incident commander should also request the Alert Solutions phone system be initiated to provide timely information and instructions to the parents.

1. If inside, teachers should check the hallway and area adjacent areas, before locking their exterior doors. Any students moving from one location to another should be pulled into the closest room.
2. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of a known hazard and, if necessary, proceed to an alternative indoor location.
3. Adults supervising students outside, should direct all students into the nearest classroom or building. Ensure that all students who were outside when the Secure In Place was initiated, find shelter. After all students have been secured, seek shelter yourself.

## **SHELTER IN PLACE continued**

4. Custodians will shut down all external or centralized air conditioning systems.
5. Teachers are responsible to secure individual classrooms as needed:
  - Shut down their classrooms' individual air conditioning system.
  - Close and lock doors and windows. Seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. Students who are away from their regular classroom, but inside a building with adult supervision, should remain there. The adult in charge will secure that location.
7. Students inside restrooms, or other locations without adult supervision, should immediately report to the closest classroom or building. If the door is locked and they are not allowed inside they should proceed to the office.
8. As soon as possible, each teacher or adult who has students under their supervision, should ensure that the command post receive the following information:
  - Name and location
  - Number and nature of injuries
  - Total number of students
  - Names of any missing students
  - Names of any students not normally under your supervision, along with their regular room number
  - Total number of adults
  - Names and titles of adults (maintenance worker, teacher, visitor, etc.)



**SHELTER IN PLACE continued:**

9. Office personnel will utilize this information to ensure the following:

1. Appropriate medical assistance has been requested
2. Account for all students, staff and visitors

10. If it is determined that someone is unaccounted for, the campus will be searched in an effort to locate that individual. If there is imminent danger, emergency response personnel will be notified by the Incident Commander. They will search for the missing person. No district personnel will leave a secured area to search. If there is no imminent danger, the principal and other designated staff, not involved in active student supervision, will sweep the campus in an effort to locate the missing person.

11. If someone arrives during the emergency, use your best judgment, based on the facts available to you.

12. Students and staff will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. Remember that our chief concern is the physical and emotional wellbeing of the students. Remain calm, and keep the students calm.

Be prepared for an extended lockdown. Plan on providing toilet facilities with what you have at hand. If a portable toilet is not available, use a trash can and plastic liner. Provide privacy as best you can, using closet doors, butcher paper etc.

## **SHELTER IN PLACE continued:**

### **All Clear**

13. Each incident is unique and can have a multitude of ending scenarios. Please be flexible and follow the directions from the command post. When the incident is resolved, an "All Clear" announcement will be made, followed by appropriate instructions.

**P.A. Announcement: "ALL CLEAR, ALL CLEAR, ALL CLEAR"**

**The P.A. announcement will be followed by an appropriate set of instructions. Following the "All Clear", do not release students, or take any actions until instructions are received.**

**Examples:**

1. **"RESUME NORMAL OPERATIONS"**
2. **"DISMISS STUDENTS"**
3. **"IMPLEMENT EMERGENCY RELEASE PROCEDURES. CONTINUE TO KEEP ALL YOUR STUDENTS IN YOUR ROOM, UNLESS A RUNNER COMES TO EXCUSE THEM."**

14. In the event crowd control is required, the Incident Commander , ( Principal ), will call for the Search and Rescue Teams. The teachers on those teams will take their classes to a pre appointed teacher for safe keeping, and report to the office. They will pick up walkie-talkies and perform the following functions as directed by the Incident Commander:

- Sweep the campus and remove all unauthorized personnel, including parents. Request assistance from law enforcement as necessary.
- Prevent unauthorized personnel from entering the campus
- Direct parents and other members of the public to the location of the PIO ( Public Information Officer )
- If appropriate, direct parents to the Emergency Release Area

## **SHELTER IN PLACE continued:**

15. If necessary counselors will be requested and set up, at a location on campus.
16. The Public Information Officer ( PIO ) will provide appropriate information to the public, and members of the media. Requests for information from the media, will be directed to the PIO, at whatever location designated by the PIO.

17. No staff will be allowed to leave until directed to do so. Depending on the nature of the event, there may be a debriefing explaining exactly what occurred, and how it was handled. All questions should be answered as thoroughly as possible

- **Remember that under no circumstances are staff permitted to speak to the media. Refer all requests for information to the PIO. Do not allow students to be interviewed on campus**

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## **LOCK DOWN**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement. The procedure is utilized to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations until the "All Clear" is given.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the air conditioning systems and allows for the free movement of students within the building. During a lockdown, all movement is restricted.

### **Description of Action**

#### **3. P.A. Announcement:**

**" LOCKDOWN, LOCKDOWN, LOCKDOWN"**

Followed by: (3) Long Bells

***Repeat Sequence of Announcements and Bells (3) Times !***

**Turn off the regular bell schedule for the duration of the lockdown !**

**LOCK DOWN continued:**

4. The Principal or their designee, will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. Messengers will not be used while the emergency is in effect. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

**"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM. SUPPORT PERSONNEL MOVE INSIDE THE NEAREST BUILDING, LOCK ALL DOORS AND WINDOWS."**

The lockdown does not automatically institute Safety Position actions. Although classroom lights are turned off, and window coverings are drawn, teaching can continue, unless a Safety Position is called for.

If there is an immediate threat, or if an intruder is believed to be on campus, the Principal or their designee will make the following announcement on the P.A. System.

**SEEK A POSITION OF SAFETY. ALL STUDENTS AND STAFF ARE TO LIE ON THE FLOOR. REMAIN QUIET, AND OUT OF SIGHT OF WINDOWS.**

Any adult in charge of students may institute the Safety Position action, based on their own observations. Those observations may include, audible gunshots, yelling, visual sighting of an intruder, or someone trying to enter the room without identifying themselves.



## **LOCK DOWN continued:**

**Incident Commander ( Principal ):** As soon as possible, the incident commander should notify the district office by phone or radio. They should be prepared to provide an updated summary of the situation. The CJUSD phone system will be initiated, in order to provide timely information and instructions to the parents. A CJUSD message will be sent out by the District Office, anytime a lockdown is initiated.

5. If inside, teachers should check the hallway and area adjacent areas, before locking their exterior doors. Any students moving from one location to another should be pulled into the closest room.

Remember that our goal is to secure all students and staff inside a locked location. If a student or staff member requests access to your locked location, evaluate whether or not you can safely let that person in. If you can do so without jeopardizing those already inside your location, bring that person inside and relock your door. If you can't identify the person, or cannot safely open your door, send the person to the office.

6. Students who are away from their regular classroom, but inside a building with adult supervision, should remain there. The adult in charge will secure that location.
7. Students inside restrooms, or other locations without adult supervision, should immediately report to the closest classroom or building. If the door is locked and they are not allowed inside they should proceed to the office.
8. Adults supervising students outside, should direct all students into the nearest classroom or building. Ensure that all students who were outside when the lock down was initiated, find shelter. After all students have been secured, seek shelter yourself.

## **LOCK DOWN continued:**

9. Exterior Gates should not be locked. Locked gates obstruct emergency responders and create barriers in the event students must be evacuated. Exterior building doors do not need to be secured.
10. Custodians should seek shelter as soon as the lock down is announced. Not only is the custodian's individual safety being important, but the custodian also carries a set of keys. If the keys were to be obtained by a suspect, they could allow access to every locked door on campus.
11. If your room has curtains or shades, close them. Turn off any interior lights.
12. If gunshots are heard, or if deemed necessary by the adult in charge, begin "seek shelter procedures." Move students into positions where there is limited visibility from outside windows.

Special needs students should be assisted as necessary. Students in wheelchairs should not be taken out of their chairs unless there is a threat of imminent danger.

13. As soon as possible, each teacher or adult who has students under their supervision, should ensure that the command post receive the following information:

- Name and location
- Number and nature of injuries
- Total number of students
- Names of any missing students
- Names of any students not normally under your supervision, along with their regular room number
- Names and titles of adults (maintenance worker, teacher, visitor, etc.)

## **LOCK DOWN continued:**

14. Office personnel will utilize this information to ensure the following:

3. Appropriate medical assistance has been requested
4. Account for all students, staff and visitors

15. If it is determined that someone is unaccounted for, the campus will be searched in an effort to locate that individual. If there is imminent danger, i.e. an intruder is on campus, law enforcement will be advised of the missing person, and will conduct the search. In that case, no district personnel will leave a secured area to search. If there is no imminent danger, the principal and other designated staff, not involved in active student supervision, will sweep the campus in an effort to locate the missing person.

16. If someone arrives during the emergency, use your best judgment, based on the facts available to you, whether or not you allow them inside. If the new arrival is an unaccompanied student, bring them inside if at all possible. If the new arrival is an adult, or an adult accompanied by a child, attempt to communicate the nature of the emergency to them, and send them away.

17. Students and staff will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. Remember that our chief concern is the physical and emotional wellbeing of the students. Remain calm, and keep the students calm.

Be prepared for an extended lockdown. Plan on providing toilet facilities with what you have at hand. If a portable toilet is not available, use a trash can and plastic liner. Provide privacy as best you can, using closet doors, butcher paper etc.



## **LOCK DOWN continued:**

16. A green and red card is located in each emergency backpack. If there is no emergency inside your room, tape the green card to a window on the door. If someone needs immediate assistance, tape the red card to the window located on the door. The card can also be slipped under the door, if no windows are located nearby. Skip this procedure, if it cannot be safely accomplished. This step will allow emergency responders to move past your location if there is no emergency inside.

## **All Clear**

17. Once the threat has been resolved, the Incident Commander will advise the district office of the situation. They will advise the district office of any information, or special instructions they want sent to parents through the CJUSD system. The District Office will send a CJUSD message advising parents that the situation has been resolved and informing them of any special instructions.
18. Each incident is unique and can have a multitude of ending scenarios. Please be flexible and follow the directions from the command post. When the incident is resolved, an "All Clear" announcement will be made, followed by appropriate instructions.

**P.A. Announcement: "ALL CLEAR, ALL CLEAR, ALL CLEAR"**

The P.A. announcement will be followed by an appropriate set of instructions. Teachers: Following the "All Clear", do not release students, or take any actions until instructions are received.

- Examples:
1. "RESUME NORMAL OPERATIONS"
  2. "DISMISS STUDENTS"
  3. "IMPLEMENT EMERGENCY RELEASE PROCEDURES. CONTINUE TO KEEP ALL YOUR STUDENTS IN YOUR ROOM, UNLESS A RUNNER COMES TO EXCUSE THEM."

## **LOCK DOWN continued:**

19. In the event crowd control is required, the Incident Commander, (Principal), will call for the Search and Rescue Teams. The teachers on those teams will take their classes to a pre appointed teacher for safe keeping, and report to the office. They will pick up walkie-talkies and perform the following functions as directed by the Incident Commander:

- Sweep the campus and remove all unauthorized personnel, including parents. Request assistance from law enforcement as necessary.
- Prevent unauthorized personnel from entering the campus
- Direct parents and other members of the public to the location of the PIO (Public Information Officer)
- If appropriate, direct parents to the Emergency Release Area

20. If necessary, counselors will be requested and set up, at a location on campus.

21. The Public Information Officer (PIO) will provide appropriate information to the public, and members of the media. Requests for information from the media, will be directed to the PIO, at whatever location designated by the PIO.

22. No staff will be allowed to leave until directed to do so. Depending on the nature of the event, there may be a debriefing explaining exactly what occurred, and how it was handled. All questions should be answered as thoroughly as possible

**Remember that under no circumstances, are staff permitted to speak to the media. Refer all requests for information to the PIO. Do not allow students to be interviewed on campus.**

## **EVACUATE BUILDING**

This action is taken after the decision is made that it is unsafe to remain in the building. The Incident Commander needs to determine if the designated Emergency Assembly Area is appropriate, considering the nature of the emergency. If not, direct the evacuation to the pre-selected Alternate Emergency Assembly Area.

### **Description of Action**

1. P.A. Announcement:

**"EVACUATE BUILDING, EVACUATE BUILDING, EVACUATE BUILDING"**

**Followed by: (3) Short Bells (Fire Drill Bell Sequence)**

***Repeat Sequence of Announcements and Bells At least (3) Times!***

**Turn off regular bell schedule for the duration of the EMERGENCY**

2. The Principal or their designee, will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions

**"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OUTDOOR EMERGENCY ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR EMERGENCY BACKPACK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."**

**Incident Commander (Principal):** As soon as possible, the incident commander should notify the district office by radio. They should be prepared to provide an updated summary of the situation. The incident commander should also request the CJUSD phone system be initiated to provide timely information and instructions to the parents.

18. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Emergency Assembly Area*.

**Evacuate Building continued:**

19. Teachers will take the Emergency Backpack when leaving the building and take attendance once the class is assembled in a safe location.
20. Once assembled, teachers and students will stay in place until further instructions are given by the Principal or law enforcement. Remember that our chief concern is the physical and emotional wellbeing of the students. Remain calm, and keep the students calm.
21. If outside, students will proceed to their Emergency Assembly Area.
22. Students inside restrooms, or other locations without adult supervision, should immediately report to their Emergency Assembly Area.
23. Office Staff will evacuate to the designated Outdoor Command Post. They should take the Emergency Operation Box with them. It should include all items necessary to account for students and staff, such as roll sheets, staff rosters, and visitor sign in books.
24. As soon as possible, each teacher or adult in charge of students that the command post receives the following information:
  - Name and location
  - Number and nature of injuries
  - Total number of students
  - Names of any missing students
  - Names of any students not normally under your supervision, along with their regular room number
  - Total number of adults
  - Names and titles of adults (maintenance worker, teacher, visitor, etc.)



**Evacuate Building continued:**

25. Office personnel will utilize this information to ensure the following:

5. Appropriate medical assistance has been requested
6. Account for all students, staff and visitors

26. If it is determined that someone is unaccounted for, the campus will be searched in an effort to locate that individual. If there is imminent danger, emergency response personnel will be notified by the Incident Commander. They will search for the missing person. No district personnel will leave a secured area to search. If there is no imminent danger, the principal and other designated staff, not involved in active student supervision, will sweep the campus in an effort to locate the missing person.

27. If someone arrives during the emergency, use your best judgment, based on the facts available to you. If the new arrival is an unaccompanied student, accept them and send them to their class at the Emergency Assembly Area. If the new arrival is an Employee, assign them to an appropriate duty. If the new arrival is a child accompanied by an adult, communicate the nature of the emergency to them, and either accept the student, or send them away.

28. Be prepared for an extended period at the Emergency Assembly Area. The Incident Commander should activate Emergency Response Teams or utilize Emergency supplies as necessary to provide for the needs of the students and staff.

Depending on the nature of the emergency, meals may be available through the Food Services Director. Requests for food should be made by the Incident Commander to the Food Services Director via the Emergency Radio.

TBA Emergency Supply situation

**Evacuate Building continued:**

**All Clear**

29. Each incident is unique and can have a multitude of ending scenarios. Please be flexible and follow the directions from the command post. When the incident is resolved, an "All Clear" announcement will be made, followed by appropriate instructions.

P.A. Announcement: **"ALL CLEAR, ALL CLEAR, ALL CLEAR"**

The P.A. announcement will be followed by an appropriate set of instructions. Following the "All Clear", do not release students, or take any actions until instructions are received.

- Examples:
1. **"RETURN TO YOUR CLASSROOMS"**
  2. **"DISMISS STUDENTS"**
  3. **"IMPLEMENT EMERGENCY RELEASE PROCEDURES. CONTINUE TO KEEP ALL YOUR STUDENTS IN YOUR ROOM, UNLESS A RUNNER COMES TO EXCUSE THEM."**

14. In the event crowd control is required, the Incident Commander, (Principal), will call for the Search and Rescue Teams. The teachers on those teams will take their classes to a pre appointed teacher for safe keeping, and report to the Office. They will pick up walkie-talkies and perform the following functions as directed by the Incident Commander:

- Sweep the campus and remove all unauthorized personnel, including parents. Request assistance from law enforcement as necessary.
- Prevent unauthorized personnel from entering the campus
- Direct parents and other members of the public to the location of the PIO (Public Information Officer)
- If appropriate, direct parents to the Emergency Release Area

#### **Evacuate Building continued:**

15. If necessary, counselors will be requested and set up, at a location on campus.

16. The Public Information Officer (PIO) will provide appropriate information to the public, and members of the media. Requests for information from the media, will be directed to the PIO, at whatever location designated by the PIO.

17. No staff will be allowed to leave until directed to do so. Depending on the nature of the event, there may be a debriefing explaining exactly what occurred, and how it was handled. All questions should be answered as thoroughly as possible

- **Remember that under no circumstances are staff permitted to speak to the media. Refer all requests for information to the PIO. Do not allow students to be interviewed on campus**

## **OFF-SITE EVACUATION:**

- This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an OFF-SITE EMERGENCY ASSEMBLY AREA is required. The Incident Commander needs to determine if the designated Off Site Emergency Assembly Area is appropriate, considering the nature of the emergency. If not, direct the evacuation to another Alternate Off Site Emergency Assembly Area. Additionally, the Incident Commander needs to determine if the designated evacuation route is appropriate considering the nature of the emergency. If not, they should instruct staff to utilize an appropriate alternate route.

### **Description of Action**

1. P.A. Announcement:

**“EVACUATE THE CAMPUS, EVACUATE THE CAMPUS, EVACUATE THE CAMPUS”**

**Followed by: (3) Short Bells (Fire Drill Bell Sequence)**

***Repeat Sequence of Announcements and Bells At least (3) Times!***

**Turn off regular bell schedule for the duration of the EMERGENCY**

2. The Principal or their designee, will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions

**“YOUR ATTENTION PLEASE. WE NEED TO CLEAR THE CAMPUS. INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA. USE THE DESIGNATED EVACUATION ROUTE. (Or Describe the route to be taken) STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR EMERGENCY BACKPACKS AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED.”**



## OFF-SITE EVACUATION CONTINUED

3. **Incident Commander (Principal):** As soon as possible, the incident commander should notify the district office by radio. They should be prepared to provide an updated summary of the situation. The incident commander should also request the CJUSD phone system be initiated to provide timely information and instructions to the parents.
4. Teachers will follow instructions and direct their students in an orderly manner to the designated Off Site Emergency Assembly Area. Use the Designated Evacuation Route unless otherwise instructed.
5. Teachers will take the Emergency Backpack when leaving the building and take attendance once the class is assembled at the Off-Site Emergency Assembly Area.
6. Office Staff will evacuate to the designated Outdoor Command Post. They should take the Emergency Operation Box with them. It should include all items necessary to account for students and staff, such as roll sheets, staff rosters, and visitor sign in books.
7. If outside, unsupervised students, such as those in transit, will immediately report to their classroom.
8. Students inside restrooms, or other locations without adult supervision, should immediately report to their classroom.
9. Once assembled, teachers and students will stay in place until further instructions are given by the Principal or law enforcement. Remember that our chief concern is the physical and emotional wellbeing of the students. Remain calm, and keep the students calm

## **OFF SITE EVACUATION continued:**

10. As soon as possible, each teacher or adult in charge of students that the command post receives the following information:

- Name and location
- Number and nature of injuries
- Total number of students
- Names of any missing students
- Names of any students not normally under your supervision, along with their regular room number
- Total number of adults
- Names and titles of adults (maintenance worker, teacher, visitor, etc.)

7. Office personnel will utilize this information to ensure the following:

1. Appropriate medical assistance has been requested
2. Account for all students, staff and visitors

8. If it is determined that someone is unaccounted for, the campus will be searched in an effort to locate that individual. If there is imminent danger, emergency response personnel will be notified by the Incident Commander. They will search for the missing person. No district personnel will search under those circumstances. If there is no imminent danger, the principal and other designated staff, not involved in active student supervision, will sweep the campus in an effort to locate the missing person.

## **OFF SITE EVACUATION continued:**

9. If someone arrives during the emergency, use your best judgment, based on the facts available to you. If the new arrival is an unaccompanied student, accept them and send them to their class at the Emergency Assembly Area. If the new arrival is an Employee, assign them to an appropriate duty. If the new arrival is a child accompanied by an adult, communicate the nature of the emergency to them, and either accept the student, or send them away.
10. Be prepared for an extended period at the Emergency Assembly Area. Utilize supplies from the Emergency Backpacks as a stopgap measure. During a prolonged evacuation, the Incident Commander should coordinate with other Principals, emergency responders, etc. to obtain necessary supplies and equipment to provide for the needs of the students and staff.

Depending on the nature of the emergency, meals may be available through the Food Services Director. Requests for food should be made by the Incident Commander to the Food Services Director via the Emergency Radio.

Emergency medical supplies, water, food, shelter and restroom facilities are available in each School's Emergency Supply Bin. If the School's Bin is accessible, the Incident Commander can coordinate with the Maintenance Director to have his personnel transport the necessary material from the Bin to the Off-Site Emergency Assembly Area. In the event the School's Bin is not accessible, the Incident Commander can coordinate the acquisition of supplies from another school.

## **OFF SITE EVACUATION continued:**

### **All Clear**

11. Each incident is unique and can have a multitude of ending scenarios. Please be flexible and follow the directions from the command post. When the incident is resolved, an "All Clear" announcement will be made, by the Incident Commander at the time the All Clear is given, appropriate instructions should be provided to ensure a smooth transition to the next phase of activity.

#### **Examples:**

1. "RETURN TO CAMPUS"
  2. "IMPLEMENT EMERGENCY RELEASE PROCEDURES. CONTINUE TO KEEP ALL YOUR STUDENTS WITH YOU, UNLESS A RUNNER COMES TO EXCUSE THEM."
14. In the event crowd control is required, the Incident Commander, (Principal), will call for the Search and Rescue Teams. The teachers on those teams will take their classes to a pre appointed teacher for safe keeping, and report to the Command Post. They will perform the following functions as directed by the Incident Commander:
- Sweep the Off-Site Emergency Assembly Area and remove all unauthorized personnel, including parents. Request assistance from law enforcement as necessary.
  - Prevent unauthorized personnel from entering the Off-Site Emergency Assembly Area
  - Direct parents and other members of the public to the location of the PIO (Public Information Officer)
  - If appropriate, direct parents to the Emergency Release Area
15. If necessary, councilors will be requested and set up, at a location accessible to students, their families, and staff.

**OFF SITE EVACUATION continued:**

16. The Public Information Officer (PIO) will provide appropriate information to the public, and members of the media. Requests for information from the media, will be directed to the PIO, at whatever location designated by the PIO.
17. No staff will be allowed to leave until directed to do so. Depending on the nature of the event, there may be a debriefing explaining exactly what occurred, and how it was handled. All questions should be answered as thoroughly as possible
  - Remember that under no circumstances are staff permitted to speak to the media. Refer all requests for information to the PIO. Do not allow students to be interviewed on campus



## **9. EMERGENCY PROCEDURES**

This section describes the specific procedures school staff will follow during the seventeen emergencies listed below:

- Animal Disturbance**
- Assault on Campus (Armed or Unarmed)**
- Biological or Chemical Release**
- Bomb Threat**
- Bus Disaster**
- Disorderly Conduct**
- Earthquake**
- Explosion/Risk of Explosion**
- Fire in Surrounding Area**
- Fire On School Grounds**
- Flooding**
- Loss or Failure of Utilities**
- Motor Vehicle Crash**
- Psychological Trauma**
- Suspected Contamination of Food or Water**
- Threat of Violence**
- Unlawful Demonstration / Walkout**

It is important to note that school administrators ( Principals ) are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

In the following procedures, the Principal or designee will be referred to as "Incident Commander".

## **ANIMAL DISTURBANCE**

This procedure should be implemented when the presence of any animal, wild or domestic, which threatens the safety of students or staff. Examples are dogs, coyotes, mountain lions, bees etc.

### **Procedure**

1. The Incident Commander ( Principal ) will initiate appropriate Emergency Response Actions, which may include LOCK DOWN, SECURE IN PLACE, or EVACUATE BUILDING.
2. If the Incident Commander issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Emergency Assembly Area. If it is unsafe to remain on campus, the Incident Commander will initiate an OFF-SITE EVACUATION.
3. In the event of an evacuation, teachers will bring their Emergency Backpacks, which include their student roster. Once in the Emergency Assembly Area, they will take roll to account for students. Teachers will notify the Command Post of missing or injured students.
4. Upon discovery of an animal, staff members will attempt to isolate the animal from students if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Close doors or gates if it assists in segregating the animal.
5. If additional outside assistance is needed, the Incident Commander will call "911" and provide the location of the animal and nature of emergency. The 911 Operator will forward the call to the appropriate agency. Do not call Animal Control or the Department of Fish and Game directly.
6. If the incident is significant, the Incident Commander will contact the District Office and advise them of the situation. If appropriate, the Incident Commander should request a Connect-Ed message be sent advising parents of the nature of the emergency and advising them not to come to the school.
7. Advise the Command Post of any student or staff injuries. First aid will be provided by the Medical Team. In the event the injuries require additional treatment, the command Post will be advised, they will contact 911, and request appropriate medical attention. Be prepared to give the exact location of the victim(s) their approximate ages and the nature of the injury(s).
8. The Incident Commander or their designee will call the District Office and provide periodic updates.

## **ARMED ASSAULT ON CAMPUS**

An **Assault on Campus** involves one or more individuals who attempt to take hostages or cause physical harm to students and / or staff. Such an incident may involve unarmed individuals, individuals actually possessing weapons such as a gun, a knife or other harmful devices, or persons simulating a weapon.

### **Procedure**

1. Upon first indication of an assault, personnel should immediately notify the Incident Commander (Principal).
2. The Incident Commander will initiate the appropriate Emergency Response Action(s), which may include **SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING** or **OFF-SITE EVACUATION**.
3. The Incident Commander will call "911" and provide the exact location and nature of the incident. The Incident Commander should designate a person to remain online with 911 if safe to do so.
4. As soon as possible, use established procedures to account for students and staff. If it is determined that someone is unaccounted for, the campus will be searched in an effort to locate that individual. If there is imminent danger, i.e., an intruder is on campus, law enforcement will be advised of the missing person, and will conduct the search. In that case, no district personnel will leave a secured area to search. If there is no imminent danger, the principal and other designated staff, not involved in active student supervision, will sweep the campus in an effort to locate the missing person.
5. The Medical Team will provide first aid and if necessary, work with local authorities to ensure injured students and staff, receive medical attention.
6. As soon as possible, the Incident Commander will contact the district office and advise them of the situation. If appropriate, the Incident Commander should request a Connect-Ed message be sent advising parents of the nature of the emergency and advising them not to come to the school.
7. The Incident Commander or their designee will call the District Office and provide periodic updates. Those updates will include a verified list of casualties, and the locations to which they were transported. The Incident Commander will utilize district personnel and equipment and other resources as needed.
8. All media inquiries will be referred to the designated Public Information Officer.
9. The Incident Commander will debrief staff.



## **BIOLOGICAL OR CHEMICAL RELEASE**

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Such releases may be intentional or unintentional. The source may be located on school grounds such as discharge of acid in a school laboratory or may originate off the school site such as an accident involving hazardous materials in proximity of the school, or an explosion at a nearby oil refinery, truck release or agricultural incident.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures.

Some agents may be in a gaseous state, some a powder, and some may be liquid. Some gases are visible and some invisible. Some gasses are heavier than air and some lighter than air. All these factors need to be taken into account when determining an appropriate course of action.

Principals should determine ahead of time if there are any obvious chemical hazards near their School. If chemicals are stored or manufactured nearby, determine ahead of time what the chemicals are, the characteristics of the chemicals, their effects on humans, and treatment protocols in the event of exposure. Having such information in advance may save valuable time in the event of a release.

### **Scenario 1: Substance Released Inside a Room or Building**

1. The Teacher or Employee who discovers the substance will order the evacuation of that area immediately affected by the contamination. As soon as possible they need to notify the Principal (Incident Commander). The Incident Commander will initiate the appropriate Emergency Response Action. They may include **SHELTER IN PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION**. In the event of evacuation, staff will use designated routes or alternative safe routes, to the Emergency Assembly Area. The area should be located upwind of the affected room or building.
2. The Incident Commander or their designee will call "911", and provide the exact location (e.g., building, room, area) and nature of emergency.
3. As soon as possible, the Incident Commander will notify the District Office, and advise them of the situation. They will request initiation of the **CJUSD** phone system, in order to notify parents of the nature of the situation, and to advise them not to come to the school.
4. The Incident Commander will instruct the Search and Rescue Team isolate and restrict access to potentially contaminated areas. A Team Member should be designated to guide Emergency Responders to both the contaminated area and location of those who were exposed.
5. The Custodian will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air conditioning system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the Medical Team should assess the need for medical attention.
7. The Command Post will compile a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. This information must be passed on to any emergency responders. The School Administrator will complete the **Biological and Chemical Release Response Checklist**.
8. If necessary, the incident commander will request the Psychological First Aid Team, who will convene onsite and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the Santa Barbara County Fire Department, appropriate agencies, or the Incident Commander provides clearance.

## SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED

1. The Incident Commander will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will initiate the appropriate Emergency Response Action. They may include SHELTER IN PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION. In the event of evacuation, staff will use designated routes or alternative safe routes, to the On or Off Site, Emergency Assembly Area. The area should be located upwind of the affected area.
2. The Incident Commander or their designee will call "911", and provide the exact location (e.g., building, room, area) and nature of emergency.
3. As soon as possible, the Incident Commander will notify the District Office, and advise them of the situation. They will request initiation of the CJUSD phone system, in order to notify parents of the nature of the situation, and to advise them not to come to the school.
4. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
5. The Command Post will compile a list of all people who have been affected by the substance, or otherwise contaminated. This information must be passed on to any emergency responders. The School Administrator will complete the Biological and Chemical Release Response Checklist.
6. If necessary, the incident commander will request the Psychological First Aid Team, who will convene onsite and begin the process of counseling and recovery.
7. Any affected areas will not be reopened until the Santa Barbara County Fire Department, appropriate agencies, or the Incident Commander provides clearance.

### SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

1. If the Incident Commander or local authorities determine a potentially toxic substance has been released to the atmosphere, the Incident Commander will initiate the appropriate Emergency Response Action. They may include SHELTER IN PLACE, or OFF-SITE EVACUATION. In the event of evacuation, staff will use designated routes or alternative safe routes, to the On or Off Site, Emergency Assembly Area. The area should be located upwind of the affected area.
2. The Incident Commander or their designee will call "911", and provide the exact location (e.g., building, room, area) and nature of emergency.
3. As soon as possible, the Incident Commander will notify the District Office, and advise them of the situation. They will request initiation of the CJUSD phone system, in order to notify parents of the nature of the situation, and to advise them not to come to the school.
4. The school will remain in a SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION condition until appropriate agency, or the Incident Commander provides clearance.



## **BOMB THREAT**

This protocol is initiated by receipt of a bomb threat, or discovery of a suspicious device. The threat can be received by telephone, note, e-mail, personal delivery, or from police or fire personnel.

Bomb threats are much more common than either actual explosive devices, or explosions. In general, threats or advanced warnings are not given when a bomb is actually going to explode. Statistically, when a bomb explodes, there is no warning, and conversely, when threats are made there is normally no explosion.

Threats can be used for various purposes, including creating fear, and disrupting normal activities, or calling attention to an individual or group. A phone threat can be received at any number and may be found on an answering machine at the beginning of the day.

Normally, a threat requires some additional factor to make it "credible". Determining the credibility of the threat is best left to the professionals, however the Incident Commander or other District Administrator may be asked to make the call, or to provide input. Factors contributing to credibility are age of the caller. Specificity of the threat stated motive, description of the device, or apparent explosives knowledge.

Threats made by students, absent any corroborative facts are normally considered non credible. Non credible threats call for lesser response than either credible threats, or when a suspicious device is actually discovered.

A series of false Bomb Threats create the possibility that the perpetrator is "patterning" the schools response to the threats. By placing the false threats, the perpetrator learns both evacuation routes and emergency assembly areas. If multiple threats are received, it is important that officials recognize the pattern of threats and utilize different evacuation routes and assembly areas.

Routinely examine evacuation areas. Look for evidence of recent digging. Remove trash cans, dumpsters, or other items which could be used to conceal an explosive device. Be suspicious of piles of trash or other debris which appear in an assembly area. Improvised Explosive Devices, or I.E.D.'s is routinely concealed in such items.

## **Procedure**

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – Tell the operator, "This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]."
2. The person answering the threat call should follow the procedures on the Bomb Threat Checklist. A checklist should be located underneath each phone capable of receiving an outside call. If no checklist is available, try to obtain the following information:
  - When is the bomb going to explode?
  - Where is the bomb right now?
  - What does the bomb look like?
  - What kind of bomb is it?
  - What will cause the bomb to explode?
  - Did you place the bomb? Why?
  - What number can I call you back at?
  - What is your address?
  - What is your name?
3. After receiving the telephoned threat, the person who answered the call should immediately notify the Principal ( Incident Commander ). As soon as practical, the Incident Commander, or their designee will notify the district office and advise them of the situation.
4. If the threat is received through other means, the person receiving the threat will notify the Principal, ( Incident Commander ). The Incident Commander will notify the Santa Paula Police Department via "911" and pass along all information regarding the incident. Attempt to preserve the evidence, i.e., note, or e-mail, by which the threat was conveyed. If it was delivered in person, attempt to gain as much information as possible about the informant. If the informant is cooperative, have them wait for police.
5. If a specific location is identified in the threat, the Incident Commander should evacuate the area, as well as the area surrounding the reported location of the explosive. Use evacuation routes that do not place students or staff in close proximity to the location of a suspected device.
6. While in the area under threat, all cell phones, beepers and hand-held radios should be turned off since many explosive devices can be triggered by radio transmissions. Bomb threat experts recommend no radio transmission within 500 feet of a device, or suspected location of a device. Use of any electronic device within the 500' restriction zone must be cleared in advance with the Incident Commander.

### **Bomb Threat continued:**

7. If a suspicious object is identified, notify the Incident Commander immediately. No attempt should be made to investigate or examine the object. Evacuate the area near the device.
8. If no suspicious device(s) are found, and the threat appears to be unfounded, the Incident Commander ( Principal ) will make the determination as to when to resume normal operations.
9. Based on the search results, the Incident Commander will determine the appropriate Immediate Response Action, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 7.0.
10. The Incident Commander shall update the district office and request necessary assistance. If Police respond, or if students are evacuated from their classrooms, the SwiftK12 system should be initiated.
11. If a device is found, or if police determine the threat to be credible, they will assume command. Once command is shifted to the police department, the Incident Commander will assume a support function, and must obey all lawful orders issued by the on-scene Law Enforcement Personnel. **Do not interfere with the Police.**
12. The Incident Commander should ensure that the physical needs of the students and staff are being met. Keep in mind that there are supplies in the Emergency Bin, and that additional supplies or manpower can be brought in from other campuses. Students can also be walked to a nearby campus, where it may be easier to provide services such as food, or shelter.
13. If requested by the Incident Commander, the Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
14. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. At the conclusion of the incident, the Incident Commander will take the appropriate actions based on the circumstances.
15. After the incident is over, the Incident Commander will complete the Bomb Threat Report.



# BOMB THREAT PACKET

# **BOMB THREAT CHECKLIST**

**Phone Number Appearing on Caller I.D.:** \_\_\_\_\_

- 1.) When is the bomb going to explode?
- 2.) Where is the bomb right now?
- 3.) What does the bomb look like?
- 4.) What kind of bomb is it?
- 5.) What will cause the bomb to explode?
- 6.) Did you place the bomb?
- 7.) Why?
- 8.) What is your address?
- 9.) What is your name?

## **Exact Wording of Bomb Threat:**

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**Phone # at which call was received** \_\_\_\_\_ **Time Call Received** \_\_\_\_\_ **Length of Call** \_\_\_\_\_

**Date Call Received** \_\_\_\_\_ **Sex of Caller** \_\_\_\_\_ **Race** \_\_\_\_\_ **Age** \_\_\_\_\_

**REMARKS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Your name:** \_\_\_\_\_ **Title:** \_\_\_\_\_ **PH #** \_\_\_\_\_ **Date** \_\_\_\_\_

# **BOMB THREAT CALL INFORMATION**

## **DESCRIBE THE CALLER:**

**Sex of the caller:**    *Male*                      *Female*                      *Unsure*

**Approximate Age of Caller:**

**Caller's voice was (circle all that apply):**

## **SPEED AND PITCH**

Hurried or Rapid	Moderately paced	Slow
Hushed or quiet	Loud	Deep
High-pitched	Squeaky	Other:

## **EMOTION**

Distant	Excited	Angry
Sad	Happy	Calm
Agitated	Matter-of-Fact	Boastful
Sincere	Crazed	Other:

## **QUALITY**

Stutter	Lisp	Slurred
Whispered	Laughing or Giggling	Raspy
Nasal	Deep Breathing	Crying
Stressed	Whining	Clearing Throat
Cracking Voice	Other:	Other:

# **BOMB THREAT CALL INFORMATION**

**DESCRIBE THE CALLER continued:**

## **LANGUAGE**

Language	Accented	Well-spoken
Foul	Audio Taped	Incoherent
Message read	Irrational	Broken
Drunk	Other	Other

**Could you tell if the call was:**

Local?	Long Distance?	Cell Phone?
Was the voice familiar?	Y or N	If yes, how, who if known?
Was the voice disguised?	or N	If yes, how?

## **DESCRIBE THE ATMOSPHERE**

**Could you make out anything said in the background?**

**Background Sounds Heard on the Call (circle all that apply):**

Trains	Airplanes	Party	Children
Quiet	Static	Echo	Street noises
House noises	Voices	Vehicle noise	Animal noises
PA System	Music	Motor	Factory machinery
Office machinery	Other	Other	

## **PERSON WHO RECEIVED CALL**

**Your Name:**

**Your Position:**

**Your Telephone Number:**

**Was a recording of the call made?**

## **BUS DISASTER**

These procedures are for use in the event of an earthquake, serious bus accident, or other emergency, that occurs while students are traveling on a bus.

The vehicle driver is responsible for the safe, and lawful operation of the vehicle. Do not interfere with the driver's responsibilities. In the event the driver is not operating the vehicle in a safe manner, do not hesitate to take action, up to, and including telephoning for assistance.

The district employee in charge of the event will account for all students in their vehicle. They will also be responsible for ensuring the students receive necessary food, water, and medical treatment. They will also be responsible for the behavior of the students in their charge.

### **Procedure**

1. In the event of an earthquake, the driver should instruct the passengers to DUCK AND COVER. In the event the driver does not, any other adult on board, may make the announcement.
1. After the shaking stops, check for injuries and provide first aid as appropriate.
2. If the bus is disabled, stay in place until help arrives.
3. Contact the Principal, as soon as possible, and report the location and condition of students and staff.
4. The Principal will determine what additional appropriate notification(s) should be made and will brief the office of the Superintendent.
5. If conditions permit, the driver should be instructed to continue to the original destination.
6. If it is impossible to continue to the original destination, attempt to return to school. If it is not possible to safely return to school, proceed to the nearest designated shelter, or safe area. Upon arriving, notify the Principal. Adults should remain with the children until further instructions are received from the Principal.



## **BUS DISASTER CONTINUED**

1. In the event the bus is involved in an accident, follow the instructions of the driver. Evacuate only in the event of fire, or another life-threatening emergency situation.
2. As soon as possible, call "911". Provide the exact location of the bus and wait for arrival of emergency responders. Police must respond to any accident involving a school bus. Do not allow the driver to leave the scene of the accident before the arrival of Police.
3. If students are evacuated from the bus, ensure that they remain out of traffic. Move them as far from the roadside as practical.
7. Check for injuries and provide appropriate first aid.
8. Contact the Principal, as soon as possible, and report the location and condition of students and staff.
9. The Principal will determine what additional appropriate notification(s) should be made and will brief the office of the Superintendent.
10. If conditions permit, the driver should be instructed to continue to the original destination.
11. If it is impossible to continue to the original destination, attempt to return to school. If it is not possible to safely return to school, proceed to the nearest designated shelter, or safe area. Upon arriving, notify the Principal. Adults should remain with the children until further instructions are received from the Principal

## **DISORDERLY CONDUCT**

**Disorderly Conduct** may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to the section **Armed Assault on Campus**.

### **Procedure**

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff. This action should only be attempted if it is safe to do so.
2. Staff will immediately notify the Principal.
3. The Principal will assume Incident Commander responsibilities, and will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
4. If appropriate, the Incident Commander will ensure that Police are notified via 911. The caller should be prepared to provide the exact location and nature of the incident. Circumstances requiring Police notification include any violent act, threatened, or actual criminal action. If in doubt, notify Police.
5. If an immediate threat is not clearly evident, the Incident Commander (Principal) or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. Be prepared to take appropriate action if the incident escalates.
7. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
8. As soon as possible, The Incident Commander will notify the district office of the situation.
9. After the incident is resolved, the Incident Commander will notify the district office.
10. An ALL CLEAR can be given, and normal operations resumed as soon as it is safe to do so.



## **EARTHQUAKE**

**Earthquakes** generally occur without warning and may cause minor to serious ground shaking, damage to buildings, interruption of utilities and communication, as well as injuries, or death. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

### **Procedure**

*Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.*

### **Earthquake During School Hours**

1. Upon the first indication of an earthquake, teachers should direct students to **DUCK AND COVER**. Do not wait for a P.A. Announcement.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. If appropriate based on the degree of shaking, the Principal will initiate the **EVACUATE BUILDING** action when the shaking stops. If the event is large enough to do visible damage, or knock items over, evacuation should be undertaken. Staff and students will evacuate the buildings using prescribed evacuation routes. If the prescribed routes are unsafe, use alternate safe routes to the Emergency Assembly Area.
4. In the event of fire, or serious injury, the Incident Commander will call for assistance via 911. If 911 is unavailable, other means of communication may be used, including emergency radios.
5. In the event of an evacuation, Teachers will bring their classroom **Emergency Backpacks** with them to the Emergency Assembly Area.
6. Use established procedures to account for students and staff.
7. The district office will contact each site to determine whether all students and staff have been accounted for. The Incident Commander is responsible for notifying the Superintendent of any pertinent information, including damage to district property, or loss of utilities.
8. The **CJUSD** phone system may be used to keep parents informed and give them instructions if necessary.

## **EARTHQUAKE CONTINUED**

9. The Incident Commander will utilize emergency response teams as necessary, to account for students, staff and visitors. Provide first aid for the injured. Ensure that any deceased persons are blocked from view, by covering them with blankets. Provide for the food, water and sanitation and shelter needs of students and staff. Locate hazards and turn off utilities only if necessary.
10. If injuries have occurred, the Incident Commander will activate the First Aid/Medical Team. They will establish an aid station and provide appropriate first aid to the injured.
11. If everyone is accounted for, and it appears safe to do so, the Incident Commander may activate one or more Search Teams. They can be used to make an initial inspection of school buildings to identify any significant hazard or damage. They will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
12. If it is determined that anyone is unaccounted for, and it appears safe to do so, the Incident Commander will activate one or more Search Teams. They will perform a search of buildings and grounds, in an effort to locate the missing person, or persons.
13. Before reoccupying any evacuated building. The Incident Commander will confer with the District Superintendent.
14. The Incident Commander will remain flexible to changing conditions and has the option to order an OFF-SITE EVACUATION, or other actions as warranted by circumstances. Conditions which might result in OFF SITE EVACUATION, include threat of fire, or hazardous material release.
15. After consultation with the District Superintendent, the Incident Commander may conclude the incident by initiating the appropriate action. Those may include ALL CLEAR, or implementation of the Emergency Student Release Procedures.
  - Depending on the severity of the earthquake, some students may not be picked up after release. The Incident Commander will utilize personnel and supplies, to provide for the security and material needs of those students.

### **Earthquake During Non- School Hours:**

1. If an earthquake occurs during non-school hours, the Principal from each site, will contact the Maintenance & Operations Director, and the Food Services Director. They will determine if the event was of sufficient magnitude to warrant a site inspection. If they determine a site inspection is warranted, they will coordinate it, and insure it is completed before any buildings are occupied.
2. The Food Services Director will inspect food service facilities, and equipment, at each site, in order to evaluate whether they will be able to provide food service. The food Service Director will report the results of their Inspection to both the site Principal, and the District Superintendent.
3. In the event the inspection determines there is no structural damage, or the damage is judged to be superficial, the Principal should confer with the District Superintendent on identified damages to determine if the school should be closed.
4. If there is visible structural damage, or if there is any question about the structural integrity of any building, the Maintenance Director will coordinate with the Office of the State Architect. The State Architect will physically inspect the buildings and determine whether they can be safely occupied.
5. The State Architect may authorize the use of outside engineers during large earthquake events. In the event outside engineers are used, the Maintenance Director will coordinate the inspections, and ensure the District Superintendent is apprised of the findings, and that all necessary reports are forwarded to the Office of the State Architect.

## **Explosion / Risk of Explosion**

This section addresses four possible scenarios involving an **Explosion / Risk of Explosion**:

- Scenario 1 - Explosion on school property
- Scenario 2 – Risk of explosion on school property
- Scenario 3 - Explosion or risk of explosion in a surrounding area, and
- Scenario 4 – Nuclear blast or explosion involving radioactive materials.

*[A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]*

It is necessary to first determine which scenario applies and then implement the appropriate response procedures.

### **Procedure**

#### **SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY**

1. In the event of an explosion, all persons should initiate **DUCK AND COVER**. Do not wait for an announcement.
2. The Principal should consider the possibility of another imminent explosion and take appropriate action.
3. As soon as possible, the Incident Commander, Principal), will initiate appropriate Immediate Response Actions, which may include **SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION**. Evacuation may be warranted in some buildings and other buildings may be used as shelter, based on circumstances.
4. The Incident Commander will call for assistance via 911. If 911 is unavailable, other means of communication may be used, including emergency radios.
5. In the event of an evacuation, Teachers will bring their classroom Emergency Backpacks with them to the Emergency Assembly Area.
6. Use established procedures to account for students and staff.
7. As soon as possible, the Incident Commander will contact the District Office, and advise them of the situation at their site.



## **Explosion / Risk of Explosion continued**

8. The CJUSD phone system may be used to keep parents informed and give them instructions if necessary.
9. The Incident Commander will utilize emergency response teams as necessary, to account for students, staff and visitors. Provide first aid for the injured. Ensure that any deceased persons are blocked from view, by covering them with blankets. Provide for the food, water and sanitation and shelter needs of students and staff. Locate hazards and turn off utilities only if necessary.
10. If injuries have occurred, the Incident Commander will activate the First Aid/Medical Team. They will establish an aid station and provide appropriate first aid to the injured.
11. If everyone is accounted for, and it appears safe to do so, the Incident Commander may activate one or more Search Teams. They can be used to make an initial inspection of school buildings to identify any significant hazard or damage. They will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
12. If it is determined that anyone is unaccounted for, and it appears safe to do so, the Incident Commander will activate one or more Search Teams. They will perform a search of buildings and grounds, in an effort to locate the missing person, or persons.
13. Before reoccupying any building with visible damage, The Incident Commander will confer with the Director of Maintenance and Operations and the District Superintendent.
14. The Incident Commander will remain flexible to changing conditions and has the option to order an OFF-SITE EVACUATION, or other actions as warranted by circumstances. Conditions which might result in OFF SITE EVACUATION, include secondary explosions, fire, hazardous material release, or smoke.
15. After consultation with the District Superintendent, the Incident Commander may conclude the incident by initiating the appropriate action. Those may include ALL CLEAR, or implementation of the Emergency Student Release Procedures.

## **SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY**

1. The Principal (Incident Commander) will utilize all available information and resources, to determine the nature of the risk, and best course of action. Based on their evaluation, the Incident Commander may elect to initiate an Immediate Response Action. Potential actions may include **DUCK AND COVER**, **SHELTER-IN-PLACE**, **EVACUATE BUILDING**, or **OFF-SITE EVACUATION**.
2. If an explosion does occur, follow the procedures outlined in the *Explosion on School Property* section of this document.
3. If an explosion does not occur, the Incident Commander will gather all available information and confer with Police, Fire, and other appropriate outside agencies, as well as the District Superintendent. The Incident Commander will determine the current risk level, and take appropriate action based on information and circumstances available to them.

The appropriate actions may include **ALL CLEAR**, and a resumption of normal operations, or the Incident Commander may elect to cancel the remainder of the school day and initiate an Emergency Student Release. Regardless of the direction chosen, the Incident Commander should ensure that instructions are given in a clear, concise and calm manner, and that an orderly transition occurs.



### **SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA**

1. The School Administrator will initiate the SHELTER-IN-PLACE response action.
2. The Principal (Incident Commander) will utilize all available information and resources, to determine the nature of the risk, and best course of action. Based on their evaluation, the Incident Commander may elect to remain in SHELTER-IN-PLACE or may initiate another Immediate Response Action. Potential actions may include DUCK AND COVER, EVACUATE BUILDING, or OFF-SITE EVACUATION.
3. If an explosion does occur near the school, follow the procedures outlined in the *Explosion On School Property* section of this document.
4. If an explosion does not occur, but there is a perceived risk of one, the Incident Commander will gather all available information and confer with Police, Fire, and other appropriate outside agencies, as well as the District Superintendent. The Incident Commander will determine the current risk level, and take appropriate action based on the circumstances, and the information and available to them.
5. The appropriate actions may include ALL CLEAR, and a resumption of normal operations, or the Incident Commander may elect to cancel the remainder of the school day and initiate an Emergency Student Release. Regardless of the direction chosen, the Incident Commander should ensure that instructions are given in a clear, concise and calm manner, and that an orderly transition occurs.

#### **SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS**

1. The School Administrator will initiate the SHELTER-IN-PLACE response action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
3. The Incident Commander (Principal) will ensure that "911" is called. If unable to make "911" contact, utilize other means of communications, including emergency radios. Provide details on the area and personnel affected at the school.
4. After the initial blast, it is not necessary to keep students on the floor. Remove students from rooms with broken windows, extinguish fires, provide first aid, and move students to safe external rallying stations.
5. If safe to do so, the Incident Commander will direct the Utilities Shut Off Team to turn off the school's main gas supply, local fans and air conditioning systems. Employees will close and lock doors and windows and attempt to seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, if available.
6. The Incident Commander will use appropriate means to communicate with the District Office and provide information about the circumstances at their site. If appropriate, the District Office may elect to initiate the CJUSD phone system, in order to inform and instruct parents about the situation.
7. The Incident Commander should monitor radio or television announcements and initiate further actions as appropriate.
8. Utilize classroom emergency supplies including portable toilets and water as needed. The Incident Commander is responsible for providing for the physical needs of students and staff. If safe to do so, they may choose to designate personnel to distribute emergency supplies from the Emergency Supply Bins.
9. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the Incident Commander issues further instructions.

## **FIRE IN SURROUNDING AREA**

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. Wind direction and smoke must also be taken into account.

### **Procedure**

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
2. The Incident Commander (Principal) will ensure that "911" is notified. The caller must be able to provide the location and nature of emergency.
3. The Incident Commander will contact the Santa Barbara county Fire Department and will work with them, to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
4. If the Incident Commander issues the EVACUATE BUILDING, or OFF-SITE EVACUATION action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the designated evacuation site.
5. In the event of a building evacuation, Teachers will bring Classroom Emergency Backpacks to the Emergency Assembly Area, or the Off-Site EVACUATION Area.
6. As soon as possible, the Clerical / Release Team will account for all students and staff.
7. In the event someone is determined to be missing, the Incident Commander will advise both Santa Barbara County Sheriffs and Fire Departments. Be prepared to provide the name, description and last known location of the missing person.  
  
If safe to do so, the Incident Commander may utilize Search and or Rescue Teams to search for the missing person(s).
8. The Incident Commander will use appropriate means to communicate with the District Office and provide information about the circumstances at their site. If appropriate, the District Office may elect to initiate the CJUSD phone system, in order to inform and instruct parents about the situation.

## Fire in Surrounding Area continued

9. Utilize classroom emergency supplies including portable toilets and water as needed. The Incident Commander is responsible for providing for the physical needs of students and staff. If safe to do so, they may choose to designate personnel to distribute emergency supplies from the Emergency Supply Bins.
10. Do not resume normal operations, until the appropriate agency provides clearance, and the Incident Commander issues further instructions.



## **FIRE ON SCHOOL GROUNDS**

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

### **Procedure**

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building to evacuate to the Emergency Assembly Area. They will signal the fire alarm and report the fire to the Principal.
2. The Incident Commander (Principal) will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Emergency Assembly Area.
3. The Incident Commander will call "911" and provide the exact location (e.g., building, room, area) of the fire.
4. In the event of a building evacuation, Teachers will bring Classroom Emergency Backpacks to the Emergency Assembly Area, or the Off-Site EVACUATION Area.
5. As soon as possible, the Clerical / Release Team, will account for all students and staff.
6. In the event someone is determined to be missing, the Incident Commander will advise both Santa Barbara County Sheriff and Fire Departments. Be prepared to provide the name, description, and last known location of the missing person.

If safe to do so, the Incident Commander may utilize Search and or Rescue Teams to search for the missing person(s).

7. The Incident Commander will use appropriate means to communicate with the District Office and provide information about the circumstances at their site. If appropriate, the District Office may elect to initiate the CJUSD phone system, in order to inform and instruct parents about the situation.
8. Utilize classroom emergency supplies including portable toilets and water as needed. The Incident Commander is responsible for providing for the physical needs of students and staff. If safe to do so, they may choose to designate personnel to distribute emergency supplies from the Emergency Supply Bins.
9. The Incident Commander may utilize the Search and or Rescue Teams, to secure the area, to prevent unauthorized entry, and keep access roads clear for emergency vehicles.

## Fire On School Grounds continued

10. The Incident Commander will maintain an open line of communication with the Santa Barbara County Fire Department, and the Santa Barbara County Sheriff's Office.
11. When safe to do so, the Incident Commander will activate the Utility Shutoff Team. They will examine the site, log any utility issues, shutting off any which pose a hazard. Following the survey, the Information will be passed on to the Incident Commander, who will ensure that the appropriate utility company is notified.
12. Do not resume normal operations, until the appropriate agency provides clearance and the Incident Commander issues further instructions.
13. For fires during non-school hours, the Principal from the affected site, will contact the Maintenance & Operations Director, and the Food Services Director. They will determine if the event warranted a site inspection. If they determine a site inspection is warranted, they will coordinate it, and insure it is completed before any buildings are occupied.
14. The Food Services Director will inspect food service facilities, and equipment, at each site, in order to evaluate whether they will be able to provide food service. The food Service Director will report the results of their Inspection to both the site Principal, and the District Superintendent.
15. In the event the inspection determines there is no structural damage, or the damage is judged to be superficial, the Principal should confer with the District Superintendent on identified damages to determine if the school should be closed.
16. If there is visible structural damage, or if there is any question about the structural integrity of any building, the Maintenance Director will coordinate with the Office of the State Architect. The State Architect will physically inspect the buildings and determine whether they can be safely occupied.
17. The State Architect may authorize the use of outside engineers during large earthquake events. In the event outside engineers are used, the Maintenance Director will coordinate the inspections, and ensure the District Superintendent is apprised of the findings, and that all necessary reports are forwarded to the Office of the State Architect.
18. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department. Be sure the caller is clear that the "fire is out."



## **FLOODING**

This procedure applies whenever storm water or other sources of water damage, inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or flash flooding in nearby streams or rivers.

### **Procedure**

- A. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. The Incident Commander will call "911" and describe the nature and extent of the flooding.
3. In the event of a building evacuation, Teachers will bring Classroom Emergency Backpacks to the Emergency Assembly Area, or the Off-Site EVACUATION Area.
4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
5. As soon as possible, the Clerical / Release Team, will account for all students and staff.
6. In the event someone is determined to be missing, the Incident Commander will advise both Santa Barbara County Sheriffs and Fire Departments. Be prepared to provide the name, description, and last known location of the missing person.
7. If safe to do so, the Incident Commander may utilize Search and or Rescue Teams to search for the missing person(s).
8. The Incident Commander will use appropriate means to communicate with the District Office and provide information about the circumstances at their site. If appropriate, the District Office may elect to initiate the CJUSD phone system, in order to inform and instruct parents about the situation.
9. Utilize classroom emergency supplies including portable toilets and water as needed. The Incident Commander is responsible for providing for the physical needs of students and staff. If safe to do so, they may choose to designate personnel to distribute emergency supplies from the Emergency Supply Bins.
10. The Incident Commander may utilize the Search and or Rescue Teams, to secure the area, to prevent unauthorized entry, and keep access roads clear for emergency vehicles.

## Flooding continued

11. The Incident Commander will maintain an open line of communication with the Santa Barbara County Fire Department, and the Santa Barbara County Sheriff's Office.
12. When safe to do so, the Incident Commander will activate the Utility Shutoff Team. They will examine the site, log any utility issues, shutting off any which pose a hazard. Following the survey, the Information will be passed on to the Incident Commander, who will ensure that the appropriate utility company is notified.
13. At the conclusion of the emergency, the Incident Commander will utilize the appropriate actions described in these procedures, to ensure an orderly transition to the next phase of activity, whether it be normal operations, emergency release etc.
14. The Incident Commander will contact the District Office, and provide parental instructions, or other information to be disseminated via the CJUSD system.
15. For flooding during non-school hours, the Principal from the affected site, will contact the Maintenance & Operations Director, and the Food Services Director. They will determine if the event warranted a site inspection. If they determine a site inspection is warranted, they will coordinate it, and insure it is completed before any buildings are occupied.
16. The Food Services Director will inspect food service facilities, and equipment, at each site, in order to evaluate whether they will be able to provide food service. The food Service Director will report the results of their Inspection to both the site Principal, and the District Superintendent.
17. In the event the inspection determines there is no structural damage, or the damage is judged to be superficial, the Principal should confer with the District Superintendent on identified damages to determine if the school should be closed.
18. If there is visible structural damage, or if there is any question about the structural integrity of any building, the Maintenance Director will coordinate with the Office of the State Architect. The State Architect will physically inspect the buildings and determine whether they can be safely occupied.
19. The State Architect may authorize the use of outside engineers during large earthquake events. In the event outside engineers are used, the Maintenance Director will coordinate the inspections, and ensure the District Superintendent is apprised of the findings, and that all necessary reports are forwarded to the Office of the State Architect.

## **LOSS OR FAILURE OF UTILITIES**

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

### **Broken Water Line / Sewer Line**

1. If flooding is discovered, notify the (Principal) Incident Commander. Provide as much information as possible, including the location of the flooding, and any identifiable cause.
2. If a leak in a charged water line is identified, the Incident Commander should notify the Maintenance Director and determine if maintenance personnel or the Utility Shutoff Team will be used to shut off the line.  
  
If necessary, the Incident Commander will activate the Utility Shutoff Team. They will be directed to turn off water, at a main valve located above the leak.
3. If necessary, the Incident Commander may initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
4. As soon as possible, the Incident Commander will notify the Maintenance & Operations Director, and the District Office of the broken line.
5. The Incident Commander and the Maintenance Director will determine the appropriate course of action.
6. The Maintenance Director will contact the affected utility company, notify them of the problem, determine whether their assistance is required, and the potential length of time service will be interrupted.
7. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.



## **Downed Electrical Line**

1. If downed electrical lines are located, establish a perimeter around the downed line. Do not allow anyone to go near the line. Notify the Incident Commander, (Principal) as soon as possible.
2. The Incident Commander will ensure that "911" is notified. The caller should be prepared to provide detailed information about the incident, including the nature of the emergency, exact location, and number and type of any known injuries.
3. If necessary, the Incident Commander may initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
4. As soon as possible, the Incident Commander will notify the Maintenance & Operations Director, and the District Office of the loss of utility service.
5. The Incident Commander and the Maintenance Director will determine if electrical service will be shut off, and whether the Utility Shutoff Team or maintenance personnel will perform the shutoff.
6. The Maintenance Director will contact the affected utility company, notify them of the problem, determine whether their assistance is required, and the potential length of time service will be interrupted.
7. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

## **Natural Gas Leak**

1. If a natural gas leak is detected, refer to the Explosion / Risk of Explosion section of this document.
2. Once the leak is detected, establish a perimeter around the leak. Do not allow anyone to go near the line. Notify the Incident Commander, ( Principal ) as soon as possible.
3. The Incident Commander will ensure that "911" is notified. The caller should be prepared to provide detailed information about the incident, including the nature of the emergency, exact location, and number and type of any known injuries.
4. If necessary, the Incident Commander may initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
5. As soon as possible, the Incident Commander will notify the Maintenance & Operations Director, and the district office of the loss of utility service.
6. The Incident Commander and the Maintenance Director will determine if natural gas service will be shut off, and whether the Utility Shutoff Team or maintenance personnel will perform the shutoff.
7. The Maintenance Director will contact the affected utility company, notify them of the problem, determine whether their assistance is required, and the potential length of time service will be interrupted.
8. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

The Incident Commander is responsible to see that the basic needs of Students and Staff are addressed during a loss of utility, or another emergency situation.

**Plan for a Loss of Water:**

**Toilets:** Many classrooms are equipped with portable toilets, and privacy screens, for use during Shelter in Place, or Lockdowns. Additional portable toilets, privacy screens and supplies are located in each school's Emergency Supply Bin.

**Drinking Water:** Many classrooms are equipped with individual drinking water rations, for use during Shelter in Place, or Lockdowns. Additional water is located in each school's Emergency Supply Bin.

**Food Service:** In the event food service is interrupted at one site, prepared food can be brought from another site. This accommodation must be coordinated through the Food Services Manager.

Additional food is stored in each school's Emergency Supply Bin. A supply of high energy food bars is stored inside rodent proof plastic containers. The total number of bars in storage should be 10 bars per student.



### **Plan for a Loss of Electricity:**

**Ventilation:** Open windows and doors.

**Emergency Light:** Open window and doors.

**Communication:** Emergency Radios will have a charged extra battery available in the event of electricity loss. In the event the electrical interruption outlasts the life of the extra radio battery, a car charge cord accompanies each radio. This will allow a vehicle cigarette lighter to be used to recharge the radio batteries.

Emergency radio base stations have battery backup, which is expected to last up to 3 days, in the event of power failure.

The emergency radio system "repeater" is equipped with battery backup, which is expected to last up to 3 days, in the event of power failure.

**Plan for a loss of Natural Gas:**

**Food Service:** In the event food service is interrupted at one site, prepared food can be brought from another site. This accommodation must be coordinated through the Food Services Manager.

Additional food is stored in each school's Emergency Supply Bin. A supply of high energy food bars is stored inside rodent proof plastic containers. The total number of bars in storage should be 10 bars per student.

**Heating:** Emergency Blankets are stored in each school's Emergency Supply Bin.

### **Plan for a loss of Communication:**

**Telephone Service:** In the event telephone service is interrupted there are radios that can be used to communicate between schools and the buses. A localized additional radio option needs to be developed to ensure continuity of communication.

Cellular phones will continue to function during some emergencies and their use is encouraged. Even when cell phone coverage is problematic text messaging services are still likely to function.

Any other means of communication available during an emergency are approved for use. Those devices include but are not limited to walkie talkies, internet, text messaging, and hand delivered messages.

## **MOTOR VEHICLE CRASH**

This procedure addresses situations involving a **Motor Vehicle Crash** on or immediately adjacent to school property. If a crash result in a fuel or chemical spill on school property, refer to the Biological or Chemical Release Section. If a crash result in a utility interruption, refer to the Loss or Failure of Utilities Section.

### **Procedure**

1. Upon discovery of a Motor Vehicle Crash, Teachers or staff will direct all students away from the accident site, to an area of safety. They will report the accident to the Principal, including location, number and type of vehicles involved (automobile, delivery truck, bus etc.) as well as the number of injured, and whether medical assistance is required.
2. After the safety of students has been addressed, employees may choose to assist crash victims, whether vehicle occupants, or pedestrians.
3. The Incident Commander will evaluate the available information and if deemed necessary, the Incident Commander (Principal) will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
4. The Incident Commander will ensure that "911" is notified. The caller should provide location, number and type of vehicles involved (automobile, delivery truck, bus etc.) as well as the number of injured, and whether medical assistance is required.
5. If evacuation is initiated, staff and students will evacuate buildings using the prescribed routes, or other safe routes to the Emergency Assembly Area.
6. In the event of a building evacuation, Teachers will bring Classroom Emergency Backpacks to the Emergency Assembly Area, or the OFF-SITE EVACUATION Area.
7. As soon as possible, the Clerical / Release Team, will account for all students and staff.
8. In the event someone is determined to be missing, the Incident Commander will advise both Santa Barbara Sheriff and Fire Departments. Be prepared to provide the name, description, and last known location of the missing person.
9. If safe to do so, the Incident Commander may utilize Search and or Rescue Teams to search for the missing person(s).

## **MOTOR VEHICLE CRASH CONTINUED**

10. The Incident Commander will use appropriate means to communicate with the District Office and provide information about the incident at their site. If appropriate, the District Office may elect to initiate the SwiftK12 system, in order to inform and instruct parents about the situation.
11. The Incident Commander may utilize the Search and or Rescue Teams, to secure the area, to prevent unauthorized entry, and keep access roads clear for emergency vehicles.
12. The Incident Commander will maintain an open line of communication with the Santa Barbara County Fire Department, and the Santa Barbara County Sheriff's Office.
13. For accidents resulting in damage to a structure on school property, the Principal from the affected site, will contact the Maintenance & Operations Director, and if applicable, the Food Services Director. They will determine if the event warranted a site inspection. If they determine a site inspection is warranted, they will coordinate it, and insure it is completed before any buildings are occupied.
14. The Food Services Director will inspect food service facilities, and equipment, at each site, in order to evaluate whether they will be able to provide food service. The food Service Director will report the results of their Inspection to both the site Principal, and the District Superintendent.
15. In the event the inspection determines there is no structural damage, or the damage is judged to be superficial, the Principal should confer with the District Superintendent on identified damages to determine if the school should be closed.
16. If there is visible structural damage, or if there is any question about the structural integrity of any building, the Maintenance Director will coordinate with the Office of the State Architect. The State Architect will physically inspect the buildings and determine whether they can be safely occupied.
17. The State Architect may authorize the use of outside engineers during large earthquake events. In the event outside engineers are used, the Maintenance Director will coordinate the inspections, and ensure the District Superintendent is apprised of the findings, and that all necessary reports are forwarded to the Office of the State Architect.
18. All accidents involving district vehicles, on duty employees, or causing injuries must be reported to both Santa Barbara County Fire Department, and the Santa Barbara County Sheriff's Office.



## PSYCHOLOGICAL TRAUMA

CJUSD recognizes that many situations which result in an emergency response, have varying degrees of psychological impact on students and staff. Incidents such as an act of violence; the death of a student or staff member; an earthquake, natural disaster; a serious environmental problem, or ethnic and racial tensions may result in one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

We need a point of contact for crisis intervention, possibly Cindy or some other county official.

### Procedure

1. The School Administrator will establish a Crisis Counseling Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Crisis Counseling Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Crisis Counseling Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the District Superintendent.
5. The Crisis Counseling Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Crisis Counseling Team members will limit exposure to scenes of trauma, injury and death.
7. The Crisis Counseling Team will provide ongoing assessment of needs and follow-up services as required.



## **SUSPECTED CONTAMINATION OF FOOD OR WATER**

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple persons with unexplained nausea, vomiting, or other illnesses.

### **Procedure**

1. The Incident Commander ( Principal ) will isolate the suspected contaminated food/water to prevent consumption and will restrict access to the area.
2. If the incident results in injury or illness, the Incident Commander will ensure that the following notifications are made:
  - "911" Santa Barbara County Fire Department, and the Santa Barbara County Sheriff's Office.
  - Santa Barbara County Department of Health Services.  
Emergency Medical Services (805) 681-5100

The caller should be prepared to provide detailed information about the nature of the contamination, number and extent of any illnesses or injuries.

3. The Incident Commander will make a list of all potentially affected students and staff and will provide the list to responding authorities.
4. The Medical Team will assess the need for medical attention and provide first aid as appropriate. If outside medical assistance is required, the "911" request will be initiated by the Incident Commander.
5. The Incident Commander will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. As soon as possible, the Incident Commander will notify the District Office of the situation. They will confer with the Superintendent to determine necessary follow-up actions including the need to notify other potentially affected district facilities. They will also determine whether to implement the CJUSD phone system, in order to inform parents, and disseminate special instructions.
7. The Incident Commander and the District Superintendent will confer with the Santa Barbara Department of Health Services, before resuming operations.

## **Threat of Violence**

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. They may also be passed on by Law Enforcement Officials, who come across such information in the course of their duties. The Principal of the affected school, and the District Superintendent, should ensure all threats are properly assessed in accordance with district policies and procedures

### **Procedure**

1. The Incident Commander (Principal) will identify the type of threat and the source.
2. If the threat is imminent, the Incident Commander should notify the Santa Barbara Sheriff's Department via "911". The caller should be prepared to provide as much information as possible, including the description and last known location of any suspect.
3. If the threat is not specific, or if the threat is not imminent the Incident Commander will contact the District Superintendent rather than "911". The District Threat Assessment Team will conduct the threat assessment in accordance with established board policy. A representative of the Santa Barbara Sheriff's Department may be asked to participate in this process.
4. The District Threat Assessment Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk:

Category 1 –High violence potential; qualifies for arrest or hospitalization.

Category 2 –High violence potential; does not qualify for arrest or hospitalization.

Category 3 –Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.

Category 4 –Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.

Category 5 –Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

### **Threat of Violence continued**

5. In categorizing the risk, the District Threat Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
6. The District Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
7. The School Threat Assessment Team will recommend appropriate action to the Principal at the affected site.
8. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.



## **UNLAWFUL DEMONSTRATION/WALKOUT**

An **Unlawful Demonstration / Walkout** is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

### **Procedure**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal.
2. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
3. The (Principal), Incident Commander, will initiate appropriate Immediate Response Actions, which may include LOCKDOWN / or SHELTER-IN-PLACE.
4. The School Administrator will notify the District Office and advise them of the exact location and nature of emergency. The SwiftK12 system may be utilized to advise parents of the emergency, and to disseminate special instructions.
5. The Incident Commander will utilize emergency response teams as necessary to maintain the orderly operation of the facility. In the event the incident is beyond the ability of school staff to control, the Incident Commander may request assistance from other sources, including other school sites, ESC, or BASS, or the Santa Barbara Sheriff's Department. It is recommended that any request for outside assistance be discussed with the Superintendent.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice. Teachers will close and lock classroom doors. Teachers should make reasonable efforts to prevent students from participating in the event. If unable to do so, teachers should attempt to record the names of students who violated their direction and became involved in the incident. These names will be forwarded to the Incident Commander at the conclusion of the incident.
7. The Incident Commander will ensure that an accurate record of events, conversations and actions is maintained.
8. All media inquiries will be referred to the District Superintendent.

## **10. RELATED POLICIES AND PROCEDURES**

In order to facilitate an efficient and comprehensive emergency response program, the following policies and procedures have been implemented.

### **CAMPUS ACCESS POLICY**

**Purpose:** The purpose of this policy is to create a uniform procedure to restrict and monitor access to our campuses.

In order to provide a secure and safe environment for students and staff, we must have a policy which determines who is granted access, how those persons are identified, and how we account for their whereabouts during an emergency.

This policy will make it easier to identify those who have not followed procedure and are on campus without authorization.

**Identification** All permanent employees of the Cuyama Unified School District

**Badges:** District shall have an identification badge bearing their photograph, and name. These badges will provide a quick and accurate way to identify that everyone on campus should be there.

Two types of photographic identification badges will be acceptable for permanent employees. The authorized identification badge is the photo identification card, issued by the school. This identification badge is issued at the school sites at the beginning of the school year and may continue to be us. The approved identification badge is the photo identification card issued by the CJUSD.

The identification badge should be worn either attached to an outer garment, above waist height, or on a lanyard around the neck of the wearer.

It is the responsibility of the employee to insure they have an identification badge. District badges can be obtained through the Superintendent's Secretary, at the District Office.

A predetermined number of visitor badges, and (substitute) or guest teacher badges will be issued to each site. The inventory of extra badges will be maintained by the Office Manager. Every visitor, or guest teacher badge will be numbered and should be accounted for.

## **CAMPUS ACCESS POLICY continued**

**School Sites:** Visitors are required to "check in", at the office, before entering campus. Each school site will implement a system of signage, cones, or other devices, designed to channel visitors to the office. Signs requiring visitors to "sign in at the office", should be posted in conspicuous places.

Each school site will maintain a Visitor Book. All visitors, and non-assigned employees, must sign in and out of this book. This includes guest teachers

The Visitor Book is one of the items that must be removed in the event of an evacuation of the office. The Visitor Book will be used to determine the number, name and location, of visitors in the event of an on-campus emergency.

**Visitor:** Every visitor will be required to stop at the office, identify themselves, state the nature of their business. They will be required to sign the "Visitor's Book", which is kept at the office and maintained by the Office Manager.

Each visitor will sign in, and provide their full name, home address, and telephone number. The Office Manager shall issue them a visitor badge. The Office Manager will ensure that the badge is returned. They may elect to require the visitor to exchange something of value, such as a driver license, or car keys, in exchange for the visitor badge.

**Guest Teachers:** Each guest teacher will report to the Office Manager prior to the start of the school day. The Office Manager shall check them in, and issue them a substitute Guest Teacher badge. The Office Manager will ensure that the badge is returned. They may elect to require the guest teacher to exchange something of value, such as a driver license, or car keys in exchange for the Guest Teacher Badge.

**Employees:** All CJUSD employees assigned to a particular site, will continue to be accounted for as usual. When on campus, they will wear one of the two identification badges in the prescribed manner. If they do not have their identification badge with them, they should report to the office, and sign out a visitor badge. The visitor badge must be turned in at the end of the day, and re issued every day the employee does not have their own badge.



## **CAMPUS ACCESS POLICY continued**

**Employees:** All CJUSD employees visiting a site where they are not regularly assigned, must go to the office, when they arrive on campus. They will sign the Visitor Book, maintained by the office manager. The employee must sign out, when they are leaving campus. When on campus, they will wear one of the two identification badges in the prescribed manner. If they do not have their identification badge with them, they should sign out a visitor badge. The visitor badge must be turned in when the employee signs out, on their way off campus.

**Security:** Campus security is as much an attitude, as it is any policy or procedure. Security is the business of every employee. Remember that no fence or security system is as important as a watchful staff.

We want our campuses to remain a welcoming place for students, staff, and visitors, but to accomplish that goal, our campuses must be a safe place. We have a responsibility to be watchful and alert. As an employee of the CJUSD, don't be afraid to contact someone on campus who is not familiar. A simple " May I help you?" is all that is necessary to determine the identity of the person, and direct them to the office, if necessary.

Keep in mind, that in most recent episodes of school violence, the perpetrators visited the campuses beforehand. Some made several "practice runs", without ever being challenged by staff. By being watchful, we may be able prevent a tragedy.

## **District Radio Procedures**

**Purpose:** The purpose of this policy is to create a uniform procedure for the use of the district wide emergency radio system. Proper radio usage is a vital component of the overall system. In order to provide an effective emergency response, we must have a reliable, secure communication system, which facilitates communication between our "command and control" personnel. This communication system must be able to function during any type of emergency.

The emergency radio system provides a backup for telephone communication, which often fails during a disaster. It also allows for mobile communication in the event building and or site evacuation is required.

The CJUSD radio system is licensed by the Federal Communication Commission (FCC) and is designed to operate within existing Federal, State, and Local law.

### **System Overview:**

The radio system at CJUSD consists of (2) two separate systems. The first is an emergency system, used by command-and-control personnel while managing emergency situations. The system is capable of communication district wide, within the emergency radio network. The second is a system of radios used at each school site to communicate within the site only.

The emergency radio system is made up of a (2) two frequency digital system, with repeater capability. It contains a mix of portable, handheld radios, and (2) two base stations. In the event of electrical failure, the system is designed to function at full capacity for up to (3) three days and continue to function in a reduced level for an indefinite period.

The Maintenance Department is "piggybacking" onto the emergency radio system. They will utilize the second frequency on a routine, daily basis. This allows maintenance personnel to communicate and respond district wide during an emergency. Using a separate frequency within the system, permits them to communicate during an emergency, without interfering with command staff.

The routine school site radio system consists of older radios, using a "walkie talkie" mode. They do not have repeater capability and are used to communicate on a routine basis within the site. The site system will not transmit effectively outside the site.

During an emergency situation the site radios can be used to communicate at the site, without interfering with command staff communication. The distribution, and maintenance of this system is the responsibility of the Principal at each site.

## **Emergency Radio Distribution:**

### **District Radio Procedures cont.**

#### **Emergency Frequency**

It is imperative that we maintain a dedicated channel of communication in an emergency situation. We will accomplish this goal, by maintaining channel # 2 as an EMERGENCY FREQUENCY. This frequency is for use by command-and-control personnel only.

Personnel considered "command and control", should include the following:

- 1.) School Sites, Incident Commander (Principals, or Person in charge)
- 2.) District Office
- 3.) Safety and Disaster Coordinator
- 4.) Maintenance Director
- 5.) Food Services Director
- 6.) District Nurse
- 7.) Emergency Responders (Police, Fire)

Each designated person or location should have an emergency radio. This radio should be charged and on, at all times the site is open for business. In addition to the radio, an extra charged battery should also be available at each site where a tactical radio is located. A 12volt car charge cord is provided with each radio, allowing for recharging during incidents involving loss of electrical power.

To ensure communications equipment is functioning as required, a weekly Radio Check will be conducted by the Safety and Disaster Coordinator. The battery should be rotated when the radio check is completed.

To communicate within the command-and-control chain, use frequency # 2. This frequency should be used by command-and-control personnel to request assistance from maintenance, food services or any of the support staff CJUSD. Requests for specific types of assistance should go through the appropriate District staff personnel. Requests for additional personnel should be directed to Maria Carpenter, Executive Assistant to the Superintendent.



## **District Radio Procedures cont**

The SEMS (Standardized Emergency Management System), requires that a single person at each site be assigned the communication function. In our procedure, the Incident Commander is in charge of emergency communication and may elect to designate the task to a subordinate. The Communication Person, should be the sole source of communication with others in the "command and control" chain of command.

An Emergency Radio will be distributed to both the Santa Paula Police Department, and the Santa Paula Fire Department. Both agencies will monitor our broadcasts and will have direct communication with CJUSD on emergency frequency # 2. This communication link greatly enhances our communication capability and security.

### **SITE RADIO'S:**

Each school site currently has a collection of radios that are used for communication within that particular site. They do not have repeater capability, and cannot be used to communicate with other sites, or the District Office.

The site radios are used for day-to-day business at the sites. It is a simple task for each site to redistribute these site radios to the appropriate personnel in the event of an emergency. The site radios will be used to facilitate internal communication at a particular site.

Site Radios belong to the site where they are deployed. Maintenance and operability of those radios is the responsibility of the site. The Principal or supervisor at the site, is responsible for the appropriate and lawful use of all site radio equipment.

### **MAINTENANCE DEPARTMENT:**

The Maintenance Department is "piggybacking" onto the emergency radio system. They are repeater capable, with a GPS locator. These radios will utilize the second frequency on a routine daily basis, with the capability to switch to the emergency frequency if required. These radios give maintenance personnel the ability to communicate and respond district wide, during an emergency. Using a separate frequency within the system, permits them to communicate, without interfering with command staff on frequency #2.

Emergency Radios utilized by the Maintenance Department belong to the Maintenance Department. Maintenance and operability of those radios is the responsibility of the Maintenance Department. The Maintenance Director is responsible for the appropriate and lawful use of all radio equipment used by maintenance personnel.

## **Responsibilities of District Personnel During Emergency or Disaster Situations**

**Purpose:** The purpose of this policy is to clarify the responsibilities of employees assigned to the District, in the event of an emergency or disaster. This policy will also assist Incident Commanders, by delineating resources available to them, from the District.

The customary function of staff at the District, is to provide support for the school sites located within our district. Whether the crisis is the result of a localized emergency, or a community wide disaster, the basic function of providing support does not change.

In the event of an emergency situation within the district, we want to ensure that the necessary support functions continue to operate, and that personnel not immediately necessary to those support functions are made available as a labor pool.

All Public Employees are designated as disaster service workers subject to service as may be assigned by their supervisors, or by law.  
( *Government Code, Chapter 8, Section 3100* )

**Procedure:** We want to maintain the following support functions during an emergency response:

1. Administration
2. Medical
3. Maintenance
4. Food Services
5. Psychological Services
6. Purchasing / Finance
7. Technology

The Administrator, or person in charge of each of the previously identified functions, will determine which personnel will be necessary to provide support to the affected site or sites. Any personnel not necessary to provide the support function will be placed in a "Ready Labor Pool" and made available as support personnel to the Incident Commander ( Principal )or Commanders.

The Administrator, or person in charge of each support function, will provide a list of available personnel to the Superintendent and the Executive Secretary to the Superintendent. Requests from Incident Commanders for additional personnel will be routed through those individuals.

## **The District Personnel Emergency Response continued**

### **Responsibilities:**

#### **Administration**

The administration functions will be carried out by the District Superintendent, or their designees. The administrative functions defined in this plan include the following:

- Provide overall control and guidance to the emergency response.
- Facilitate requests for material or labor from Incident Commanders.
- Act as **Public Information Officer** for the District.

#### **Medical**

The medical functions will be carried out by the District Nurse, or their designee. The medical functions defined in this plan, include the following:

- Provide overall control of medical care at each affected site.
- Coordinate with Incident Commanders to ensure the medical needs of students and staff, are being met.
- At the conclusion of the emergency, prepare a report to the Superintendent, listing any deaths, or injuries, treatment received, and summarizing the medical response. Include any costs incurred by the CJUSD as a result of the Emergency response.



## **The District Personnel Emergency Response continued**

### **Responsibilities:**

#### **Maintenance**

The maintenance functions will be carried out by the Maintenance Director, or their designee. The maintenance functions defined in this plan, include the following:

- Provide overall control of response to repair requests concerning items normally under the purview of the Maintenance Department.
- Coordinate with Administration and Incident Commanders regarding deployment of Maintenance Department personnel and material resources.
- At the conclusion of the emergency, prepare a report to the Superintendent, listing actions taken by Maintenance Department personnel, as well as any costs incurred by the Maintenance Department as a result of the Emergency response.

#### **Food Services:**

The food service functions will be carried out by the Child Nutritional Services (CNS) Director, or their designee. The food service functions defined in this plan, include the following:

- Provide overall control of requests for food and or water.
- Coordinate with Administration and Incident Commanders regarding deployment of Child Nutritional Services personnel and material resources.
- At the conclusion of the emergency, prepare a report to the Superintendent, listing any actions taken by Child Nutritional Services, as well as any costs incurred by the Department as a result of the emergency response.

## **The District Personnel Emergency Response continued**

### **Responsibilities:**

#### **Psychological Services:**

The psychological functions will be carried out by the head of the Psychological Response Team, or their designee. The psychological service functions defined in this plan, include the following:

- Coordinate with Administration and Incident Commanders regarding deployment of the Emergency Psychological Response Team.
- At the conclusion of the emergency, prepare a report to the Superintendent, listing any actions taken by the Emergency Psychological Response Team. Outline any interventions taken and describe a plan for dealing with continuing emotional needs, related to the emergency.

**Purchasing / Finance:** The purchasing and finance functions will be directed by the Business manager, or their designee. The purchasing and finance functions defined in this plan, include the following:

- Provide overall control of requests requiring purchases or contracted services.
- Coordinate with Administration and Incident Commanders to ensure they are able to make necessary purchases, and that spending is tracked and within district guidelines.
- At the conclusion of the emergency, prepare a report to the Superintendent, listing any expenditures, related to the emergency response.

## **The District Personnel Emergency Response continued**

### **Responsibilities:**

**Technology:** The technology functions will be carried out by the Technology Director, or their designee. The technology functions defined in this plan, include the following:

- Provide overall control of response to repair requests concerning items normally under the purview of the Technology Department.
- Coordinate with Administration and Incident Commanders to ensure technology related needs are being met.
- Assist as needed with creating and sending messages on the reverse Telephone System
- At the conclusion of the emergency, prepare a report to the Superintendent, listing actions taken by Technology Department personnel, as well as any costs incurred as a result of the emergency response.

---

**EMERGENCY    READY LABOR POOL**

---

Date

Emergency

---

Location / Department	Employee Name	Time		Sent To Location	Recorded by
		Out	In		

## **EVACUATION / Elementary School (ES)**

To the best of their ability, each employee should continue to carry out their customary functions during an emergency. In the event evacuation of the workplace is necessary, the employee should plan ahead, to take those items necessary to perform their duties at the designated evacuation site. Examples of items are: radios, phone numbers, copies of policies, pens, paper etc.

In the event of evacuation from the ES, the Emergency Assembly Areas are:

**The other school site**

**or if necessary**

**Cuyama Valley Recreation District**



## EVACUATION / District Personnel

To the best of their ability, each employee should continue to carry out their customary functions during an emergency. In the event evacuation of the workplace is necessary, the employee should plan ahead, to take those items necessary to perform their duties at the designated evacuation site. Examples of items are: radios, phone numbers, copies of policies, pens, paper etc.

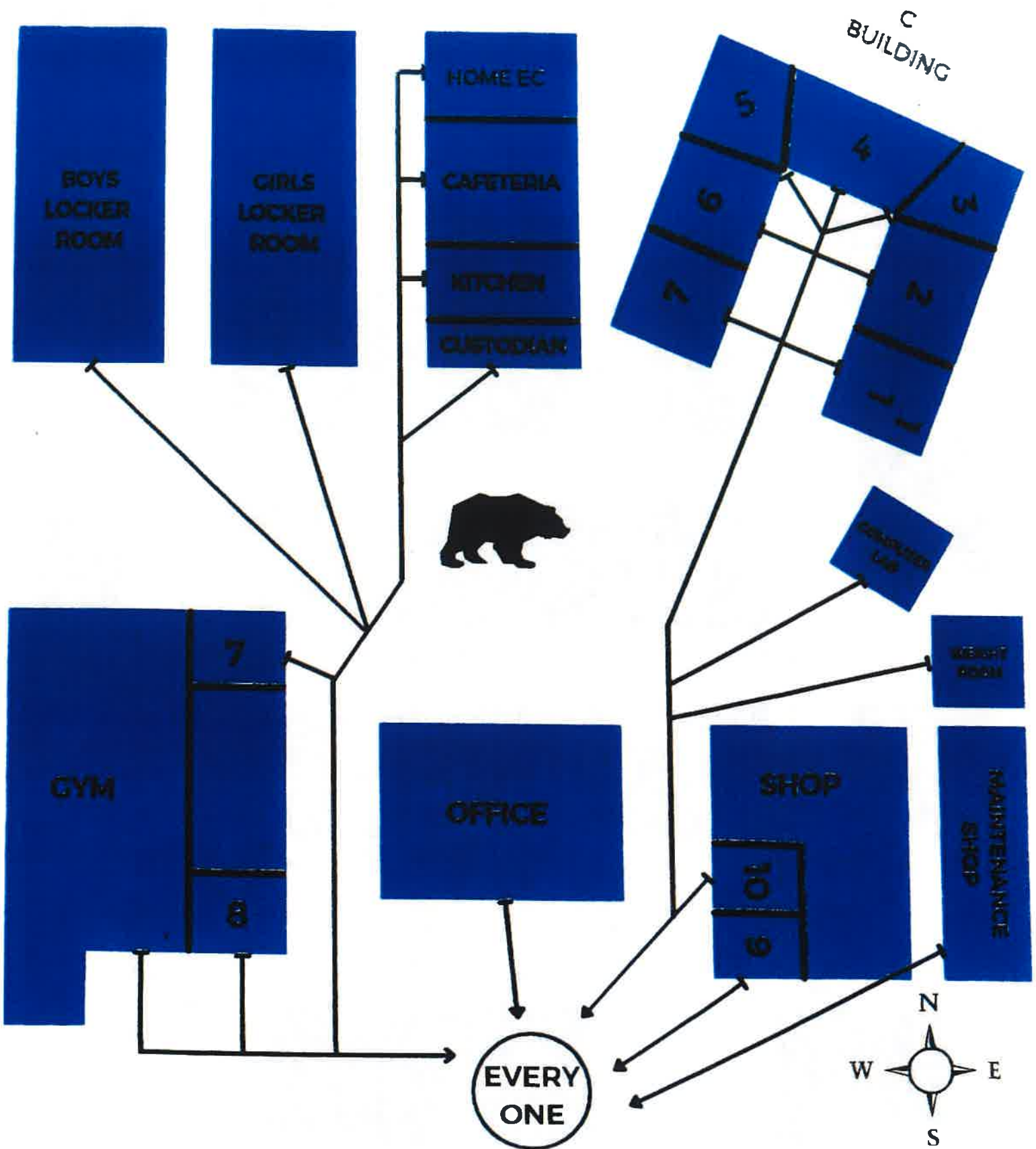
In the event of evacuation from the BASS, the Emergency Assembly Areas are:

- **Cuyama Elementary School (Primary)**
- **Cuyama Valley Recreation District**

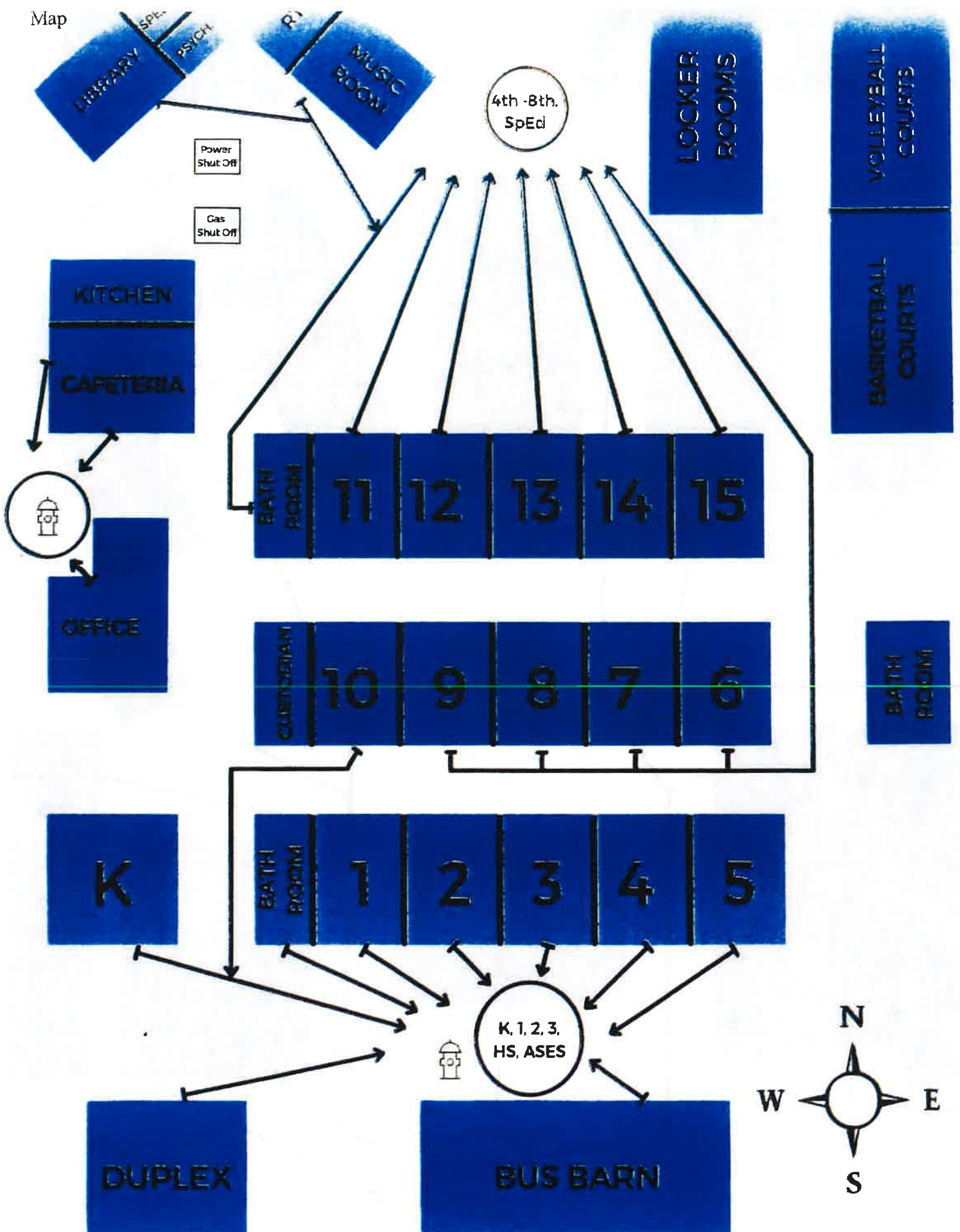
BASKETBALL  
COURTS

SOFTBALL  
FIELD

Map



182/269



181/269







## **Evacuation Procedures for Special Needs Students and Staff**

Every location within the CJUSD should have an established evacuation procedure. However special consideration must be made when planning evacuation of those individuals who have emotional or physical impairments. The Incident Commanders (Principals), will be responsible to ensure that each school site establishes a plan to safely evacuate any special needs students or staff.

1. Individual site plans should include means of moving physically impaired individuals from their regular locations to on campus emergency assembly areas and off-site emergency assembly areas.
2. If the site plan involves the use of wheelchairs or other devices, the Principal will ensure that an adequate number of the devices are either pre-positioned, or readily available in the event of an emergency.
3. If vehicle transportation to an off-site emergency assembly area is required, the Principal will ensure that arrangements are in place ensuring vehicle transportation is available. This should include specially equipped vehicles if necessary.
4. Potential off site emergency assembly areas may be considerable distance from campus. Getting to them may also require a walk up a steep incline. As a result, some students as well as staff with health or age issues, may not be able to safely walk to the off-site emergency assembly area.

The Incident Commander, ( Principal ), will ensure that necessary support is provided to those individuals needing assistance. This may include transportation in private vehicles, or transport on public transportation ( Bus ). The principal should make arrangements for this type of transportation in advance, by identifying vehicles at the site, and discussing responses with local transportation officials.

In the event of a major emergency, Police and Fire officials may be able to assist in obtaining transportation of special needs individuals through the Santa Barbara County Emergency Operations Center ( EOC ).

## **EMPLOYEE EMERGENCY PROCEDURES**

**Purpose:** The purpose of this policy is to create a framework to address the needs and concerns of District Employees during an emergency.

As a District, CJUSD recognizes that employees will perform more effectively during an emergency, if they know that their own personal needs, and the needs of their families have been addressed.

The following areas are addressed in this section:

- Employee Responsibility
- Preparation by the Employee
- Compassionate & Special Needs Exclusion
- Communication

### **WE ARE ALL DISASTER SERVICE WORKERS**

All public employees are designated as disaster service workers subject to service as may be assigned to them by their superiors or by law (Govt. Code, Chapter 8, Section 3100). Should a disaster strike during school hours, no employee will leave his/her assignment under any circumstance unless officially released by the Superintendent or his/her designee.

Only those employees who have pre-approved medical or physical restrictions, or special needs, will be released before the situation is deemed under control.

Each site will develop a plan for rotating staff members, so that they may check on their own families in the event of an emergency.

## **EMPLOYEE EMERGENCY PROCEDURES** continued

### **PREPARATION:**

The following suggestions will help ensure the needs of staff, and their families are taken care of during an emergency.

Since all certificated and classified staff will remain on site following an emergency, the following preparation should be carried out at the homes of each employee until such time as you can be reunited with your families:

1. Maintain a 3-day supply of any needed medication in a secure place at school (out of reach of students).
2. Ensure the presence of appropriate clothing at school to allow for freedom of movement as needed (walking shoes, jacket, jeans, etc.)
3. Make appropriate pre-emergency home preparation:
  - a. Plan how your children will be picked up from respective schools, and how they will be cared for.
  - b. Arrange care for the elderly.
  - c. Arrange care for pets.
  - d. Arrange for a neighbor to supervise your home, including turning off utilities.
  - e. Set up a plan for reuniting your family.
  - f. Know what your spouse will do, and what he/she expects you to do.
  - g. Stock your home with emergency reserves of food, water, first-aid supplies, a portable radio, tools.
4. Place emergency supplies in the trunk of your vehicle, sufficient for 3 days away from home. Include changes of clothing, hygiene and grooming items, personal emergency phone list, snacks & water.



## **EMPLOYEE EMERGENCY PROCEDURES continued**

### **COMPASSIONATE & SPECIAL NEEDS EXCLUSION**

The CJUSD has developed the following procedure, in order to ensure that those employees with medical and or physical restrictions, or those who have responsibilities involving the care of persons unable to care for themselves, are excused from emergency service.

The Compassionate & Special Needs Exclusion form must be filled out by the employee requesting the exclusion, and approved by the Superintendent, before the exclusion can be granted. The information contained on the form will be kept confidential.

After a Compassionate & Special Needs Exclusion form has been submitted, the Superintendent will notify the employee whether or not the exclusion has been granted. If the exclusion was granted, the Superintendent will notify the Principal, Director, or other person with supervisory responsibility over the requesting employee and notify them of the exclusion. Each site supervisor will maintain a list of those employees with approved exclusions. The site list will contain no information regarding the reason for the exclusion. The original request will be maintained in a confidential file at the District Office.

In the event the requests to be released during an emergency response, the employees supervisor will check their list and dismiss the employee, if their name appear on the list. In the event the emergency circumstances prevent the supervisor from accessing the list, the request will be forwarded to the District Office, where the original file can be checked.

It is the responsibility of each employee to ensure that the district is notified in the event they no longer require an exclusion.

## 10.0 Information & Communication Information

The Principal / Incident Commander must have access to appropriate information, and a method of communication with parents, school personnel and outside agencies. To facilitate communication, and to provide vital information during an emergency response, the following information is provided.

- **Emergency Phone Numbers**
- **Sample Bomb Threat Packet**
- **Site Plot Plan and Vicinity Map**
- **Alert System 1 (Parent)**
- **Alert System 2 (School Personnel)**
- **Emergency Supplies**
- **Emergency Drills**



## EMERGENCY TELEPHONE NUMBERS

<b>School Name</b>	Cuyama Unified School District		
<b>School Address</b>	2300 Highway 166		
	New Cuyama CA 93254		
<b>School Phone</b>	661-766-2482	<b>Location Code</b>	
<b>District</b>			
<b>Superintendent</b>	<i>Alfonso Gamino</i>		<i>661-766-4103</i>
<b>Principal</b>	<i>Alfonso Gamino</i>		<i>661-766-4103</i>
<b>Teacher In Charge</b>	<i>Kevin Lebsack</i>		<i>661-766-2293</i>
<b>School Secretary HS</b>	<i>Jocelyn Mora</i>		<i>661-766-2293</i>
<b>School Secretary Elementary</b>	<i>Mary Jo Harrington</i>		<i>661-766-2642</i>
<b>School Custodian</b>	<i>Liz Alarcon</i>		
<b>Superintendent &amp; Public Information Officer</b>			<i>661-766-4103</i>
<b>Business Manager</b>			<i>661-766-4104</i>
<b>Maintenance &amp; Operations Director</b>			
<b>Director of Special Education</b>			
<b>District Nurse</b>			
<b>District Safety and Disaster Coordinator</b>			
<b>Director of Technology</b>			
<b>Director Child Nutritional Services</b>			
<b>Non-District</b>			
<b>Fire And Medical Emergencies</b>			<b>911</b>
<b>Air Pollution Control District</b>			<i>805-961-8800</i>
<b>California Highway Patrol</b>			<i>800-835-5247</i>
<b>County Department of Health Services</b>			<i>805-681-5100</i>
<b>Gas Company</b>	<i>PG&amp;E</i>		<i>800-743-5000</i>
<b>Electric Company</b>	<i>PG&amp;E</i>		<i>800-743-5000</i>
<b>Local Fire Station</b>	<i>Santa Barbara County Fire Station</i>		<i>661-766-2469</i>
<b>Local Hospital</b>	<i>Marian Medical Center Santa Maria</i>		<i>805-739-3000</i>
	<i>Cottage Hospital Santa Barbara</i>		<i>805-682-7111</i>
<b>Local Police/Sheriff Dept</b>	<i>Santa Barbara Sheriff Department</i>		<i>661-766-2310</i>
<b>Water Company</b>	<i>Cuyama Valley Service District</i>		<i>661-766-2780</i>
<b>Poison Control Center</b>			<i>800-222-1222</i>
<b>Industrial Injuries</b>			<i>800-121-8379</i>
<b>Santa Barbara Emergency Operation Center</b>			<i>805-681-5526</i>

# EMERGENC

**FIRE DEPARTMENT**

**9-911**

**POLICE DEPARTMENT**

**9-911**

**AMBULANCE 9-911**

**NON-EMERGENCIES**

**FIRE DEPARTMENT**

**661-766-2469**

**POLICE DEPARTMENT**

**661-766-2310**

**SCHOOL DISTRICT**

**MAIN PHONE LINE**

**661-766-2293**

**Principal Alfonso Gamino**

**661-766-4103**

**DISTRICT MAINTENANCE DEPT SHOP**

**M/O CELL Fernando De Los Santos**

**805-245-3122**

**M/O CELL Eric Callaway**

**661-433-5496**

**M/O AFTER HOURS CELL**

**OFFICE OF EMERGENCY SERVICES**

**Santa Barbara County Emergency Services**

**805-681-5526**

**UTILITIES**

**Cuyama Community Service District.....661-766-2780**

**Pacific Gas and Electric .....800-7435000**

**CHP ROAD CLOSURES.....800-427-7623**

# BOMB THREAT PACKET



# **BOMB THREAT CHECKLIST**

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**Phone Number Appearing on Caller I.D.:** \_\_\_\_\_

- 10.) When is the bomb going to explode?
- 11.) Where is the bomb right now?
- 12.) What does the bomb look like?
- 13.) What kind of bomb is it?
- 14.) What will cause the bomb to explode?
- 15.) Did you place the bomb?
- 16.) Why?
- 17.) What is your address?
- 18.) What is your name?

## **Exact Wording of Bomb Threat:**

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**Phone # at which call was received** \_\_\_\_\_ **Time Call Received** \_\_\_\_\_ **Length of Call** \_\_\_\_\_

**Date Call Received** \_\_\_\_\_ **Sex of Caller** \_\_\_\_\_ **Race** \_\_\_\_\_ **Age** \_\_\_\_\_

**REMARKS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **BOMB THREAT CALL INFORMATION**

### **DESCRIBE THE CALLER:**

**Sex of the caller:**    *Male*                      *Female*                      *Unsure*

**Approximate Age of Caller:**

**Caller's voice was (circle all that apply):**

### **SPEED AND PITCH**

Hurried or Rapid	Moderately paced	Slow
Hushed or quiet	Loud	Deep
High-pitched	Squeaky	Other:

### **EMOTION**

Distant	Excited	Angry
Sad	Happy	Calm
Agitated	Matter-of-Fact	Boastful
Sincere	Crazed	Other:

### **QUALITY**

Stutter	Lisp	Slurred
Whispered	Laughing or Giggling	Raspy
Nasal	Deep Breathing	Crying
Stressed	Whining	Clearing Throat



Cracking Voice

Other:

Other:

## **BOMB THREAT CALL INFORMATION**

**DESCRIBE THE CALLER continued:**

### **LANGUAGE**

Language	Accented	Well-spoken
Foul	Audio Taped	Incoherent
Message read	Irrational	Broken
Drunk	Other	Other

**Could you tell if the call was:**

Local?	Long Distance?	Cell Phone?
Was the voice familiar?	Y or N	If yes, how, who if known?
Was the voice disguised?	or N	If yes, how?

### **DESCRIBE THE ATMOSPHERE**

**Could you make out anything said in the background?**

**Background Sounds Heard on the Call (circle all that apply):**

Trains	Airplanes	Party	Children
Quiet	Static	Echo	Street noises
House noises	Voices	Vehicle noise	Animal noises
PA System	Music	Motor	Factory machinery
Office machinery	Other	Other	

### **PERSON WHO RECEIVED CALL**

**Your Name:**

**Your Position:**

**Your Telephone Number:**

**Was a recording of the call made?**

## MAPS

The principal from each site is responsible for the creation of the following maps, which will be included in the Emergency Response Plan for each school site. The Principal may request assistance from the CJUSD Technology Department, the Safety and Disaster Coordinator, or other sources as necessary.

1. **Vicinity Map for each site.** An overhead view of the school, and surrounding area.
2. **Site Map** An overhead view of the school, showing the locations of buildings, walkways and prominent features, including fire extinguishers, fences and gates.
3. **Emergency Supply Map** A site map, containing the clearly marked location of emergency supplies. Show the location of the emergency supply bin, classroom lockdown supplies, food, water, and material storage areas.
4. **Utility Shutoff Map** A site map showing the location of all utility shutoffs, including gas mains, electrical control panels, water mains, and air conditioning systems.
5. **Emergency Assembly Area Map** A site map, showing both the primary and secondary emergency assembly areas. The map should also show primary and secondary evacuation routes.
6. **Off Site Evacuation Map** A vicinity map, showing both the primary and secondary off-site emergency assembly areas. The map should also show primary and secondary evacuation routes.
7. **Hazard Map** A vicinity map, showing the location of any hazards located near the school site. Hazards may include industrial sites, chemical storage or manufacturing sites, railroad tracks, highways, etc.

### **ALERT SYSTEM 1 (PARENT)**

Parent contact information is maintained in the main office of each school site, as well as in the CJUSD telephone system and District computer system. The site information database is maintained by the Office manager of each school. The CJUSD phone database as well as the District computer database is maintained by the Director of Technology.

CJUSD messages related to any emergency situation will be initiated by the Executive Assistant to the Superintendent, or another designated person at the District Office. It is the intent of this policy to provide appropriate and timely information, and instructions to the parents and family of our students.

In addition to CJUSD messages, the district may utilize print and broadcast media, or the Cuyama Strong Facebook page.

### **ALERT SYSTEM 2 (SCHOOL PERSONNEL)**

The District Business manager will establish a CJUSD database containing contact numbers of district employees. The CJUSD system can be utilized to disseminate emergency information and instructions to CJUSD employees.

CJUSD messages related to any emergency situation will be initiated by the Business Manager, or another designated person at the District Office.

In the event the CJUSD system is not functioning, it is recommended that each site establish an emergency contact tree, to facilitate the contacting of personnel in the event of an emergency.

A current listing of school personnel contact numbers is provided in Appendix B.

**Alfonso Gamino, Superintendent**

**CJUSD Office 661-766-4103**

**Superintendent's Cell Phone: 559-827-7414**

## **EMERGENCY BIN INTERIOR LAYOUT**

### **Dimensions:**

#### **EMERGENCY SUPPLIES AND EQUIPMENT**

*(The Emergency Supply Lists contained in the following section are lists of current Inventories)*

**Emergency Supply at each of the sites:**

#### **Emergency supplies in yellow container in the nurse's office:**

<b>1 box face masks</b>	<b>1 axe</b>
<b>1 rope</b>	<b>1 pickaxe</b>
<b>1 large tarp</b>	<b>1 small</b>
<b>folding</b>	
<b>1 box disposable gloves (Large)</b>	<b>1 hacksaw</b>
<b>1 box disposable gloves (Medium)</b>	<b>1 - 4-ton jack</b>
<b>18 orange safety vests</b>	<b>1 hatchet</b>
<b>4 pairs of leather work gloves</b>	<b>1 bolt cutter</b>
<b>17 disposable emergency blankets</b>	<b>1 whistle</b>
<b>4 safety goggles</b>	<b>1 shovel</b>
<b>5 adult size safety hard hats</b>	
<b>3 child size neck braces</b>	
<b>3 adult size neck braces</b>	
<b>2 rolls duct tape</b>	
<b>2 rolls yellow caution tape</b>	
<b>1 roll electrical tape</b>	
<b>3 flashlights</b>	
<b>8 snap green glow sticks</b>	
<b>1 bag of assorted small tools</b>	
<b>3 small first aid kits</b>	
<b>1 medical kit</b>	
<b>1 portable handheld radio</b>	
<b>1 shovel</b>	
<b>1 crowbar</b>	
<b>1 hammer</b>	
<b>1 pipe wrench</b>	

#### **Emergency supplies in clear tote in the nurse's office:**

**2 manual breathing assistance bags**  
**6 adult neck braces**  
**Various band aids, tape and gauze**  
**8 disposable emergency blankets**



**Emergency supplies in red tote in the nurse's office:**

**10 blankets**  
**4 large tarps**

**Emergency supplies in large red medical bags in the nurse's office:**

<b>1 box disposable gloves (Medium)</b>	<b>1 mouth barrier</b>
<b>1 box face masks</b>	<b>1 tube activated charcoal</b>
<b>3 extra-large wound dressings</b>	<b>1 tube glucose</b>
<b>Various band aids, gauze, tape</b>	<b>Ziploc bags</b>
<b>1 bottle hydrogen peroxide</b>	<b>blood pressure cuff</b>
<b>1 bottle eye wash</b>	<b>1 can antiseptic spray</b>
<b>scissors</b>	

**Emergency supplies in school classrooms:**

**5 gallons drinking water**

Each School site is equipped with a list of emergency supplies listed above.

The bins are locked and secured. The Principal of each school has a key for the bin, as well as the District Safety and Disaster Coordinator, Maintenance Director. Cuyama Police and Fire Departments have access to bin keys via the Knox Box, located at each school site.

The equipment and supplies are for use by the school site's emergency response teams. The principal at each school is responsible for accounting for and replacing, any items used during and emergency response. Purchase of replacement items may be coordinated through the CJUSD Safety and Disaster Coordinator. Routine inspection and replacement of expired items will be conducted by the CJUSD Safety and Disaster Coordinator.

During a major emergency, we have a responsibility to provide for the needs of our students and staff, for as many as three days. It is our plan that our emergency bins will be able to meet the commonly recognized survival requirements of food, water, sanitation, shelter, and first aid.



## **FOOD & WATER**

### **Water:**

We currently have small portable 5-gallon water containers in each classroom.

### **Food:**

For extended emergencies, our primary source of food will be storage in our food service facilities, located at each site.

**Note:** In the event of prolonged power loss, a plan will be in place to utilize perishable food items first.

In preparation for the unlikely event all food storage areas are inaccessible, we will store sufficient "high energy" food bars to provide 10 servings to each student and staff member. This ration will be stored in each site's emergency bin, inside, sealed, rodent proof storage tubs. To prevent spoiling, a rotation program will be implemented. At the end of each school year, the bars can be used in the lunch program, and replaced with fresh rations.

## **CLERICAL / STUDENT RELEASE**

### **Evacuation Cart**

A cart will be pre-positioned in the office of each school site. That cart will be used to transport items necessary to release students and fulfill other operational responsibilities from a remote location. The following items are to be loaded onto the cart in the event an office evacuation is ordered:

- File Boxes Containing Student and Staff Emergency Cards
- Updated Roll Sheet
- Tactical Emergency Radio, Extra Battery
- Operational ( School Site ) Radio, and Extra Battery
- Box of Designated Operational ( Site ) Radios and Batteries
- Visitor Sign in Book
- Student Check Out Book
- Attendance Records
- Digital Camera, Extra Battery, Extra Memory Chip ( Recommended )

**Additional Supplies are located in the Emergency Supplies area, located at each school site.**

### **Classroom Emergency Supplies**

Each Principal is responsible to ensure that each classroom or office with no water or restroom access, is supplied with drinkable water and appropriate facilities for restroom use during incidents requiring Lockdown or Securing In Place emergency actions.

The first aid supplies are to be used only during a crisis or disaster. They are not for use on field trips or for routine first aid supplies during the year. Study-trip packs that are specifically set up with first aid supplies are available in all school offices for trips away from school.

## **11. Emergency DRILLS**

In order to be adequately prepared, the personnel must be familiar with their responsibilities as described in this document and drill those responses on a regular basis. Each Principal is responsible for ensuring that at least one of the following drills will be conducted on a monthly basis. The drills are to be documented on the Emergency Drill Record Form and maintained at the school site.

There are four emergency drills school personnel should be prepared to implement:

- **Drill 1 – Fire**
- **Drill 2 – Lockdown**
- **Drill 3 - Shelter-in-Place**
- **Drill 4 – Earthquake**

### **DRILL 1: FIRE**

#### **Procedure:**

- Utilize the *Evacuate Building*, and *Fire on School Grounds* sections of this document.

### **DRILL 2: LOCKDOWN**

#### **Procedure:**

- Utilize the *Lockdown* section of this document.

### **DRILL 3: SHELTER IN PLACE**

#### **Procedure:**

- Utilize the *Shelter in Place* sections of this document.

### **DRILL : EARTHQUAKE**

#### **Procedure:**

- Utilize the *Earthquake* and *Evacuate Building* sections of this document.



**FORM A**  
**EMERGENCY HAZARD ASSESSMENT SUMMARY**



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**FORM A – EMERGENCY HAZARD ASSESSMENT SUMMARY**

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School \_\_\_\_\_

Location \_\_\_\_\_

**On-Site Hazard:**

[List any unusual on-site hazards which are unique to the school, e.g., underground storage tanks, unusual chemicals]

**Off-Site Hazards:**

[List any unusual off-site hazards unique to the school, e.g. freeways, railroads, pipelines, power transmission lines, industrial facilities]

Completed by \_\_\_\_\_

Date \_\_\_\_\_

[Note: This form should be completed annually, and a copy forwarded to Facilities & Maintenance Department]

**FORM B**

**BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST**

27

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**FORM B – BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST**

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School \_\_\_\_\_

Location \_\_\_\_\_

	Yes	No	Note
Have students and staff been evacuated from the area of contamination?	_____	_____	_____
Have all students and staff been accounted for?	_____	_____	_____
Has the area of contamination been cordoned off and secured?	_____	_____	_____
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?	_____	_____	_____
Have the doors and windows to the area of contamination been closed and locked?	_____	_____	_____
Have fans and ventilators serving the area of contamination been turned off?	_____	_____	_____
Have staff, students, or other personnel who came in contact with the area of contamination cleaned their hands with soap and water?	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Completed by \_\_\_\_\_

Date \_\_\_\_\_

[Note: Send a copy of this form to the District Superintendent's Office and maintain the original in the emergency document file.]

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**FORM C**

**BOMB THREAT PACKET**

## **BOMB THREAT**

This protocol is initiated by receipt of a bomb threat, or discovery of a suspicious device. The threat can be received by telephone, note, e-mail, personal delivery, or from police or fire personnel.

Bomb threats are much more common than either actual explosive devices, or explosions. In general, threats or advanced warnings are not given when a bomb is actually going to explode. Statistically, when a bomb explodes, there is no warning, and conversely, when threats are made there is normally no explosion.

Threats can be used for various purposes, including creating fear, and disrupting normal activities, or calling attention to an individual or group. A phone threat can be received at any number and may be found on an answering machine at the beginning of the day.

Normally, a threat requires some additional factor to make it "credible". Determining the credibility of the threat is best left to the professionals, however the Incident Commander or other District Administrator may be asked to make the call, or to provide input. Factors contributing to credibility are age of the caller. Specificity of the threat stated motive, description of the device, or apparent explosives knowledge.

Threats made by students, absent any corroborative facts are normally considered non credible. Non credible threats call for lesser response than either credible threats, or when a suspicious device is actually discovered.

A series of false Bomb Threats create the possibility that the perpetrator is "patterning" the schools response to the threats. By placing the false threats, the perpetrator learns both evacuation routes and emergency assembly areas. If multiple threats are received, it is important that officials recognize the pattern of threats and utilize different evacuation routes and assembly areas.

Routinely examine evacuation areas. Look for evidence of recent digging. Remove trash cans, dumpsters, or other items which could be used to conceal an explosive device. Be suspicious of piles of trash or other debris which appear in an assembly area. Improvised Explosive Devices, or I.E.D.'s is routinely concealed in such items.



## **Procedure**

16. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – Tell the operator, "This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]."
17. The person answering the threat call should follow the procedures on the Bomb Threat Checklist. A Checklist should be located underneath each phone capable of receiving an outside call. If no Checklist is available, try to obtain the following information:
  - When is the bomb going to explode?
  - Where is the bomb right now?
  - What does the bomb look like?
  - What kind of bomb is it?
  - What will cause the bomb to explode?
  - Did you place the bomb? Why?
  - What number can I call you back at?
  - What is your address?
  - What is your name?
18. After receiving the telephoned threat, the person who answered the call should immediately notify the Principal ( Incident Commander ). As soon as practical, the Incident Commander, or their designee will notify the district office and advise them of the situation.
19. If the threat is received through other means, the person receiving the threat will notify the Principal, ( Incident Commander ). The Incident Commander will notify the Santa Barbara Sheriff's Department via "911" and pass along all information regarding the incident. Attempt to preserve the evidence, i.e., note, or e-mail, by which the threat was conveyed. If it was delivered in person, attempt to gain as much information as possible about the informant. If the informant is cooperative, have them wait for police.
20. If a specific location is identified in the threat, the Incident Commander should evacuate the area, as well as the area surrounding the reported location of the explosive. Use evacuation routes that do not place students or staff in close proximity to the location of a suspected device.
21. If the threat is considered "Non-Credible", the Incident Commander will direct all staff to do a cursory search of their normally assigned areas, for items which do not belong, such as suspicious packages, boxes or foreign objects. This information should be delivered by telephone. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many explosive devices can be triggered by radio transmissions.

## **Bomb Threat continued:**

22. If a suspicious object is identified, notify the Incident Commander immediately. No attempt should be made to investigate or examine the object. Evacuate the area near the device.
23. If no suspicious device(s) are found, and the threat appears to be unfounded, the Incident Commander ( Principal ) will make the determination as to when to resume normal operations.
24. Based on the search results, the Incident Commander will determine the appropriate Immediate Response Action, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
25. The Incident Commander shall update the district office and request necessary assistance. If Police respond, or if students are evacuated from their classrooms, the CJUSD system should be initiated.
26. If a device is found, or if Police determine the threat to be credible, they will assume command. Once command is shifted to the Police Department, the Incident Commander will assume a support function, and must obey all lawful orders issued by the on-scene Law Enforcement Personnel. Do not interfere with the Police.
27. The Incident Commander should ensure that the physical needs of the students and staff are being met. Keep in mind that there are supplies in the Emergency Bin, and that additional supplies or manpower can be brought in from other campuses. Students can also be walked to a nearby campus, where it may be easier to provide services such as food, or shelter.
28. If requested by the Incident Commander, the Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
29. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. At the conclusion of the incident, the Incident Commander will take the appropriate actions based on the circumstances.
30. After the incident is over, the Incident Commander will complete the Bomb Threat Report.



# **BOMB THREAT CHECKLIST**

**Phone Number Appearing on Caller I.D.:** \_\_\_\_\_

- 19.) When is the bomb going to explode?
- 20.) Where is the bomb right now?
- 21.) What does the bomb look like?
- 22.) What kind of bomb is it?
- 23.) What will cause the bomb to explode?
- 24.) Did you place the bomb?
- 25.) Why?
- 26.) What is your address?
- 27.) What is your name?

## **Exact Wording of Bomb Threat:**

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---

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---

Phone # at which call was received \_\_\_\_\_ Time Call Received \_\_\_\_\_ Length of Call \_\_\_\_\_

Date Call Received \_\_\_\_\_ Sex of Caller \_\_\_\_\_ Race \_\_\_\_\_ Age \_\_\_\_\_

REMARKS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your name: \_\_\_\_\_ Title: \_\_\_\_\_ PH # \_\_\_\_\_ Date \_\_\_\_\_

# **BOMB THREAT CALL INFORMATION**

## **DESCRIBE THE CALLER:**

**Sex of the caller:**    **Male**                      **Female**                      **Unsure**

**Approximate Age of Caller:**

**Caller's voice was (circle all that apply):**

## **SPEED AND PITCH**

Hurried or Rapid	Moderately paced	Slow
Hushed or quiet	Loud	Deep
High-pitched	Squeaky	Other:

## **EMOTION**

Distant	Excited	Angry
Sad	Happy	Calm
Agitated	Matter-of-Fact	Boastful
Sincere	Crazed	Other:

## **QUALITY**

Stutter	Lisp	Slurred
Whispered	Laughing or Giggling	Raspy
Nasal	Deep Breathing	Crying
Stressed	Whining	Clearing Throat
Cracking Voice	Other:	Other:

# **BOMB THREAT CALL INFORMATION**

**DESCRIBE THE CALLER continued:**

## **LANGUAGE**

Language	Accented	Well-spoken
Foul	Audio Taped	Incoherent
Message read	Irrational	Broken
Drunk	Other	Other

**Could you tell if the call was:**

<b>Local?</b>	<b>Long Distance?</b>	<b>Cell Phone?</b>
<b>Was the voice familiar? known?</b>	<b>Y or N</b>	<b>If yes, how, who if</b>
<b>Was the voice disguised?</b>	<b>or N</b>	<b>If yes, how?</b>

## **DESCRIBE THE ATMOSPHERE**

**Could you make out anything said in the background?**

**Background Sounds Heard on the Call (circle all that apply):**

Trains	Airplanes	Party	Children
Quiet	Static	Echo	Street noises
House noises	Voices	Vehicle noise	Animal noises
PA System	Music	Motor	Factory machinery
Office machinery	Other	Other	

## **PERSON WHO RECEIVED CALL**

**Your Name:**

**Your Position:**

**Your Telephone Number:**

**Was a recording of the call made?**



**FORM D**

**INJURED AND MISSING PERSON'S REPORT**

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**FORM D – INJURED AND MISSING PERSON’S REPORT**

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School \_\_\_\_\_

Room Number \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Date \_\_\_\_\_

<b>INJURED</b>		
<b>Name</b>	<b>Type of Injury</b>	<b>Location</b>

<b>MISSING PERSONS</b>	
<b>Name</b>	<b>Last Seen Location</b>

[Note: Send a copy of this form to the Command Post and maintain the original in the emergency document file.]

**FORM E**  
**EMERGENCY STUDENT RELEASE LOG**

## EMERGENCY STUDENT RELEASE LOG

Date: \_\_\_\_\_

**School:** \_\_\_\_\_

[illegible]





[illegible]

Student Release Log Form E - June 2003



**FORM F**  
**DAMAGE ASSESSMENT REPORT**

## FORM F – DAMAGE ASSESSMENT REPORT

NOTE: Do not enter the building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: \_\_\_\_\_ Location/Building Code: \_\_\_\_\_

District: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time: (24:00 Hours): \_\_\_\_:\_\_\_\_

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Location/Room #/Note
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Natural Gas Lines and Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<u>Hazardous Materials</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Chemical Type/Quantity spilled or leaking:</u> _____
Custodial chemicals					
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Chemical Type/Quantity spilled or leaking:</u> _____
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<u>Physical Hazards</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sinkholes					_____
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Damaged Bld. Matl.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Notes: (description of trouble, location, severity or hazardous materials):

### Findings

Building or room safe for re occupancy ☐

Building or room closed due to hazardous condition ☐

The following corrective measures need to be completed prior to re occupancy:

[Note: Send a copy of this form to the Maintenance Department and maintain the original in the emergency document file]

**FORM G**  
**EMERGENCY DRILL RECORD**



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**FORM G – EMERGENCY DRILL RECORD**

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School 

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Type of Drill	Date Held	Time		Remarks	Recorded by
		Start	End		

[Note: Send a copy of this form to Safety and Disaster Coordinator. Maintain the original in the emergency document file.]

**FORM H**

**Compassionate & Special Needs Exclusion Form**

Compassionate & Special Needs Exclusion Form

**Confidential Confidential Confidential Confidential**

*The information contained in this form is confidential. It is a violation of CJUSD policy to release the information contained in this form, without the authorization of the Superintendent.*

*The original form will be maintained in a confidential file at the District Office.*

The purpose of this form is to provide a mechanism where employees of the CJUSD may request an exclusion from service during a response to a major emergency or disaster. The exclusion is intended for those employees with medical and or physical restrictions, or those who have responsibilities involving the care of persons unable to care for themselves. If approved, the employee will be excused from emergency service extending past their normal working hours.

This form must be filled out by the employee requesting the exclusion, and approved by the Superintendent, before the exclusion can be granted. The Superintendent may request verification of information as necessary.

Employee Name: \_\_\_\_\_

Work Site: \_\_\_\_\_

Reason for Exclusion: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

It is the responsibility of each employee to ensure that the district is notified in the event they no longer require an exclusion.

**FORM I**

**Compassionate & Special Needs Exclusion Notification**

## Compassionate & Special Needs Exclusion Notification

**Date:**

**From:** The office of the Superintendent

**To:** ( Employee's Work Site )

**To whom it may concern:**

**The following CJUSD employee is granted an exclusion from after-hours service resulting from an emergency response, or major disaster.**

**Employee Name:** \_\_\_\_\_

**The reason for the exclusion has been reviewed by the Superintendent and has been approved in advance.**

**The excluded employee is not required to provide any personal information, in order to utilize this exclusion.**



BEFORE THE GOVERNING BOARD OF THE  
CUYAMA JOINT UNIFIED SCHOOL DISTRICT  
COUNTY OF SANTA BARBARA, STATE OF CALIFORNIA

Reducing or Eliminating Certain Classified  
Positions for the 2022-2023 School Year

Resolution No. 2022-003

WHEREAS, Section 45117 of the Education Code requires action by the Governing Board in order to reduce or eliminate certain classified positions and permit the layoff of classified employees; and

WHEREAS, the District Superintendent has recommended to the Governing Board that, due to lack of work or lack of funds, certain classified positions be reduced or eliminated no later than the beginning of the 2022-2023 school year; and

WHEREAS, the Governing Board has determined that, due to the lack of work or lack of funds, it is in the best interest of the District, and the welfare of the students, to reduce or eliminate certain classified positions no later than the beginning of the 2022-2023 school year; and

WHEREAS, as a result of the lack of work or lack of funds, it is necessary to reduce the number of classified employees of the District.

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Cuyama Joint Unified School District:

1. That each of the above recitals is true and correct.
2. That the Governing Board hereby determines to reduce or eliminate those certain classified positions set forth in **Exhibit A**, attached hereto and incorporated by reference herein.
3. That the Superintendent or Superintendent's designee is authorized and directed to determine which employees' services may not be required for the 2022-2023 school year as a result of this reduction in services due to a lack of work or lack of funds, [consistent with the competency criteria set forth in **Exhibit B**, attached hereto and incorporated by reference herein].
4. That, no later than March 15, 2022, the Superintendent or Superintendent's designee is authorized and directed to give legally required notice to those employees who may not be reemployed for the 2022-2023 school year as a result of this reduction in services due to a lack of work or lack of funds.
5. That the Superintendent or Superintendent's designee is also authorized and directed to initiate and take all actions necessary and appropriate to implement this Resolution including, but not limited to, signing any applicable service agreements with the state Office of Administrative Hearings in furtherance of this service reduction due to a lack of work or lack of funds.

I CERTIFY that the above resolution, proposed by Trustee \_\_\_\_\_ and seconded by Trustee \_\_\_\_\_, was duly passed and adopted by the Governing Board of the Cuyama Joint Unified School District of Santa Barbara County, California, at an official and public meeting thereof held on February 15, 2022, by the following vote:

AYES: \_\_\_\_\_  
(Name(s) of Board Members)

NAYES: \_\_\_\_\_  
(Name(s) of Board Members)

ABSTENTIONS: \_\_\_\_\_  
(Name(s) of Board Members)

ABSENCES: \_\_\_\_\_  
(Name(s) of Board Members)

DATED:

GOVERNING BOARD OF THE \_\_\_\_\_ SCHOOL DISTRICT

By: \_\_\_\_\_

Title: \_\_\_\_\_

[Attachment: Exhibits A and B]

**CUYAMA JOINT UNIFIED SCHOOL DISTRICT**

**RESOLUTION REDUCING OR ELIMINATING  
CERTAIN CLASSIFIED POSITIONS DUE TO LACK TO WORK OR LACK OF FUNDS**

**EXHIBIT A**

	<b>FTE*</b>
<b>Food Services support</b>	
Cook .....	6.5-hour (0.8125)
<b>TOTAL FTE Reduced or Discontinued .....</b>	<b>6.5-hour</b>
<b>.....</b>	<b>(0.8125)</b>

\*FTE = Full Time Equivalent

**CUYAMA JOINT UNIFIED SCHOOL DISTRICT**

**REDUCING OR ELIMINATING  
CERTAIN CLASSIFIED POSITIONS DUE TO LACK OF WORK OR LACK OF FUNDS**

**EXHIBIT B**

For purposes of "bumping" pursuant to Education Code sections 45117 and 45308, a more senior employee shall only be allowed to bump and displace a more junior employee when the more senior employee is both competent to assume the entire assignment of the more junior employee. The more senior employee meets the definition of "competency" by having the training, experience, and certificates necessary to meet the job requirements of specialized positions.

**BEFORE THE GOVERNING BOARD OF THE  
CUYAMA JOINT UNIFIED SCHOOL DISTRICT  
COUNTY OF SANTA BARBARA, STATE OF CALIFORNIA**

Determination of Seniority Among Classified     )  
Employees With Same First Paid Date of         )     Resolution No. 2022-004  
Service/Date of Hire ("Tie-Breaker Resolution" )  
\_\_\_\_\_ )

WHEREAS, the Governing Board anticipates that it will be necessary to reduce or eliminate certain classified positions effective at the close of this school year; and

WHEREAS, the Governing Board has determined that as between classified employees who first rendered paid service to the District/were hired with the District on the same date, certain criteria should be used in determining the order of termination of said employees; and

WHEREAS, the determination of the order of termination is based solely upon the needs of the District and the students thereof.

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Cuyama joint Unified School District:

1. That each of the above recitals is true and correct.
2. The criteria used to determine the order of termination of classified employees who first rendered paid service to the District/were hired by the District on the same date, shall be as follows and will be applied in the priority order indicated:
  - a. Experience
  - b. Training
  - c. Competence
  - d. Evaluations
  - e. Other Relevant Certificates/Licenses
  - f. [Other as determined by District]

I CERTIFY that the above resolution, proposed by Trustee \_\_\_\_\_ and seconded by Trustee \_\_\_\_\_, was duly passed and adopted by the Governing Board of the Cuyama Joint Unified School District of Santa Barbara County, California, at an official and public meeting thereof held on February 15, 2022, by the following vote:

AYES: \_\_\_\_\_  
(Name(s) of Board Members)



NAYES: \_\_\_\_\_  
(Name(s) of Board Members)  
ABSTENTIONS: \_\_\_\_\_  
(Name(s) of Board Members)  
ABSENCES: \_\_\_\_\_  
(Name(s) of Board Members)

DATED: \_\_\_\_\_

GOVERNING BOARD OF THE  
CUYAMA JOINT UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

Title: \_\_\_\_\_

BEFORE THE GOVERNING BOARD OF THE  
CUYAMA JOINT UNIFIED SCHOOL DISTRICT  
COUNTY OF SANTA BARBARA, STATE OF CALIFORNIA

Reducing or Eliminating Certain Certificated  
Services for the 2022-2023 School Year

Resolution No. 2022-005

WHEREAS, sections 44949 and 44955 of the Education Code require action by the Governing Board in order to reduce or eliminate services and permit the layoff of certificated employees; and,

WHEREAS, the District Superintendent has recommended to the Governing Board that particular kinds of services be reduced or eliminated no later than the beginning of the 2022-2023 school year; and,

WHEREAS, the Governing Board has determined that it is in the best interest of the District, and the welfare of the students thereof, to reduce or discontinue certain particular kinds of services no later than the beginning of the 2022-2023 school year; and,

WHEREAS, as a result of the reduction or elimination of particular kinds of services in Resolution No. 2022-001, it is necessary to reduce the number of certificated employees of the District;

NOW THEREFORE, BE IT RESOLVED by the Governing Board of the Cuyama Joint Unified School District:

1. That each of the above recitals is true and correct.
2. That the Governing Board resolves to dismiss the following named certificated employees at the end of the current school year in accordance with the Superintendent's recommendation made prior to March 15, 2022, and instructs the Superintendent to notify each employee of this decision on or before May 15, 2022. This decision is effective immediately.

Leah Bourgeois  
Kathleen Ricci

I CERTIFY that the above resolution, proposed by Trustee \_\_\_\_\_ and seconded by Trustee \_\_\_\_\_, was duly passed and adopted by the Governing Board of the Cuyama Joint Unified School District of Santa Barbara County, California, at an official and public meeting thereof held on February 15, 2022, by the following vote:

AYES: \_\_\_\_\_  
(Name(s) of Board Members)

NAYES: \_\_\_\_\_  
(Name(s) of Board Members)

ABSTENTIONS: \_\_\_\_\_  
(Name(s) of Board Members)

ABSENCES: \_\_\_\_\_  
(Name(s) of Board Members)

DATED: \_\_\_\_\_

GOVERNING BOARD OF THE  
CUYAMA JOINT UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

Title: \_\_\_\_\_

**BEFORE THE GOVERNING BOARD OF THE  
CUYAMA JOINT UNIFIED SCHOOL DISTRICT  
COUNTY OF SANTA BARBARA, STATE OF CALIFORNIA**

Reducing or Eliminating Certain Certificated  
Services for the 2022-2023 School Year

Resolution No. 2022-001

WHEREAS, Sections 44949 and 44955 of the Education Code require action by the Governing Board in order to reduce or eliminate services and permit the layoff of certificated employees; and,

WHEREAS, the District Superintendent has recommended to the Governing Board that particular kinds of services be reduced or eliminated no later than the beginning of the 2022-2023 school year; and,

WHEREAS, the Governing Board has determined that it is in the best interest of the District, and the welfare of the students thereof, to reduce or discontinue certain particular kinds of services no later than the beginning of the 2022-2023 school year; and,

WHEREAS, as a result of the reduction or elimination of particular kinds of services, it will be necessary to reduce the number of certificated employees of the District.

NOW THEREFORE, BE IT RESOLVED by the Governing Board of the Cuyama Joint Unified School District:

1. That each of the above recitals is true and correct.
2. That the Governing Board hereby determines to reduce or eliminate those particular kinds of services set forth in **Exhibit A**, attached hereto and incorporated by reference herein.
3. That the Superintendent or Superintendent's designee is authorized and directed to determine which employees' services may not be required for the 2022-2023 school year as a result of this reduction in services, consistent with the competency criteria set forth in **Exhibit B**, attached hereto and incorporated by reference herein.
4. That, no later than March 15, 2022, the Superintendent or Superintendent's designee is authorized and directed to give legally required notice to those employees who may not be reemployed for the 2022-2023 school year as a result of this reduction in services.
5. That the Superintendent or Superintendent's designee is also authorized and directed to initiate and take all actions necessary and appropriate to implement this Resolution including, but not limited to, signing any applicable service agreements with the state Office of Administrative Hearings in furtherance of this service reduction process.

I CERTIFY that the above resolution, proposed by Trustee **Marcela Medina** and seconded by Trustee **Heather Lomax**, was duly passed and adopted by the Governing Board of the Cuyama Joint Unified School District of Santa Barbara County, California, at an official and public meeting thereof held on January 13, 2022, by the following vote:

AYES: Heather Lomax, Marcela Medina, Emily Johnson  
(Name(s) of Board Members)

NAYES: 0  
(Name(s) of Board Members)

ABSTENTIONS: 0  
(Name(s) of Board Members)

ABSENCES: Whitney Goller, Jan Smith  
(Name(s) of Board Members)

DATED: Jan 20, 2022

GOVERNING BOARD OF THE  
CUYAMA JOINT UNIFIED SCHOOL DISTRICT

By: Whitney Goller  
Whitney Goller

Title: BOARD PRESIDENT

[Attachment: Exhibits A and B]

**CUYAMA JOINT UNIFIED SCHOOL DISTRICT**  
**RESOLUTION REDUCING OR DISCONTINUING**  
**PARTICULAR KINDS OF SERVICES**

**EXHIBIT A**

**FTE\***

**Elementary School Services**

Response to Intervention (RTI) Teacher (K-5<sup>th</sup> Grade/Lower Grades) ..... 1

**Middle School through High School Services**

Response to Intervention (RTI) Teacher (6<sup>th</sup>-12<sup>th</sup> Grade/Upper Grades) .... 1

**TOTAL FTE Reduced or Discontinued..... 2**

**\*FTE = Full Time Equivalent**

## **CUYAMA JOINT UNIFIED SCHOOL DISTRICT**

### **REDUCING OR DISCONTINUING PARTICULAR KINDS OF SERVICES**

#### **EXHIBIT B**

For purposes of "bumping" pursuant to Education Code section 44955(b), a more senior employee shall only be allowed to bump and displace a more junior employee when the more senior employee is both competent and credentialed to assume the entire assignment of the more junior employee. The more senior employee meets the definition of "competency" by:

1. Possession of a valid clear or preliminary credential in the subject(s) or grade level to which the employee will be assigned at the beginning of the 2022-2023 school year;
2. Possession of an appropriate full (not emergency) EL authorization (if required by the position);
3. In the case of a departmentalized setting, possession of a single subject credential(s) or subject matter authorization in that subject area (if required by the position);
4. Teaching experience in the subject area and/or grade level for at least one (1) year within the last ten (10) years; and
5. Any training and experience necessary to meet the job requirements of specialized positions.



# Cuyama Joint Unified School District

## 2022-2023 District Calendar DRAFT #1 -similar to 2021-2022

JULY 2022							JANUARY 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2							
3	4	5	6	7	8	9	1	2	3	4	5	6	7
10	11	12	13	14	15	16	8	9	10	11	12	13	14
17	18	19	20	21	22	23	15	16	17	18	19	20	21
24	25	26	27	28	29	30	22	23	24	25	26	27	28
31							29	30	31				
AUGUST 2022							FEBRUARY 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30	31				26	27	28				
SEPTEMBER 2022							MARCH 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3				1	2	3	4
4	5	6	7	8	9	10	5	6	7	8	9	10	11
11	12	13	14	15	16	17	12	13	14	15	16	17	18
18	19	20	21	22	23	24	19	20	21	22	23	24	25
25	26	27	28	29	30		26	27	28	29	30	31	
OCTOBER 2022							APRIL 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1							1
2	3	4	5	6	7	8	2	3	4	5	6	7	8
9	10	11	12	13	14	15	9	10	11	12	13	14	15
16	17	18	19	20	21	22	16	17	18	19	20	21	22
23	24	25	26	27	28	29	23	24	25	26	27	28	29
30	31						30						
NOVEMBER 2022							MAY 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5							
6	7	8	9	10	11	12		1	2	3	4	5	6
13	14	15	16	17	18	19	7	8	9	10	11	12	13
20	21	22	23	24	25	26	14	15	16	17	18	19	20
27	28	29	30				21	22	23	24	25	26	27
							28	29	30	31			
DECEMBER 2022							JUNE 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3					1	2	3
4	5	6	7	8	9	10	4	5	6	7	8	9	10
11	12	13	14	15	16	17	11	12	13	14	15	16	17
18	19	20	21	22	23	24	18	19	20	21	22	23	24
25	26	27	28	29	30	31	25	26	27	28	29		

**Important Dates**

8/16-8/19- Teacher work days  
**8/22 – First Day of School**  
 9/1-ES Back to School Night  
 9/15- High School Back to School Night  
 10/14 – End of 1<sup>st</sup> Quarter HS  
 11/4 – End of 1<sup>st</sup> Trimester ES  
 11/15-11/17 –Min. Days ES - Parent Conferences. (TK-8)  
 11/23-11/25 – Thanksgiving Break  
 12/12-12/16 – Semester Exams HS  
 12/16 – End of 1<sup>st</sup> Semester HS  
 12/16 – Min. Day ES and HS  
 12/19-1/6 – Winter Break  
 1/9 – School resumes  
 3/3 – End of 2<sup>nd</sup> Trimester ES  
 3/17 – End of 3<sup>rd</sup> Quarter HS  
 4/6 – Min. Day ES and HS  
 \*4/7 – Snow Day – if needed  
 4/10-4/14 – Spring Break  
 6/5-6/9 – Final Exams HS  
**6/8 –8<sup>th</sup> Grade Graduation**  
**6/9 – Last Day of School – ES and HS**  
**6/9 – High School Graduation**  
 6/9 – Min. Day ES and HS  
 6/9 - End 2<sup>nd</sup> Semester HS/3<sup>rd</sup> Trimester ES

**Holidays (District Office Closed)**

7/4 – Independence Day (Observed)  
 9/5 – Labor Day  
 11/11 – Veteran's Day  
 11/24 – Thanksgiving  
 12/26 – Christmas (Observed)  
 1/2 – New Year's Day (Observed)  
 1/16 – Martin Luther King Day  
 2/13 – Lincoln's Holiday  
 2/20 – President's Day  
 5/29 – Memorial Day

**Early Release Days**

Elementary School Early Release Days:  
 Mondays – 8:20-1:45

Cuyama High School Early Release Days:  
 Mondays – 8:00-2:00

**Minimum Day Release**  
 Elementary School: 12:05 p.m.  
 High School: 12:15 p.m.  
**Bold borders = Minimum Day: Check Important Dates above to see if it applies to ES only or to both EL & HS**

Starting and Ending Times: TK-8<sup>th</sup> grade: 8:20 a.m. – 2:45 p.m. High School: 8:00 a.m. – 3:00 p.m.  
 180 Student Days 184 Teacher Days 1<sup>st</sup> Semester-80 Days 2<sup>nd</sup> Semester-100 Days

 School Days  
 Board Meeting  
 No School/Vacation/Holidays  
 Indicates Holidays

December 21, 2021



A nonprofit affiliate of the University of Massachusetts

## SUPERVISED INTERNSHIP AGREEMENT

Please check below all the applicable supervised fieldwork in which in your District will be participating with UMass Global Santa Maria Campus.

SCHOOL PSYCHOLOGY

☐

EDUCATION ADMINISTRATION

☐

SCHOOL COUNSELING

☒

THIS AGREEMENT is made and entered into by and between UMass Global hereinafter called the "UNIVERSITY," and the Cuyama Joint Unified School District, hereinafter called "FIELDWORK SITE."

WHEREAS, an INTERN, as defined in Appendix A, is required to enroll in education courses while serving under the supervision of experienced UNIVERSITY and FIELDWORK SITE professionals, during which time the INTERN shall hold an internship credential granted by the California Commission on Teacher Credentialing, (hereinafter the "COMMISSION").

### I. RESPONSIBILITIES OF THE UNIVERSITY

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, if so required, to be eligible for supervised fieldwork.
- B. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the FIELDWORK SITE, the activities of each student assigned to FIELDWORK SITE and student fieldwork experience.
- C. The UNIVERSITY shall complete periodic observations and/or evaluations of the student regarding his/her performance at the FIELDWORK SITE as per arrangement between the UNIVERSITY faculty or staff member and the FIELDWORK SITE supervisor.

### II. RESPONSIBILITIES OF THE FIELDWORK SITE

- A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.

- B. The FIELDWORK SITE shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.
- C. The FIELDWORK SITE staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or involving employees or agents of the FIELDWORK SITE, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.
- D. To notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- E. Comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.
- F. The FIELDWORK SITE staff shall comply with APPENDIX B regarding the FIELDWORK SITE's supervision of UNIVERSITY students.
- G. The FIELDWORK SITE acknowledges that each INTERN under this Agreement shall be a paid employee of the FIELDWORK SITE and thus covered under the FIELDWORK SITE'S insurance policies, including Workers' Compensation, to the extent available to other teachers. No intern shall be considered an employee or agent of UMass Global while performing services for the District.

### **III. THE PARTIES MUTUALLY AGREE**

- A. Neither party shall discriminate in the assignment of INTERNS on the basis of race, color, disability, gender, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.
- B. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- C. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

#### **FIELDWORK SITE CONTACT INFORMATION:**

Cuyama Joint Unified School District  
 2300 Highway 166  
 New Cuyama, CA 93254  
 Attn: Alfonso Gamino  
 Phone: 661-766-2482

#### **UNIVERSITY CONTACT INFORMATION:**

UMass Global  
 16355 Laguna Canyon Road  
 Irvine, CA 92618  
 Attn: School of Education, Dean  
 Fax: (800) 775-0128

- D. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- E. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.

- F. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- G. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

#### **IV. TERM AND TERMINATION OF AGREEMENT**

- A. THE TERM of this Agreement shall be effective 03/01/2022 and shall continue in full force and effect through 03/01/2025. This Agreement may be renewed for one (1) additional term of the contract by mutual written consent of the parties.
- B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE with or without cause upon thirty (30) days written notice provided that (subject to the other terms of this Agreement) all students performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the Fieldwork Site.

#### **SIGNATURES:**

**FIELDWORK SITE:**      Signature: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

**UNIVERSITY:**      Signature: \_\_\_\_\_  
Name: **Phillip L. Doolittle**  
Title: **Executive Vice Chancellor of Finance and  
Administration and Chief Financial Officer**  
Date: \_\_\_\_\_

**Appendix A**  
**Definition of Internship**

- A. "INTERN" is defined according to the COMMISSION as a person who is enrolled in a COMMISSION-approved internship program and is serving with an Internship Credential issued upon the recommendation of the UNIVERSITY.
- B. INTERNS shall not displace certificated FIELDWORK SITE employees. FIELDWORK SITE further agrees to provide written certification that no person with the appropriate credential, background and qualifications is interested and/or available in the position that is the subject matter of this Agreement.
- C. The internship may continue for a period of up to two years and the credential may be renewed upon a showing of good cause.
- D. The internship program is being implemented in order to provide the INTERN with an opportunity to gain field experience on a paid basis. In the event that the internship is being developed to meet an employment shortage, FIELDWORK SITE agrees to provide a statement regarding the availability of qualified, certificated individuals holding the appropriate credential.
- E. The Internship Credential is issued for service only in the FIELDWORK SITE District and the UNIVERSITY shall notify the COMMISSION of the FIELDWORK SITE'S participation.

**Appendix B**  
**Specific Supervision Requirements for Each Program**

**School Counseling Fieldwork:**

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.
- B. Provide opportunities for students to gain a broad range of experiences, including experiences in:
  - a. Personal and career assessments
  - b. Personal counseling experience in either an individual or group context
  - c. Experience in School-based programs serving parents and family members
  - d. Observing classroom instruction
  - e. Attending district and school based meetings
  - f. Mapping school-based community resources
  - g. The candidate is to perform, under supervision, the functions of school counselors in school counseling domains.
  - h. Participating in professional development activities.
  - i. Participating in individual or group supervision.
  - j. Learning about and using technology and information systems.
  - k. Learning about Individual differences and student diversity.
- C. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including, (a) elementary, middle school or junior high, and (b) high school.
- D. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school counselor who has at least two years experience in school counseling to serve as the primary supervisor. The student may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- E. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- F. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.
- G. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

**I. Specific Supervision Requirements School Psychology Fieldwork:**

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school psychologist with at least two years of professional experience.
- B. Provide experiences with a diverse student population.
- C. Provide experiences with a variety of educational programs.



- D. Provide opportunities for students to gain a broad range of experiences, including experiences in:
- a. Data based decision making: Assessing and reevaluating individual pupils and their programs.
  - b. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
  - c. Developing, implementing and evaluating academic and behavioral interventions.
  - d. Providing counseling and other mental health interventions.
  - e. Home, school, community collaboration: working with parents and community members.
  - f. Learning about, helping develop, or evaluating policy, practices and programs.
  - g. Participating in professional development activities.
  - h. Participating in individual or group supervision.
  - i. Learning about and using technology and information systems.
  - j. Learning about Individual differences and student diversity.
- E. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.
- F. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school psychologist who has at least two years experience in School Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- G. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- H. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.
- I. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

**School Administration Fieldwork:**

- A. The FIELDWORK SITE shall provide student with individual and/or small group supervision from an experienced school administrator.
- B. The FIELDWORK SITE shall provide student with experiences with a diverse student population.
- C. The FIELDWORK SITE shall provide student with experiences with a variety of educational programs.
- D. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual and/or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- E. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university semester.
- F. The FIELDWORK SITE shall ensure that the student will be treated by the FIELDWORK SITE as part of the professional staff and is provided a supportive work environment and adequate supplies. In addition, it shall see that the INTERN is encouraged to participate in district or county committees and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.



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### STUDENT TEACHING AND PRACTICUM AGREEMENT

Please check below all the applicable supervised fieldwork in which in your District will be participating with UMass Global Santa Maria Campus.

TEACHER EDUCATION

☐

SCHOOL PSYCHOLOGY

☐

SCHOOL COUNSELING

☒

EDUCATION ADMINISTRATION

☐

THIS AGREEMENT is made and entered into by and between UMass Global hereinafter called the "UNIVERSITY," and the Cuyama Joint Unified School District, hereinafter called "FIELDWORK SITE."

#### I. RESPONSIBILITIES OF THE UNIVERSITY

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, to be eligible for supervised fieldwork including proof of negative TB test current within one year of supervised fieldwork and issuance of certificate of clearance.
- B. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the FIELDWORK SITE, the activities of each student assigned to FIELDWORK SITE and student fieldwork experience.
- C. The UNIVERSITY may provide monetary compensation for services rendered by the FIELDWORK SITE in an amount not to exceed the actual cost of the services rendered by the FIELDWORK SITE per Appendix A.

#### II. RESPONSIBILITIES OF THE FIELDWORK SITE

- A. The FIELDWORK SITE shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.
- B. The FIELDWORK SITE staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or involving employees or agents of the FIELDWORK SITE, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.

- C. The FIELDWORK SITE staff will provide, upon request by any participating student, such reasonable accommodations at the FIELDWORK SITE as required by law in order to allow qualified disabled students to participate in the program.
- D. To provide for emergency health care of the student in case of accident at the expense of the student.
- E. To provide all participating students with a copy of the FIELDWORK SITE'S rules, regulations, policies, and procedures with which the students are expected to comply and notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- F. Comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.
- G. The FIELDWORK SITE staff shall comply with APPENDIX B regarding the FIELDWORK SITE'S supervision of UNIVERSITY students.

### **III. THE PARTIES MUTUALLY AGREE**

- A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.
- B. The FIELDWORK SITE may, for good cause, refuse to accept for field experiences, or terminate the field experience assignment of any student of the UNIVERSITY assigned to the FIELDWORK SITE in writing. Prior to removal of a student, the FIELDWORK SITE shall consult with the UNIVERSITY about its concerns and proposed course of action. The UNIVERSITY may terminate the field experience assignment or student teaching assignment of any student of the UNIVERSITY at the FIELDWORK SITE at any time, and may do so if the FIELDWORK SITE so requests in writing with a statement of reasons why the FIELDWORK SITE desires to have the student withdrawn.
- C. Neither party shall discriminate in the assignment of students on the basis of race, color, disability, sex, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.
- D. The UNIVERSITY agrees to indemnify, hold harmless, and defend the FIELDWORK SITE, its agents, and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the FIELDWORK SITE because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents, employees, or students.
- E. The FIELDWORK SITE agrees to indemnify, hold harmless, and at the UNIVERSITY'S request, defend the UNIVERSITY, its agencies and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the UNIVERSITY because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement, and due or claimed to be due to the negligence of the FIELDWORK SITE, its agents, or employees.
- F. The parties agree that the students are considered learners who are fulfilling specific requirements for field experiences as part of a degree and/or credential requirement. Therefore, regardless of the nature or extent of the acts performed by them, students are not to be considered employees or agents of either the UNIVERSITY or the FIELDWORK SITE for any purpose including Workers' Compensation or any other employee benefit programs. The

students shall not be entitled to any monetary remuneration for services performed by them in the course of their training.

- G. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.
- H. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.
- I. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- J. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK SITE CONTACT INFORMATION:

Cuyama Joint Unified School District  
2300 Highway 166  
New Cuyama, CA 93254  
Attn: Alfonso Gamino  
Phone: 661-766-2293

UNIVERSITY CONTACT INFORMATION:

UMass Global  
16355 Laguna Canyon Road  
Irvine, CA 92618  
Attn: School of Education, Dean  
Fax: (800) 775-0128

- K. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- L. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- M. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- N. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

#### **IV. TERM AND TERMINATION OF AGREEMENT**

- A. THE TERM of this Agreement shall be effective 03/01/2022 and shall continue in full force and effect through 03/01/2025. This Agreement may be renewed for one (1) additional term of the contract by mutual written consent of the parties.
- B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE with or without cause upon thirty (30) days written notice provided that (subject to the other terms of this Agreement) all students performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the Fieldwork Site.

#### **SIGNATURES:**

**FIELDWORK SITE:**      Signature: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

**UNIVERSITY:**      Signature: \_\_\_\_\_  
Name:      **Phillip L. Doolittle**  
Title:      **Executive Vice Chancellor of Finance and  
Administration and Chief Financial Officer**  
Date: \_\_\_\_\_



Appendix A  
Payment for Cooperating Teachers for Teacher Education Fieldwork Only

**I. SPECIAL PROVISIONS – RATES and PAYMENTS**

- (a) \$ 200 Cooperating Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Multiple and Single Subject Credential candidates.
- (b) \$ 200 Cooperating Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Education Specialist Instruction Credential (Special Education) candidates.

**METHOD OF PAYMENT:** Stipend is to be paid directly to the Cooperating Teacher.

In the event the assignment of a UNIVERSITY student is terminated by the UNIVERSITY and/or the FIELDWORK SITE for any reason after the student has been in student teaching and has been at the assignment for a minimum of two weeks, COOPERATING TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment. Said payment is to exceed no more than six (6) units per session of terminated assignment. In the event the field experience of a UNIVERSITY student is terminated by the UNIVERSITY and/or the COOPERATING TEACHER for any reason after the student has been in the field experience for a minimum of two weeks, COOPERATING TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment.

Within thirty (30) days following the close of each session or academic session of the UNIVERSITY, the COOPERATING TEACHER shall submit an invoice and I-9 form as provided and signed to them by the UNIVERSITY, to the UNIVERSITY for payment at the rate provided therein for all field experiences provided by the FIELDWORK SITE under and in accordance with this agreement during said session. This process may be altered according to individual districts procedures as to the manner in which the invoicing will proceed so long as the parties mutually agree to such alteration in advance.

**Appendix B**  
**Specific Supervision Requirements for Each Program**

**Teacher Education Fieldwork:**

- A. "Field Experience" as used herein and elsewhere in this agreement means active participation in the duties and function of classroom under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid clear teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the field experience is provided, and have completed a minimum of three years successful teaching experience. "Student Teaching" is used herein and elsewhere in this agreement means participation in the duties and function of classroom teaching under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid, teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the student teaching experience is provided, and have completed a minimum of three years successful teaching experience.
- B. The UNIVERSITY'S Teacher Education Policy provides that student teachers without emergency or substitute permits may not be asked by the school districts to serve and be paid for substitute teaching as, under California law, student teachers are not certificated personnel and as they require full-time supervision. Those holding substitute or emergency permits may substitute for their Cooperating Teacher only (a maximum of four (4) days only): when s/he is ill; when it is determined by the principal that this is in the best interest of the students in the classroom as well as the candidate; after the first four weeks of the first assignment; and/or when the candidate is paid.
- C. "Session of Student Teaching," for Multiple Subject and Single Subject Credential candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- D. "Session of Student Teaching," for Education Specialist Instruction Credential (Special Education) candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- E. An assignment of a Multiple Subject and Single Subject Credential candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a two eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- F. An assignment of an Education Specialist Instruction Credential (Special Education) candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a single eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- G. The assignment of a UNIVERSITY student to field experiences and student teaching at FIELDWORK SITE shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper FIELDWORK SITE officials the assignment papers or

other documents provided by the UNIVERSITY effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

- H. School Site-employed supervisors for multiple and single subject candidates must complete an orientation to the program's expectations to be knowledgeable regarding program curriculum and assessments, including the TPEs and the California Teaching Performance Assessment (CAL TPA). School Site employed supervisors are required to complete a minimum of 10 hours of initial orientation provided through UMass Global on the program curriculum, effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, program curriculum and assessments, including the TPEs and the CAL TPA. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations. Eight hours of the ten-hour orientation may be met via experience and professional development pertaining to cognitive coaching, adult learning theory, instructional practices, and inclusion. Two hours of the ten-hour orientation are specific to UMass Global and take place via the shared candidate supervision process.
- I. School Site with Student Teachers must have a fully qualified administrator.
- J. University may request use of video capture (GoReact) for candidate reflection and CAL TPA completion to reflect to the extent possible Student Teacher's knowledge, skills, and abilities to instruct TK-12 students while meeting state-adopted academic standards for their program. School Site shall inform Credential Student Teachers of video recording policies in place for the CAL TPA video capture requirement. If the site does not have a video request form or permission slip a generic form is available to the candidate via the CTC webpage.
- K. The UNIVERSITY shall complete formal observations and/or evaluations of the student approximately every 3 weeks regarding his/her performance at the FIELDWORK SITE. This may be conducted in person or via secure video (GoReact).

**School Counseling Fieldwork:**

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.
- B. The program assigns qualified supervisors and provides training based on the program's design.

Qualifications for supervisors must include, but are not limited to:

- a. Possession of a PPS School Counselor credential and a minimum of two years PPS experience as appropriate to the candidate's fieldwork setting.
- b. The supervisor is responsible to undergo training in models of supervision, the SCPEs, and program fieldwork requirements and share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.

Candidates are required to:

- c. Complete a minimum of eight hundred (800) clock hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within each level. Two hundred (200) hours of the eight hundred (800) clock hours may be completed in other areas related to schools and/or counseling, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization.
- d. Meet with their supervisor for one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 8 candidates per group) supervision per week. 600 clock hours are required in a public Pre-K-12 school, must be supervised by a professional who holds a valid PPS credential and is always also accessible to the candidate while the candidate is accruing fieldwork hours.

**C. University Supervision Requirements include:**

- e. One-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member.
  - f. The program provides preparation and continuing education for field experience supervisors on program requirements, models of supervision, and the SCPEs, in collaboration with site supervisors. Site Supervisors share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.
- D. Provide opportunities for students to gain a broad range of experiences, including experiences in:**
- a. Personal and career assessments
  - b. Personal counseling experience in either an individual or group context
  - c. Experience in School-based programs serving parents and family members
  - d. Observing classroom instruction
  - e. Attending district and school-based meetings
  - f. Mapping school-based community resources
  - g. The candidate is to perform, under supervision, the functions of school counselors in school counseling domains.
  - h. Participating in professional development activities.
  - i. Participating in individual or group supervision.
  - j. Learning about and using technology and information systems.
  - k. Learning about Individual differences and student diversity.
- E. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including, (a) elementary, middle school or junior high, and (b) high school.**
- F. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school counselor who has at least two years' experience in school counseling to serve as the primary supervisor. The student may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.**
- G. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.**
- H. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.**
- I. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district,**

SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

**I. Specific Supervision Requirements School Psychology Fieldwork:**

- J. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school psychologist with at least two years of professional experience.
- K. Provide experiences with a diverse student population.
- L. Provide experiences with a variety of educational programs.
- M. A minimum of twelve hundred (1,200) clock hours of field experience is required according to the following guidelines:
  - a. The culminating field experience or internship is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.
  - b. The culminating field experience or internship must include a minimum of one thousand (1000) clock hours in a preschool –grade 12 school setting providing direct and indirect services to pupils.
  - c. Up to two hundred (200) hours of field experience may be acquired in other settings such as (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; (c) relevant educational research or evaluation activities. Supervision and principal responsibility for the field experience in other settings is the responsibility of the off-campus agency.
  - d. A written plan for the culminating field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), and program supervisory staff. The field experience plan is completed early in the field experience and is periodically reviewed and revised. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.
  - e. Candidates receive academic credit for the culminating field experience or internship, and the experience is recognized primarily as a training activity with appropriate supervision by the cooperating school district and the program.
- N. Provide opportunities for students to gain a broad range of experiences, including experiences in:
  - a. Data based decision making: Assessing and reevaluating individual pupils and their programs.
  - b. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
  - c. Developing, implementing and evaluating academic and behavioral interventions.
  - d. Providing counseling and other mental health interventions.
  - e. Home, school, community collaboration: working with parents and community members.
  - f. Learning about, helping develop, or evaluating policy, practices and programs.
  - g. Participating in professional development activities.
  - h. Participating in individual or group supervision.
  - i. Learning about and using technology and information systems.
  - j. Learning about Individual differences and student diversity.
- O. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.
- P. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school psychologist who has at least two years' experience in School Psychology to serve as the primary

supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.

- Q. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- R. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.
- S. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

**School Administration:**

- A. The FIELDWORK SITE shall provide student with individual and/or small group supervision from an experienced school administrator.
- B. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual and/or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- C. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.
- D. The FIELDWORK Site shall support the Administration of the California Administrator Performance Assessment (CalAPA) Video.
  - a. For purposes of implementing any video requirement, candidates must be able to record interactions with faculty, staff, and PK-12 students.
  - b. The program assures that each school or district where the candidate is completing fieldwork has a media release for all who are videotaped on file.
  - c. The program requires candidates to affirm that the candidate has followed all applicable video policies for any CalAPA task requiring a video, and maintains records of this affirmation for a full Accreditation cycle
- E. The FIELDWORK Site shall provide a range of activities in educational settings. The settings must:
  - a. support the candidate's ability to complete the CalAPA;
  - b. demonstrate commitment to collaborative student-centered practices and continuous program improvement.
  - c. have partnerships with appropriate other educational, social, and community entities that support teaching and learning for all students;
  - d. create a learning culture that supports all students;
  - e. understand and reflect socioeconomic and cultural diversity;
  - f. support the candidate to access data, work with other educators, and observe teaching practice; and
  - g. permit video capture, where designated, for candidate reflection and CalAPA task completion.





INDEPENDENT CONTRACT AGREEMENT  
BETWEEN MARICOPA UNIFIED SCHOOL DISTRICT,  
NIKOLETTE SANCHEZ  
AND  
CUYAMA JOINT UNIFIED SCHOOL DISTRICT

This is an agreement between CUYAMA JOINT UNIFIED SCHOOL DISTRICT, herein called "District" and Maricopa Unified School District, and Nikolette Sanchez, as a Supervisor for Cuyama's Intern Counselor. Cuyama District has need of expert supervisor services offered by Maricopa Unified School District PPS credentialed Counselor Nikolette Sanchez. Maricopa Unified and Nikolette Sanchez have agreed to provide supervisor services to the Cuyama Joint Unified School District Counseling intern on an hourly basis. The contract shall begin on or after March 1, 2022 and will expire no later than June 30, 2022.

Maricopa Unified School District will compensate their Counselor Nikolette Sanchez.

Cuyama Joint Unified School District will compensate Maricopa Unified School District at the rate of \$54.00 per hour.

Maricopa Unified will bill Cuyama Unified School District the incurred costs on a monthly basis.

Nikolette Sanchez agrees to supervise the counseling intern Patricia Lopez and Nikolette Sanchez will keep records of the time spend with the counseling intern.

Mileage rate for in-person visits will be reimbursed at the current IRS rate.

This agreement is on an "voluntary" basis (Supervisor required by the university). Superintendent or Business Manager shall be the official representative to give or receive notice for the district.

MARICOPA UNIFIED SCHOOL DISTRICT

CUYAMA JOINT UNIFIED SCHOOL DISTRICT

\_\_\_\_\_  
Michael Coleman, Superintendent

\_\_\_\_\_  
Alfonso Gamino, Superintendent

Date

Date

\_\_\_\_\_  
Nikolette Sanchez, PPS Coounselor

Date

Date

Address: 955 Stanislaus Street  
Maricopa, CA 93252

Address: 2300 Highway 166  
New Cuyama, CA 93254

Phone: 661-769-8231

Phone: 661-522-8753

# *Cuyama Joint Unified School District*

2300 Highway 166, New Cuyama, California 93254  
(661) 766-2482 • FAX: (661) 766-2255

February 10, 2022

## Personnel Activity Report

### Resignations:

### Classified position

Name:	Position:	Current Assigned Hrs.	Temp. Hours	Total Hours
1. Andrew Alarcon	MOT II.	2.75 Hours	4.0 hours.	6.75 hours

\*His last date of work was Friday, January 28, 2022, at end of workday.

### Hires

Certificated	Name	Funding source
--------------	------	----------------

1. K-12 Counselor	Patricia Lopez Barriga	ESSER III one-time funding
194-day work calendar, 8 hours a day - salaried		

\*Effective date: On or after March 1, 2022, but no later than March 14, 2022, as determined by the district.

**GOVERNING BOARD OF THE  
CUYAMA JOINT UNIFIED SCHOOL DISTRICT**

**RESOLUTION #2022-006**

**DECLARATION OF RURAL STATUS FOR PURPOSES OF  
EXEMPTION FROM SENATE BILL 328 (PORTANTINO)**

WHEREAS, Governor Gavin Newsom signed Senate Bill 328, authored by California State Senator Anthony Portantino, on October 13, 2019; and

WHEREAS, Senate Bill 328 went into effect on January 1, 2020 as Chapter 868, Statutes of 2019; and

WHEREAS, Senate Bill 328 prohibits the school day for high schools, including high schools operated as charter schools, from beginning earlier than 8:30 a.m.; and

WHEREAS, Senate Bill 328 prohibits the school day for middle schools, including middle schools operated as charter schools, from beginning earlier than 8:00 a.m.; and

WHEREAS, Senate Bill 328 defines “school day” as having the same meaning as defined by the school district or charter school for purposes of calculating average daily attendance in order to compute any apportionments of state funding; and

WHEREAS, Senate Bill 328 requires that the specified start times would need to be implemented by Cuyama Joint Unified School District (CJUSD) in middle schools and high schools no later than July 1, 2022; and

WHEREAS, Senate Bill 328 exempts rural school districts from the required start times; and

WHEREAS, CJUSD has a land area of 1,160 square-mile area comprised of rural farmland with a population density of 1.2 people per square mile (very low); and

WHEREAS, CJUSD is comprised of schools, including (1) K-8<sup>th</sup> grade elementary school, and (1) comprehensive high school serving grades 9-12; and

WHEREAS, CJUSD’s 2 schools serve the small communities of Cuyama, New Cuyama, Ventucopa; and

WHEREAS, the United States Census Bureau defines Rural Area as one that is not included in an Urbanized Area, which is defined as an area with an urban nucleus of 50,000 or more people and a population density of 1,000 people/square mile; and

WHEREAS, New Cuyama is an unincorporated community with a population of approximately 1,120 is surrounded by agricultural land; and

WHEREAS, the Cuyama community has programs designed to serve people living in rural, underserved, and difficult-to-reach areas; and

WHEREAS, both schools within CJUSD are designated as having rural status for the purposes of funding under the E-Rate program; and

WHEREAS, the California School Facilities Program defines “rural area” as a school with the locale classification code of 31, 32, 33, 41, 42 or 43 as classified by the National Center for Education Statistics; and

WHEREAS, both schools within CJUSD hold those classification codes,

THEREFORE, BE IT RESOLVED, by the Governing Board of the Cuyama Joint Unified School District:

The Board declares that the Cuyama Joint Unified School District is a rural school district for the purposes of Senate Bill 328, and as such the district is therefore exempt from the bill’s requirements on school start times.

Date: \_\_\_\_\_

By \_\_\_\_\_  
Whitney Goller, Board President

## Locale Classifications

A [locale classification \(/programs/edge/docs/LOCALE\\_CLASSIFICATIONS.pdf\)](/programs/edge/docs/LOCALE_CLASSIFICATIONS.pdf) is a general geographic indicator that describes the type of area where a school is located. NCES classifies all territory in the U.S. into four types – Rural, Town, Suburban, and City, and each type is divided into three subtypes based on population size or proximity to populated areas. The classifications rely on standard urban and rural designations defined by the U.S. Census Bureau, and each type of locale is either urban or rural in its entirety. The [Locale Lookup \(/programs/mapedu/LocaleLookup/\)](/programs/mapedu/LocaleLookup/) map tool provides an easy way to see locales assigned to different locations.

School locale assignments are available for download in the [School Locations and Geoassignments files \(/programs/edge/Geographic/SchoolLocations\)](/programs/edge/Geographic/SchoolLocations). These data are also directly accessible as GIS [web services \(/transfer.asp?location=data-nces.opendata.arcgis.com/search?groupids=9e2749b59cf846af9ea8ccc18821ca39\)](/transfer.asp?location=data-nces.opendata.arcgis.com/search?groupids=9e2749b59cf846af9ea8ccc18821ca39).



RURAL



### FRINGE

Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster

### DISTANT

Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster

### REMOTE

Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster

## Locale Boundaries

Locale boundaries can be used with a geographic information system (GIS) to assign the NCES locale framework to other types of geographic data. They can also be used to identify places and conditions contained within or across different types of locales. For more information, see the [Locale Boundaries file documentation \(651 KB\) \(/programs/edge/docs/EDGE\\_NCES\\_LOCALE.pdf\)](/programs/edge/docs/EDGE_NCES_LOCALE.pdf).

## 2021

### DATA


[Entire US \(463 MB\)](/programs/edge/data/EDGE_Locale21_US.zip)

[\(/programs/edge/data/EDGE\\_Locale21\\_US.zip\)](/programs/edge/data/EDGE_Locale21_US.zip)

### USER NOTES

- Geographic codes come from TIGER 2021.
- The congressional districts in TIGER 2021 represent the 116th Congress.
- TIGER 2021 uses the U.S. Office of Management and Budget (OMB) updates to metropolitan and micropolitan delineations as of March 2020.
- The population estimates represent the 2020 apportionment figures.
- TIGER 2021 Urban Areas represent the 2010 Census definitions.
- The ZIP Code Tabulation Areas (ZCTAs) in TIGER 2021 represent the 2020 Census definitions.



Locale Lookup

[\(/programs/mapedu/LocaleLookup/\)](/programs/mapedu/LocaleLookup/)


[ADDITIONAL RESOURCES](#)

IES (//ies.ed.gov/)

NCES National Center for Education Statistics (//)

Explore the Institute of Education Sciences

IES (//ies.ed.gov/)

Home (//ies.ed.gov/)

About

IES Centers

NCEE (//ies.ed.gov/ncee/)

NCER (//ies.ed.gov/ncer/)

IES Policies and Standards

ED Data Inventory  
(//datainventory.ed.gov)

IES Diversity Statement  
(//ies.ed.gov/aboutus/diversity.asp)

Additional Resources

ERIC (//eric.ed.gov/)

Sitemap (/help/sitemap.asp)

Organizational Chart  
(/help/ieschart.asp)

(//ies.ed.gov/newsflash/#nces)

(/blogs/nces/)

(/twitter.com/EdNCES)

(//www.facebook.com/EdNCES/)

(//www.linkedin.com/company/edncses/)

(//www.youtube.com/c/EdNCES/featured)



[\(//ies.ed.gov/aboutus/\)](http://ies.ed.gov/aboutus/)  
Publications  
[\(//ies.ed.gov/pubsearch/\)](http://ies.ed.gov/pubsearch/)  
Data [\(//ies.ed.gov/data.asp\)](http://ies.ed.gov/data.asp)  
Funding  
[\(//ies.ed.gov/funding/\)](http://ies.ed.gov/funding/)  
News  
[\(//ies.ed.gov/events.asp\)](http://ies.ed.gov/events.asp)

NCES (/)  
Home (/)  
About (/about/)  
Programs (/surveys/)  
Publications (/pubsearch/)  
Data (/datatools/)  
Data Training  
(/training/datauser/)  
School Search  
(/globallocator/)  
News (/whatsnew/)  
Kids' Zone (/nceskids/)  
NCSE [\(//ies.ed.gov/hcser/\)](http://ies.ed.gov/hcser/)

NCES Statistical Standards  
(/statprog/2012/)  
Peer Review Process  
(//ies.ed.gov/director/sro/)  
Privacy and Security Policies  
(//ies.ed.gov/help/privacy.asp)  
Public Access Policy  
(//ies.ed.gov/funding/researchaccess.asp)  
  
Contact Us (/help/webmail/)

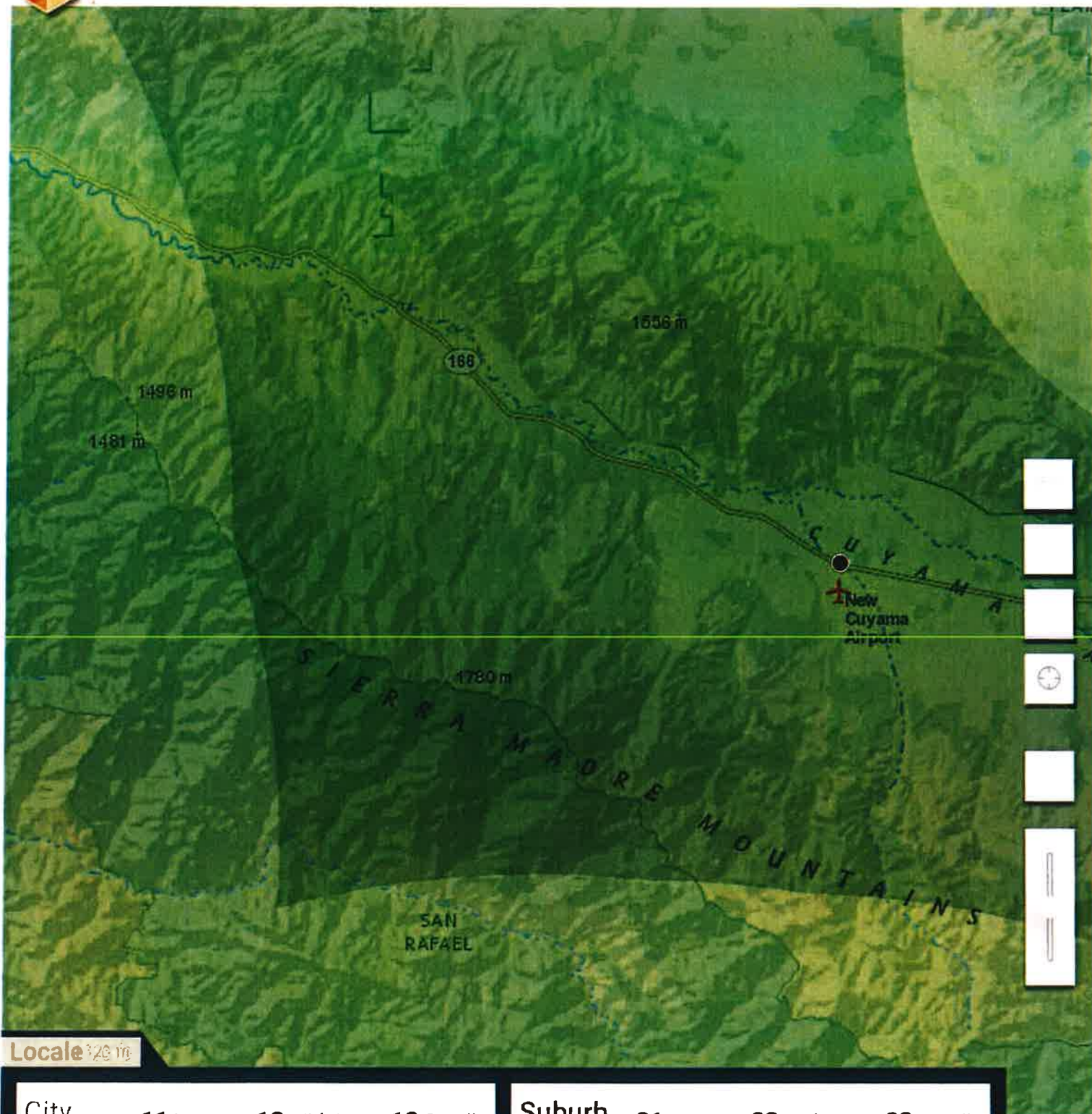
**U.S. Department of  
Education**  
(<http://www.ed.gov/>)



# Locale Lookup



United States, New York



City      **11** Large    **12** Midsize    **13** Small

Suburb    **21** Large    **22** Midsize    **23** Small

Town      **31** Fringe    **32** Distant    **33** Remote

Rural      **41** Fringe    **42** Distant    **43** Remote

National Geographic, Esri, Garmin, HERE, UNEP-WCMC, USGS, NASA, ESA, METI, NRCAN, GEBCO, NOAA, i... Powered by Esri



Van Do-Reynoso, MPH, PhD Director  
Susanne Jaramila, MPH, PhD Chief Financial Officer  
Patty Nelson, BA, PMA, (R) Deputy Director  
Dante Mendez, Deputy Director  
Dana Smith, LBSW, MEd Deputy Director  
Patty Smith, MS, MPH Medical Director  
Henning Ansgar, MD Health Officer

## Public Health Administration

300 North San Antonio Road • Santa Barbara, CA 93110-1316  
805/681-5100 • FAX 805/681-5191

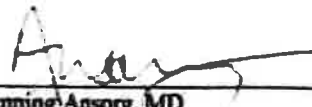
### HEALTH OFFICIALS AB 361 SOCIAL DISTANCE RECOMMENDATION

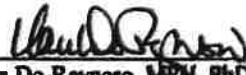
Issued: September 28, 2021

COVID-19 disease prevention measures, endorsed by the Centers for Disease Control and Prevention, include vaccinations, facial coverings, increased indoor ventilation, handwashing, and physical distancing (particularly indoors).

Since March 2020, local legislative bodies such as commissions, committees, boards, and councils have successfully held public meetings with teleconferencing as authorized by Executive Orders issued by the Governor. Using technology to allow for virtual participation in public meetings is a social distancing measure that may help control transmission of the SARS-CoV-2 virus. Public meetings bring together many individuals (both vaccinated and potentially unvaccinated), from multiple households, in a single indoor space for an extended time. For those at increased risk for infection, or subject to an isolation or quarantine order, teleconferencing allows for full participation in public meetings, while protecting themselves and others from the COVID-19 virus.

Utilizing teleconferencing options for public meetings is an effective and recommended social distancing measure to facilitate participation in public affairs and encourage participants to protect themselves and others from the COVID-19 disease. This recommendation is further intended to satisfy the requirement of the Brown Act (specifically Gov't Code Section 54953(e)(1)(A)), which allows local legislative bodies in the County of Santa Barbara to use certain available teleconferencing options set forth in the Brown Act.

  
Henning Ansgar, MD  
Public Health Officer  
County of Santa Barbara

  
Van Do-Reynoso, MPH, PhD  
Public Health Director  
County of Santa Barbara

Healthy people, healthy community, healthy environment.

**EXECUTIVE ORDER N-1-22**

**WHEREAS** on March 4, 2020, I proclaimed a State of Emergency to exist in California as a result of the threat of COVID-19; and

**WHEREAS** on March 12, 2021, I issued Executive Order N-25-20, paragraph 11, and on March 17, 2020, I issued Executive Order N-29-20, paragraph 3, waiving certain requirements that public meetings of state bodies occur in-person; and

**WHEREAS** on June 11, 2021, I issued Executive Order N-08-21 to roll back certain provisions of my COVID-19-related Executive Orders and to clarify that other provisions remained necessary to help California respond to, recover from, and mitigate the impacts of the COVID-19 pandemic; and

**WHEREAS** paragraph 42 of Executive Order N-08-21 specified that the waiver of requirements that public meetings of state bodies occur in-person would be valid through September 30, 2021; and

**WHEREAS** on September 16, 2021, I signed into law Assembly Bill 361 (AB 361), which amended the Government Code and Education Code to provide additional flexibility for state bodies to conduct public meetings via teleconference through January 31, 2022; and

**WHEREAS** since Thanksgiving, the statewide seven-day average case rate has increased by 805% and the number of COVID-19 hospitalized patients has increased by 154%; and

**WHEREAS** this surge is being driven by the recent emergence of the Omicron variant, which has recently been estimated to account for approximately 70% of cases sequenced nationally; and

**WHEREAS** early data suggest that the Omicron variant is more transmissible than the Delta variant; and

**WHEREAS** requiring large numbers of individuals to gather, and potentially travel long distances, for in-person public meetings could potentially, and unnecessarily, expose numerous people to COVID-19, further contribute to the ongoing surge in cases caused by the Omicron variant, compound disruptions to our economy, and undermine public health measures during the current State of Emergency; and

**WHEREAS** when the Legislature considered AB 361 this past fall, the Omicron variant had not emerged, and the virus had not demonstrated the ability to evade immunity; and

**WHEREAS** in light of the present surge in cases due to the Omicron variant, and to protect the public health and safety, it is necessary to temporarily extend the flexibilities for state bodies to conduct teleconferences under AB 361 beyond January 31, 2022, to provide state bodies the option of conducting public meetings remotely to reduce the risk of in-person exposure to members of the staff body, staff, and members of the public; and

**WHEREAS** under the provisions of Government Code section 8571, I find that strict compliance with the statutes specified in this Order would prevent, hinder, or delay appropriate actions to prevent and mitigate the effects of the COVID-19 pandemic.

**NOW, THEREFORE, I, GAVIN NEWSOM**, Governor of the State of California, in accordance with the authority vested in me by the State Constitution and statutes, and in particular, Government Code sections 8567, 8571, and 8627 do hereby issue the following Order to become effective immediately:

**IT IS HEREBY ORDERED THAT:**

1. The sunset dates in Education Code section 89305.6, subdivision (g), and Government Code section 11133, subdivision (g), are suspended until March 31, 2022.
2. This Order shall expire at 11:59 p.m. on April 1, 2022.

**I FURTHER DIRECT** that as soon as hereafter possible, this Order be filed in the Office of the Secretary of State and that widespread publicity and notice be given of this Order.

This Order is not intended to, and does not, create any rights or benefits, substantive or procedural, enforceable at law or in equity, against the State of California, its agencies, departments, entities, officers, employees, or any other person.

**IN WITNESS WHEREOF** I have hereunto set my hand and caused the Great Seal of the State of California to be affixed this 5th day of January 2022.



**GAVIN NEWSOM**  
Governor of California

**ATTEST:**

---

**SHIRLEY WEBER, PH.D.**  
Secretary of State

