

**CUYAMA JOINT UNIFIED SCHOOL DISTRICT
BOARD MEETING MINUTES
Wednesday, December 15, 2021, 6:00 P.M.
BOARD ROOM, CUYAMA ELEMENTARY SCHOOL
2300 Hwy 166, New Cuyama CA 93254**

Join via Zoom at:

<https://us04web.zoom.us/j/73631388201?pwd=M3RKaWZ0dzhwTlRhc2lrZW hEeUJ4dz09>

Meeting ID: 736 3138 8201

Passcode: 5L3iUG

- I. The meeting will be called to order by Superintendent, Alfonso Gamino at **6:01 P.M.**

ROLL CALL:

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

Jan Smith **P – via Zoom**

Alfonso Gamino **P** Superintendent

FLAG SALUTE: Led by **Mrs. Heather Lomax**

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.

Mr. Lebsack presented the ASB (on behalf of Ms. Jennifer Stancliff- Advisor) and he also presented the Cuyama High School Ag report.

ASB- Mr. Lebsack presented the ASB activities that have been taking place at Cuyama High School. ASB and Ag/FFA students participated in the annual Cuyama Parade. The students did a great job of singing. The ASB also held a coffee mug fundraiser for students to give one to anyone in the school. The mugs will be distributed on Friday, December 17, 2021. Students, in teams, completed a

ginger house project and asked the board to vote on their favorite. Board members voted at the board meeting.

Cuyama Valley High School Ag Report – The freshmen have been working hard to qualify for their Greenhand degrees, they have completed their first Supervised Agriculture Experience (SAE) and many of them are starting on their second SAE. A couple of students went to their first competition a few months ago, and we have six students signed up to compete in the Creed competition and Public Speaking in February.

We have secured rooms for state conference and creating a list for who exactly is going. The priority goes for officers and members who have been the most active in meetings and competitions. ~~Mr. Lebsack can take up to 12 students.~~

Last week Ms. Stancliff supported our Ag students by selling projects at the craft fair for the FFA. Students did well for their first outing.

III. BOARD PRESIDENT RECOGNITION:

Mrs. Heather Lomax – Board President for the 2020 and 2021 school years

1. Recognition for her two years of service and leadership as President of the Board

Mr. Gamino recognized the outgoing Board President Mrs. Heather Lomax. Some of the highlights of her presidency included but was not limited to the following:

Heather Lomax: President of the Board 2020 & 2021

Accomplishments/Challenges of the Board during your tenure:

1. **Hired a Superintendent and a Business Manager**
2. **Has successfully led the district to implement the fiscal solvency three-year plan**
3. **Successfully implemented a plan during the 2019-2020 to complete the 2019-2020 school year via from home from March 2020-June 2020 due to the Covid-19 pandemic.**
4. **Successfully implemented the rigorous distance learning plan for 2020-2021 school year.**
5. **Adopted the Safe Return to In-Person instruction plan for the 2021-2022 school year.**
6. **Held board meetings throughout the year to make sure our district functions well.**
7. **District secured ESSER I, II, and III one-time funding, expanded learning opportunities grant to secure to RTI teachers for the 2021-2022 school year.**

8. District had about 200 students during the 2018-2019 school year, and we are now currently at 172 students – Even with this reduction in ADA, managed to maintain a fiscally sound district. Challenges are coming during the 2022-2023 school year and beyond and tough decisions will need to be made by the board.
9. You have managed board meetings and were an effective leader at board meetings.
10. Adopted new Social Science curriculum for 2021-2022
11. You and this board heard our community throughout your tenure.
12. Challenges ahead:
 - A. Vaccine Mandate
 - B. Lower enrollment
 - C. Lower funding due to lower enrollment and lower ADA
 - D. Balancing the budget moving forward as we will hit a “cliff” for the 2022-2023 school year.
13. Congratulations on leading this district for the last two years. Your leadership is to be commended during these last few COVID-19 pandemic years.

Mrs. Heather Lomax: Thanked her fellow board members and the staff for all the work everyone is doing to maintain a fiscal sound district. Mrs. Lomax also stated that the board always listened to the community while she was the board president and that the board will continue to listen to our community moving forward. Mrs. Lomax looks forward to continuing her work as a member of the school board.

IV. ACTION ITEMS:

- a. Annual Organizational Meeting. Nomination and Election of Officers. Nomination and Election of President of the Board (Board President then presides over the meeting) (Attachment C). Pg. 1

Moved By: **Emily Johnson**

Seconded By: **Jan Smith**

Roll Call Vote:

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

Jan Smith Y

Mrs. Whitney Goller was nominated to the position of Board President. The Board approved Mrs. Whitney Goller as the President of the board. Mrs. Goller now presides over the meeting.

Approved 5-0

- b. Nomination and Election of Clerk of the Board (Attachment C). Pg. 1

Moved By: **Whitney Goller**

Seconded By: **Marcela Medina**

Roll Call Vote:

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

Jan Smith **Y**

Ms. Emily Johnson was nominated to the position of Board Clerk. The Board approved Ms. Emily Johnson as the Board Clerk.

Approved 5-0

c. Appointment of Superintendent as Board Secretary (Attachment C). **Pg. 1**

Moved By: **Heather Lomax**

Seconded By: **Marcela Medina**

Roll Call Vote:

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

Jan Smith **Y**

Mr. Alfonso Gamino was appointed as Board Secretary.

Approved 5-0

d. It is recommended that the Board approve the Governing Board Regular Meeting Schedule (Attachment B and 2021 Calendar Schedule). **Pg. 2-3**

Moved By: **Heather Lomax**

Seconded By: **Emily Johnson**

Roll Call Vote:

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

Jan Smith **Y**

Approved 5-0

e. Appointment of School Board Representative to the Santa Barbara Committee on School District Organization (attachment D). **Pg. 4**

Moved By: **Heather Lomax**

Seconded By: **Emily Johnson**

Roll Call Vote:

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

Jan Smith **Y**

Marcela Medina was appointed School Board Representative to the Santa Barbara Committee on School District Organization.
Approved 5-0

f. It is recommended that the Board update the Governing Board Authorized Signature Form for the 2022 calendar year (Attachment E). **Pg. 5**

Moved By: **Heather Lomax**

Seconded By: **Marcela Medina**

Roll Call Vote:

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

Jan Smith Y

Board approved the Governing Board Authorized Signature Form.
Approved 5-0

g. It is recommended that the Board approve the Authorized Signatures for Release of Commercial and Payroll Warrants (Attachment F) **Pg. 6**

Moved By: **Whitney Goller**

Seconded By: **Marcela Medina**

Roll Call Vote:

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

Jan Smith Y

Approved 5-0

h. It is recommended that the Board approve the Authorized Signature of District Personnel to Act as District Agents (Attachment G). **Pg. 7**

Moved By: **Heather Lomax**

Seconded By: **Marcela Medina**

Roll Call Vote:

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

Jan Smith Y

Approved 5-0

i. It is recommended that the Board approve the resolution of the Governing Board Powers Duties Authority to make cash and budget transfers to Alfonso Gamino, Superintendent and to Theresa King, Business Manager for the 2022 calendar year (Attachment H). **Pg. 8**

Moved By: **Heather Lomax**

Seconded By: **Emily Johnson**

Roll Call Vote:

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

Jan Smith **Y**

Approved 5-0

j. It is recommended that the Board approve the Statement of Facts Roster of Public Agencies Filing and file it with the Secretary of State within (10) days. **Pg. 9**

Moved By: **Heather Lomax**

Seconded By: **Emily Johnson**

Roll Call Vote:

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

Jan Smith **Y**

Approved 5-0

k. It is recommended that the Board approve the Educator Effectiveness Grant. The board discussed and approved the first reading of the grant on November 18, 2021. **Pg. 10-14**

Moved By: **Heather Lomax**

Seconded By: **Emily Johnson**

Roll Call Vote:

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

Jan Smith **Y**

Approved 5-0

l. It is recommended that the board approve the California School Employees Association (CSEA), Cuyama Chapter #228 initial proposal to the Cuyama Joint Unified School District to begin negotiations. **Pg. 15**

Moved By: **Whitney Goller**

2nd By: **Heather Lomax**

Roll Call Vote:

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

Jan Smith **Y**

Approved 5-0

m. It is recommended that the board approve the Cuyama Joint Unified School District initial proposal to the California School Employees Association (CSEA), Cuyama Chapter #228 to begin negotiations. **Pg. 16**

Moved By: **Heather Lomax**

2nd By: **Emily Johnson**

Roll Call Vote:

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

Jan Smith **Y**

Approved 5-0

n. It is recommended that the board review and approve the Personnel Activity Report as submitted. **Pg. 17**

Moved By: **Heather Lomax**

2nd By: **Marcela Medina**

Roll Call Vote:

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

Jan Smith **Y**

Approved 5-0

o. 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 January 14, 2021, 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. **Pg. 18**

Moved By: **Heather Lomax**

2nd By: **Marcela Medina**

Roll Call Vote:

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

Jan Smith Y

Approved 5-0

p. It is recommended that the Board review and approve the 1st Interim Report of the 2021-2022 school year. Ms. Theresa King and Mr. Gamino will present the 1st Interim Report. **Starting on Pg. 54**

Moved By: **Heather Lomax**

2nd By: **Emily Johnson**

Roll Call Vote:

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

Jan Smith Y

First Interim Budget and the Public Disclosure of balances in excess of minimum Reserves were presented to the board.

Approved 5-0

V. **SUPERINTENDENT'S REPORT:**

Mr. Gamino – If the vaccine mandate comes into play for the 2022-2023 school year, we may lose even more students in the district. Our enrollment in the district has been decreasing for several years now. The board will need to continue to monitor enrollment and ADA. The district may need to have a Board workshop on what steps we should be taking if our enrollment continues to decline.

VI. **BOARD MEMBER REPORT:**

Jan Smith: Informed the board members that she will be on a sabbatical leave for two months. She will take time to reflect on what she will be doing next.

Emily Johnson: Stated that the board had a group of strong diverse women on all sides of the Cuyama Valley.

VII. 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 November 18, 2021, Regular Board Meeting –Members present were: Heather Lomax, Marcela Medina, Emily Johnson, and Jan Smith (via Zoom). **Pg. 19-28**
2. Checks Board Report and Warrants November 1-30, 2021. **Pg. 29-43**
3. Bolthouse donation of \$1,000.00 for general administrative discretion and Bolthouse product to the staff and students. **Pg. 44**
4. After School Safety and Education Program Plan renewal 2022-2025. **Pg. 45-53**

Moved By: **Heather Lomax**

2nd By: **Marcela Medina**

Roll Call Vote:

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

Jan Smith **Y**

Approved 5-0

VIII. ITEM(S) 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 _____

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 **8:07** p.m.

The Board returned to open session at: **8:46** p.m.

Report out from closed session

Discussion no action.

VIII. ADJOURNMENT:

Moved By: **Heather Lomax**

2nd By: **Marcela Medina**

Roll Call Vote:

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

Jan Smith **Y**

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, January 13, 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: 01/13/2022.

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 12/01/2021 through 12/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-673950	12/03/2021	Cannon, Angelique	01-4300		77.37
01-673951	12/03/2021	Gamino, Alfonso	01-5900		384.00
01-673952	12/03/2021	Wilson, Angela	01-4300		30.17
01-673953	12/03/2021	Amazon Capital Services	01-4300		420.72
01-673954	12/03/2021	B&B Surplus, Inc	01-4300		1,501.50
01-673955	12/03/2021	BENCHMARK AIR CONDITIONING	01-5640		1,187.00
01-673956	12/03/2021	Bovee Environmrntal Mngmt, Inc	01-5640		875.00
01-673957	12/03/2021	Brown & Reich Petroleum, Inc.	01-4381		4,581.11
01-673958	12/03/2021	CANON FINANCIAL SERVICES, INC.	01-5600		1,277.03
01-673959	12/03/2021	County Of Santa Barbara EHS	01-5800	1,654.00	
			13-5800	1,170.00	2,824.00
01-673960	12/03/2021	Document Tracking Services	01-5835		795.00
01-673961	12/03/2021	Edgenuity Inc.	01-5835		1,485.00
01-673962	12/03/2021	Frontier Communications	01-5910		293.01
01-673963	12/03/2021	Home Depot Credit Services	01-4300		245.47
01-673964	12/03/2021	James Herrera	01-5100		360.00
01-673965	12/03/2021	James Herrera	01-5100		30.24
01-673966	12/03/2021	Jordano's Food Service	13-4300		160.95
01-673967	12/03/2021	Jostens	01-4300		2.97
01-673968	12/03/2021	LimottaIT	01-5800		630.00
01-673969	12/03/2021	Pacific Gas & Electric	01-5520		47.64
01-673970	12/03/2021	Southern California Gas Co.	01-5510		2,932.53
01-673971	12/03/2021	Teacher's Curriculum Institute	01-4100		33,825.00
01-675079	12/10/2021	Applied Technology Group, Inc.	01-5900		250.00
01-675080	12/10/2021	Country Auto & Truck	01-4300		241.16
01-675081	12/10/2021	Dubuque Bank & Trust	01-7438	4,203.04	
			01-7439	23,770.88	27,973.92
01-675082	12/10/2021	Jordano's Food Service	13-4300	249.81	
			13-4710	10,375.36	10,625.17
01-675083	12/10/2021	LimottaIT	01-5800		130.00
01-675084	12/10/2021	Midway Laboratory, Inc	01-5800		25.00
01-675085	12/10/2021	Pacific Gas & Electric	01-5520		7.18
01-675086	12/10/2021	Pitney Bowes	01-4300	120.64	
			01-5600	125.97	246.61
01-675974	12/17/2021	Alarcon, Andrew	01-5800		83.00
01-675975	12/17/2021	CANON FINANCIAL SERVICES, INC.	01-5600	1,462.91	
			01-5800	167.00	1,629.91
01-675976	12/17/2021	COMPREHENSIVE DRUG TESTING, INC	01-5800		111.00
01-675977	12/17/2021	Cuyama Community Services Dist	01-5530		452.94
01-675978	12/17/2021	Fastenal	01-4300		1,386.51
01-675979	12/17/2021	Jordano's Food Service	13-4300	53.41	
			13-4710	2,144.48	2,197.89
01-675980	12/17/2021	Linde Gas & Equipment Inc.	01-4400		3,625.29
01-675981	12/17/2021	Marborg Disposal	01-5570		706.26
01-675982	12/17/2021	Pacific Gas & Electric	01-5520		167.71

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 12/01/2021 through 12/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-675983	12/17/2021	RingCentral Inc.	01-5910		754.55
Total Number of Checks			40		104,579.81

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	37	90,425.80
13	Cafeteria Spec Rev Fund	4	14,154.01
Total Number of Checks		40	104,579.81
Less Unpaid Tax Liability			.00
Net (Check Amount)			104,579.81

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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ReqPay05d

Payment Register by Date Scheduled

Scheduled 12/01/2021				Bank Account COUNTY - County-AP						
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymnt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Employee										
			Cannon, Angelique (000122)							
			PO Box 227							
			New Cuyama, CA 93254							
2021/22	11/12/21		Classroom supplies	211112	12/01/21	Paid	Cleared	77.37		77.37
	2022	01-0000-0-1110-1000-4300-070-0000-0000								
Check #	01-673950			Batchld	AP12032021	Check Date 12/03/21	PO#		Register # 000249	
Total Invoice Amount								77.37		
Direct Employee										
			Gamino, Alfonso (000127)							
			228 Claudia Autumn Dr							
			Bakersfield, CA 93314							
2021/22	10/28/21		Survey Subscription	41608015	12/01/21	Paid	Cleared	384.00		384.00
			Renewal Change							
			2021-2022							
	2022	01-3212-0-1110-1000-5900-030-ESSR-0000				192.00				
	2022	01-3212-0-1110-1000-5900-070-ESSR-0000				192.00				
Check #	01-673951			Batchld	AP12032021	Check Date 12/03/21	PO#		Register # 000249	
Total Invoice Amount								384.00		
Direct Employee										
			Wilson, Angela (000057)							
			PO BOX 69							
			New Cuyama, CA 93254							
2021/22	11/19/21		Pencil sharpener for	211119	12/01/21	Paid	Cleared	30.17		30.17
			classroom							
	2022	01-0000-0-1110-1000-4300-030-0000-0000								
Check #	01-673952			Batchld	AP12032021	Check Date 12/03/21	PO#		Register # 000249	
Total Invoice Amount								30.17		
Direct Vendor										
			Amazon Capital Services (000201/1)							
			PO Box 035184							
			Seattle, WA 98124-5184							
2021/22	09/08/21		classroom Supplies	1FW3-HPHT-7LT9	12/01/21	Paid	Cleared	386.25		386.25
	2022	01-0000-0-0000-8100-4300-000-0000-0000								
Check #	01-673953			Batchld	AP12032021	Check Date 12/03/21	PO#		Register # 000249	
2021/22	11/17/21		Fidget chair band for	1YKM-1Q46-TKYF	12/01/21	Paid	Cleared	34.47		34.47
			students							
	2022	01-0000-0-1110-1000-4300-000-0000-0000								
Check #	01-673953			Batchld	AP12032021	Check Date 12/03/21	PO#		Register # 000249	
Total Invoice Amount								420.72		
Selection	Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021, Page Break by Check/Advice? = N, Zero? = Y)									
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2:36PM

ReqPay05d

Payment Register by Date Scheduled

Scheduled 12/01/2021											Bank Account COUNTRY - County-AP		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymnt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount			
Direct Vendor													
B&B Surplus, Inc (000042/1)													
7020 Rosedale Highway													
Bakersfield, CA 93308-5842													
2021/22	11/22/21		Metal for AG Class	1528391	12/01/21	Paid	Cleared	1,501.50		1,501.50			
	2022	01-6388-0-3800-1000-4300-030-0000-00R2											
Check #	01-673954			BatchId	AP12032021	Check Date 12/03/21	PO#		Register #	000249			
Total Invoice Amount								1,501.50					
AP Vendor													
Brown & Reich Petroleum, Inc. (002798/1)													
215 South 6th Street													
PO BOX 1076													
Taft, CA 93268													
2021/22	11/10/21	R22-00063	Diesel Order#11340	24977	12/01/21	Paid	Cleared	2,677.38		2,677.38			
	2022	01-0000-0-0000-3600-4381-000-0000-7230											
	2022	01-0000-0-0000-8100-4300-030-0000-0000											
	2022	01-0000-0-0000-8100-4300-070-0000-0000											
Check #	01-673957			BatchId	AP12032021	Check Date 12/03/21	PO# PO22-00054		Register #	000249			
2021/22	11/23/21	R22-00063	Diesel Order#11455	25247	12/01/21	Paid	Cleared	1,903.73		1,903.73			
	2022	01-0000-0-0000-3600-4381-000-0000-7230											
	2022	01-0000-0-0000-8100-4300-030-0000-0000											
	2022	01-0000-0-0000-8100-4300-070-0000-0000											
Check #	01-673957			BatchId	AP12032021	Check Date 12/03/21	PO# PO22-00054		Register #	000249			
Total Invoice Amount								4,581.11					
AP Vendor													
CANON FINANCIAL SERVICES, INC. (000155/1)													
14904 Collections Center Drive													
Chicago, IL 60693-0149													
2021/22	11/11/21	R22-00012	Canon Lease	27653007	12/01/21	Paid	Cleared	1,277.03		1,277.03			
			11/01/2021-11/30/20										
			21										
	2022	01-0000-0-0000-7200-5600-000-0000-0000				143.46							
	2022	01-0000-0-1110-1000-5600-030-0000-0000				286.92							
	2022	01-0000-0-1110-1000-5600-070-0000-0000				846.65							
	2022	01-0000-0-1110-1000-5800-000-0000-0000											
Check #	01-673958			BatchId	AP12032021	Check Date 12/03/21	PO# PO22-00007		Register #	000249			
Total Invoice Amount								1,277.03					
Selection	Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021, Page Break by Check/Advice? = N, Zero? = Y)										ESCAPE	ONLINE	
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Payment Register by Date Scheduled

Scheduled 12/01/2021				Bank Account COUNTY - County-AP						
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymnt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor										
Document Tracking Services (002686/1)										
10225 Barnes Canyon Road, Ste A200										
San Diego, CA 92121										
F	2021/22	07/01/21	R22-00094	Document Tracking Services 2021-2022	7501013	12/01/21	Paid	Cleared	795.00	795.00
Check #	01-673960	2022	01-0000-0-0000-2700-5835-000-0000-0000	BatchId	AP12032021	Check Date 12/03/21	PO# PO22-00085	Register # 000249		
Total Invoice Amount									795.00	
AP Vendor										
Edgenuity Inc. (000161/1)										
8860 E. Chaparral Rd., Suite 600										
Scottsdale, AZ 85250										
F	2021/22	11/01/21	R22-00091	Add student licensing for Cons. Math/Music App	225828	12/01/21	Paid	Cleared	1,485.00	1,485.00
Check #	01-673961	2022	01-3212-0-1110-1000-5835-070-0000-0000	BatchId	AP12032021	Check Date 12/03/21	PO# PO22-00082	Register # 000249		
Total Invoice Amount									1,485.00	
Direct Vendor										
Jordano's Food Service (001095/1)										
550 South Patterson Ave.										
Santa Barbara, CA 93111										
2021/22	10/18/21	ASES		6500502	12/01/21	Paid	Cleared	100.20	100.20	
Check #	01-673966	2022	13-5310-0-0000-3700-4300-030-0000-ASES	BatchId	AP12032021	Check Date 12/03/21	PO#	Register # 000249		
2021/22	10/25/21	ASES		6504402	12/01/21	Paid	Cleared	60.75	60.75	
Check #	01-673966	2022	13-5310-0-0000-3700-4300-030-0000-ASES	BatchId	AP12032021	Check Date 12/03/21	PO#	Register # 000249		
Total Invoice Amount									160.95	
Direct Vendor										
LimottalIT (002779/1)										
320 Alisal Road										
Suite 101										
Solvang, CA 93463										
2021/22	11/13/21	Labor hours		45252	12/01/21	Paid	Cleared	630.00	630.00	
Check #	01-673968	2022	01-0000-0-0000-2700-5800-000-0000-0000	BatchId	AP12032021	Check Date 12/03/21	PO#	Register # 000249		
Selection Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021, Page Break by Check/Advice? = N, Zero? = Y)										
								ESCAPE	ONLINE	Page 3 of 17

Selection Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021, Page Break by Check/Advice? = N, Zero? = Y)

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Payment Register by Date Scheduled

Scheduled 12/01/2021				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
AP Vendor						Total Invoice Amount				
Pacific Gas & Electric (000074/1) Box 997300 Sacramento, CA 95899-7300										
2021/22	11/23/21	R22-00045	ES 10/06/2021-11/03/20 21	211123-1006733703	12/01/21	Paid	Cleared	23.82		23.82
Check #	01-673969		2022 01- 0000- 0- 0000- 8100- 5520- 030- 0000- 0000	Batchld AP12032021		Check Date 12/03/21		PO# PO22-00039	Register # 000249	
						Total Invoice Amount				
						23.82				
AP Vendor										
Southern California Gas Co. (000091/1) PO BOX C Monterey Park, CA 91756-5111										
2021/22	11/29/21	R22-00027	ES 10/22/2021-11/23/20 21	211129-M12760450	12/01/21	Paid	Cleared	1,844.55		1,844.55
Check #	01-673970		2022 01- 0000- 0- 0000- 8100- 5510- 030- 0000- 0000	Batchld AP12032021		Check Date 12/03/21		PO# PO22-00021	Register # 000249	
2021/22	11/29/21	R22-00047	HS 10/22/2021-11/23/20 21	211129-M12775093	12/01/21	Paid	Cleared	1,087.98		1,087.98
Check #	01-673970		2022 01- 0000- 0- 0000- 8100- 5510- 070- 0000- 0000	Batchld AP12032021		Check Date 12/03/21		PO# PO22-00041	Register # 000249	
						Total Invoice Amount				
						2,932.53				
Total Invoice Amount for 12/01/2021										
11,212.27										

Selection	Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021, Page Break by Check/Advice? = N, Zero? = Y)	ESCAPE	ONLINE
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Payment Register by Date Scheduled

Scheduled 12/07/2021							Bank Account COUNTY - County-AP			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymnt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor	Dubuque Bank & Trust (002903/1) P.O. Box 148 Dubuque, IA 52004-0148									
2021/22	12/08/21	R22-00018	QUARTERLY COMMERCIAL LOAN PAYMENT DEC. 2021	211208	12/07/21	Paid	Cleared	27,973.92		27,973.92
	2022	01-0000-0-0000-9100-7438-030-0000-QZAB				2,101.52				
	2022	01-0000-0-0000-9100-7438-070-0000-QZAB				2,101.52				
	2022	01-0000-0-0000-9100-7439-030-0000-QZAB				11,885.44				
	2022	01-0000-0-0000-9100-7439-070-0000-QZAB				11,885.44				
Check #	01-675081			Batchld	AP12102021	Check Date 12/10/21		PO# PO22-00048	Register # 000250	
Total Invoice Amount								27,973.92		
AP Vendor	Midway Laboratory, Inc (002627/1) 315 Main Street PO BOX 1151 Taft, CA 93268									
2021/22	11/19/21	R22-00030	Nov. water testing	37194	12/07/21	Paid	Cleared	25.00		25.00
	2022	01-0000-0-0000-8100-5800-000-0000-0000								
Check #	01-675084			Batchld	AP12102021	Check Date 12/10/21		PO# PO22-00024	Register # 000250	
Total Invoice Amount								25.00		
Total Invoice Amount for 12/07/2021								27,998.92		

Selection	Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021, Page Break by Check/Advice? = N, Zero? = Y)	ESCAPE	ONLINE
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Payment Register by Date Scheduled

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Scheduled 12/08/2021										Bank Account COUNTRY - 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		
AP Vendor Applied Technology Group, Inc. (000419/1) 4440 Easton Drive Bakersfield, CA 93309												
2021/22	12/01/21	R22-00006	12/01/2021-12/31/20	REC0000075268	12/08/21	Paid	Cleared	250.00		250.00		
			21									
Check #	2022 01- 0000- 0- 0000- 3600- 5900- 000- 0000- 7230			Batchld	AP12102021	Check Date 12/10/21	PO# PO22-00006		Register # 000250			
	01-675079											
								Total Invoice Amount	250.00			
Direct Vendor Country Auto & Truck (002701/1) 42914 Highway 58 Buttonwillow, CA 93206												
2021/22	09/20/21		Toyota car	6174321	12/08/21	Paid	Cleared	241.16		241.16		
			Battery/service									
2022 01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000												
Check #	2022 01-675080			Batchld	AP12102021	Check Date 12/10/21	PO#		Register # 000250			
	01-675080											
								Total Invoice Amount	241.16			
AP Vendor Jordano's Food Service (001095/1) 550 South Patterson Ave. Santa Barbara, CA 93111												
2021/22	11/15/21	R22-00060	ES LUNCH	6516626	12/08/21	Paid	Cleared	1,426.85		1,426.85		
Check #	2022 13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000			Batchld	AP12102021	Check Date 12/10/21	PO# PO22-00051		Register # 000250			
	01-675082											
2021/22	11/15/21	R22-00060	ES Breakfast	6516627	12/08/21	Paid	Cleared	940.59		940.59		
Check #	2022 13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000			Batchld	AP12102021	Check Date 12/10/21	PO# PO22-00051		Register # 000250			
	01-675082											
2021/22	11/15/21		ASES	6516628	12/08/21	Paid	Cleared	73.43		73.43		
Check #	2022 13- 5310- 0- 0000- 3700- 4300- 030- 0000- ASES			Batchld	AP12102021	Check Date 12/10/21	PO#		Register # 000250			
	01-675082											
2021/22	11/15/21	R22-00061	HS Lunch	6516629	12/08/21	Paid	Cleared	261.48		261.48		
Check #	2022 13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000			Batchld	AP12102021	Check Date 12/10/21	PO# PO22-00052		Register # 000250			
	01-675082											
2021/22	11/15/21	R22-00061	HS Breakfast	6516630	12/08/21	Paid	Cleared	277.35		277.35		
Check #	2022 13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000			Batchld	AP12102021	Check Date 12/10/21	PO# PO22-00052		Register # 000250			
	01-675082											
2021/22	11/29/21	R22-00060	ES LUNCH	6524202	12/08/21	Paid	Cleared	1,497.52		1,497.52		
Check #	2022 13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000			Batchld	AP12102021	Check Date 12/10/21	PO# PO22-00052		Register # 000250			
	01-675082											
Selection Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021, Page Break by Check/Advice? = N, Zero? = Y)										ESCAPE	ONLINE	
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Payment Register by Date Scheduled

Scheduled 12/08/2021				Bank Account COUNTRY - County-AP						
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymnt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor Jordano's Food Service (001095/1) (continued)										
Check #	01-675082			Batchld AP12102021	12/08/21	Check Date 12/10/21	Cleared	PO# PO22-00051	Register # 000250	(continued)
2021/22	11/29/21	R22-00060	ES BREAKFAST	6524203	12/08/21	Paid	Cleared	191.08		191.08
2022	13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000									
Check #	01-675082			Batchld AP12102021	12/08/21	Check Date 12/10/21	Cleared	PO# PO22-00051	Register # 000250	
2021/22	11/29/21	R22-00060	ES BREAKFAST	6524204	12/08/21	Paid	Cleared	501.36		501.36
2022	13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000									
Check #	01-675082			Batchld AP12102021	12/08/21	Check Date 12/10/21	Cleared	PO# PO22-00051	Register # 000250	
2021/22	11/29/21		ASES	6524205	12/08/21	Paid	Cleared	67.56		67.56
2022	13- 5310- 0- 0000- 3700- 4300- 030- 0000- 0000									
Check #	01-675082			Batchld AP12102021	12/08/21	Check Date 12/10/21	Cleared	PO#	Register # 000250	
2021/22	11/29/21	R22-00061	HS LUNCH	6524206	12/08/21	Paid	Cleared	939.70		939.70
2022	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000									
Check #	01-675082			Batchld AP12102021	12/08/21	Check Date 12/10/21	Cleared	PO# PO22-00052	Register # 000250	
2021/22	11/29/21	R22-00061	HS BREAKFAST	6524207	12/08/21	Paid	Cleared	368.79		368.79
2022	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000									
Check #	01-675082			Batchld AP12102021	12/08/21	Check Date 12/10/21	Cleared	PO# PO22-00052	Register # 000250	
2021/22	12/06/21	R22-00060	ES LUNCH	6528385	12/08/21	Paid	Cleared	2,373.82		2,373.82
2022	13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000									
Check #	01-675082			Batchld AP12102021	12/08/21	Check Date 12/10/21	Cleared	PO# PO22-00051	Register # 000250	
2021/22	12/06/21	R22-00060	ES BREAKFAST	6528386	12/08/21	Paid	Cleared	646.23		646.23
2022	13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000									
Check #	01-675082			Batchld AP12102021	12/08/21	Check Date 12/10/21	Cleared	PO# PO22-00051	Register # 000250	
2021/22	12/06/21		ASES	6528387	12/08/21	Paid	Cleared	108.82		108.82
2022	13- 5310- 0- 0000- 3700- 4300- 030- 0000- 0000									
Check #	01-675082			Batchld AP12102021	12/08/21	Check Date 12/10/21	Cleared	PO#	Register # 000250	
2021/22	12/06/21	R22-00061	HS LUNCH	6528388	12/08/21	Paid	Cleared	697.19		697.19
2022	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000									
Check #	01-675082			Batchld AP12102021	12/08/21	Check Date 12/10/21	Cleared	PO# PO22-00052	Register # 000250	
2021/22	12/06/21	R22-00061	HS BREAKFAST	6528389	12/08/21	Paid	Cleared	253.40		253.40
2022	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000									
Check #	01-675082			Batchld AP12102021	12/08/21	Check Date 12/10/21	Cleared	PO# PO22-00052	Register # 000250	

Selection	Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021, Page Break by Check/Advice? = N, Zero? = Y)	ESCAPE	ONLINE
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Payment Register by Date Scheduled

Scheduled 12/08/2021				Bank Account COUNTRY - County-AP						
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymnt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor										
LimottalIT (002779/1)										
320 Alisal Road										
Suite 101										
Solvang, CA 93463										
2021/22	11/30/21		Labor hours	45259	12/08/21	Paid	Cleared	130.00		130.00
			2022 01- 0000- 0- 0000- 2700- 5800- 000- 0000- 0000							
Check #	01-675083			Batchld	AP12102021	Check Date 12/10/21	PO#		Register #	000250
Total Invoice Amount								130.00		
AP Vendor										
Pacific Gas & Electric (000074/1)										
Box 997300										
Sacramento, CA 95899-7300										
2021/22	11/24/21	R22-00045	E:S	211124-M1010428403	12/08/21	Paid	Printed	7.18		7.18
			10/19/2021-11/16/20							
			21							
			2022 01- 0000- 0- 0000- 8100- 5520- 030- 0000- 0000							
Check #	01-675085			Batchld	AP12102021	Check Date 12/10/21	PO# PO22-00039		Register #	000250
Total Invoice Amount								7.18		
AP Vendor										
Pitney Bowes (000200/1)										
PO BOX 371896										
Pittsburgh, PA 15250-7896										
2021/22	11/26/21	R22-00089	12/16/2021-03/15/20	1019517185	12/08/21	Paid	Cleared	246.61		246.61
			21							
			2022 01- 0000- 0- 0000- 2700- 4300- 000- 0000- 0000			120.64				
			2022 01- 0000- 0- 0000- 2700- 5600- 000- 0000- 0000			125.97				
Check #	01-675086			Batchld	AP12102021	Check Date 12/10/21	PO# PO22-00079		Register #	000250
Total Invoice Amount								246.61		
Total Invoice Amount for 12/08/2021								2,301.80		

Selection	Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021, Page Break by Check/Advice? = N, Zero? = Y)	ESCAPE	ONLINE
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Generated for Gloria Morales-Lerena (43MORALES), Jan 5 2022 2:36PM			
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Payment Register by Date Scheduled

Scheduled 12/15/2021				Bank Account COUNTRY - 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
Direct Employee Alarcon, Andrew (000132) P.O. Box 370 New Cuyama, CA 93254										
2021/22	12/15/21		Class application	211215	12/15/21	Paid	Printed	83.00		83.00
Check #	01-675974		2022 01- 0000- 0- 0000- 3600- 5800- 000- 0000- 7230	Batchld	AP12172021	Check Date 12/17/21	PO#		Register # 000251	
Total Invoice Amount								83.00		
AP Vendor CANON FINANCIAL SERVICES, INC. (000155/1) 14904 Collections Center Drive Chicago, IL 60693-0149										
2021/22	12/12/21	R22-00012	12/01/2021-12/31/20	27795932	12/15/21	Paid	Printed	1,629.91		1,629.91
			21							
			2022 01- 0000- 0- 0000- 7200- 5600- 000- 0000- 0000			16.10				
			2022 01- 0000- 0- 1110- 1000- 5600- 030- 0000- 0000			366.20				
			2022 01- 0000- 0- 1110- 1000- 5600- 070- 0000- 0000			1,080.61				
			2022 01- 0000- 0- 1110- 1000- 5800- 000- 0000- 0000			167.00				
Check #	01-675975			Batchld	AP12172021	Check Date 12/17/21	PO# PO22-00007		Register # 000251	
Total Invoice Amount								1,629.91		
Direct Vendor COMPREHENSIVE DRUG TESTING, INC (000172/1) 230 COMMERCE, SUITE 100 IRVINE, CA 92602										
2021/22	11/30/21		Employee Alcohol and Drug testing	50427	12/15/21	Paid	Printed	111.00		111.00
Check #	01-675976		2022 01- 0000- 0- 0000- 3600- 5800- 000- 0000- 7230	Batchld	AP12172021	Check Date 12/17/21	PO#		Register # 000251	
Total Invoice Amount								111.00		
AP Vendor Cuyama Community Services Dist (000206/1) PO BOX 368 New Cuyama, CA 93254										
2021/22	11/30/21	R22-00036	10/20/2021-11/20/20	211130-100213A	12/15/21	Paid	Printed	215.94		215.94
			21							
Check #	01-675977		2022 01- 0000- 0- 0000- 8100- 5530- 070- 0000- 0000	Batchld	AP12172021	Check Date 12/17/21	PO# PO22-00031		Register # 000251	
2021/22	11/30/21	R22-00036	10/20/2021-11/20/20	211130-100213B	12/15/21	Paid	Printed	237.00		237.00
			21							
Check #	01-675977		2022 01- 0000- 0- 0000- 8100- 5530- 070- 0000- 0000	Batchld	AP12172021	Check Date 12/17/21	PO# PO22-00031		Register # 000251	
Selection Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021, Page Break by Check/Advice? = N, Zero? = Y)										
									ESCAPE	ONLINE
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Scheduled 12/15/2021

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			Cuyama Community Services Dist (000206/1)	(continued)						(continued)

AP Vendor	Fastenal (000162/1) 2001 Theurer Blvd. Winona, MN 55987									
F	2021/22	12/03/21	R22-00095	Lysol wipes and spray	CATAF50869	12/15/21	Paid	Printed	1,386.51	1,386.51
Check #	01-675978	2022 01- 3212- 0- 0000- 8100- 4300- 070- ESSR- 0000				Batchld	AP12172021	Check Date	12/17/21	PO# PO22-00086
										Register # 000251

AP Vendor	Jordano's Food Service (001095/1)									
	550 South Patterson Ave. Santa Barbara, CA 93111									
2021/22	12/13/21	R22-00060	ES Lunch	6532279	12/15/21	Paid	Cleared	1,071.06	1,071.06	
Check #	01-675979	2022 13- 5310- 0- 0000- 3700- 4710- 0300- 0000		BatchId AP12172021		Check Date 12/17/21		PO# PO22-00051	Register # 000251	
2021/22	12/13/21	R22-00060	ES Breakfast	6532280	12/15/21	Paid	Cleared	430.00	430.00	
Check #	01-675979	2022 13- 5310- 0- 0000- 3700- 4710- 0300- 0000		BatchId AP12172021		Check Date 12/17/21		PO# PO22-00051	Register # 000251	
2021/22	12/13/21		ASES	6532281	12/15/21	Paid	Cleared	53.41	53.41	
Check #	01-675979	2022 13- 5310- 0- 0000- 3700- 4300- 0300- 0000- ASES		BatchId AP12172021		Check Date 12/17/21		PO#	Register # 000251	
2021/22	12/13/21	R22-00061	HS Lunch	6532283	12/15/21	Paid	Cleared	418.63	418.63	
Check #	01-675979	2022 13- 5310- 0- 0000- 3700- 4710- 0700- 0000		BatchId AP12172021		Check Date 12/17/21		PO# PO22-00052	Register # 000251	
2021/22	12/13/21	R22-00061	HS Breakfast	6532284	12/15/21	Paid	Cleared	224.79	224.79	
Check #	01-675979	2022 13- 5310- 0- 0000- 3700- 4710- 0700- 0000		BatchId AP12172021		Check Date 12/17/21		PO# PO22-00052	Register # 000251	
Total Invoice Amount									2,197.89	

Direct Vendor	Linde Gas & Equipment Inc. (000202/1)				
	10 Riverview Drive				
	Danbury, CT 06810				
2021/22	11/30/21	MIG Welder for AG class	67489535	12/15/21	3,625.29
		2022 01 - 6387 - 0 - 3800 - 1000 - 4400 - 070 - 0000 - 00R5			3,625.29

Selection	Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021 Page Break by Check/Advice? = N, Zero? = Y)

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Payment Register by Date Scheduled

Scheduled 12/15/2021				Bank Account COUNTRY - 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
Direct Vendor				Linde Gas & Equipment Inc. (000202/1)		(continued)				
Check #	01-675980			BatchId	AP12172021	Check Date 12/17/21	PO#		Register #	000251
Total Invoice Amount								3,625.29		
AP Vendor										
Marborg Disposal (000715/1)										
PO BOX 4127										
Santa Barbara, CA 93140										
2021/22	11/30/21	R22-00044	HS Nov.2021	211130M	12/15/21	Paid	Cleared	235.42		235.42
Check #	01-675981					Check Date 12/17/21	PO# PO22-00038		Register #	000251
				BatchId	AP12172021					
2021/22	11/30/21	R22-00044	Trash Services ES Nov.2021	5383361	12/15/21	Paid	Cleared	470.84		470.84
Check #	01-675981					Check Date 12/17/21	PO# PO22-00038		Register #	000251
				BatchId	AP12172021					
Total Invoice Amount								706.26		
AP Vendor										
Pacific Gas & Electric (000074/1)										
Box 997300										
Sacramento, CA 95899-7300										
2021/22	12/06/21	R22-00045	11/04/2021-12/05/20	211206-M1005135716	12/15/21	Paid	Printed	167.71		167.71
Check #	01-675982					Check Date 12/17/21	PO# PO22-00039		Register #	000251
				BatchId	AP12172021					
Total Invoice Amount								167.71		
AP Vendor										
RingCentral Inc. (000194/1)										
P.O. Box 734232										
Dallas, TX 75373-4232										
2021/22	12/10/21	R22-00057	12/08/2021-01/07/20	CD000333137	12/15/21	Paid	Cleared	754.55		754.55
				22 Phone Service						
				2022 01-0000-0-0000-2700-5910-030-0000-0000	452.73					
				2022 01-0000-0-0000-2700-5910-070-0000-0000	226.37					
				2022 01-0000-0-0000-7200-5910-000-0000-0000	75.45					
Check #	01-675983					Check Date 12/17/21	PO# PO22-00047		Register #	000251
				BatchId	AP12172021					
Total Invoice Amount								754.55		
Total Invoice Amount for 12/15/2021										9,280.39

Selection	Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021, Page Break by Check/Advice? = N, Zero? = Y)	ESCAPE	ONLINE
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Payment Register by Date Scheduled

Selection	Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021 Page Break by Check/Advice? = N Zero? = Y)	ESCAPE	ONLINE
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Payment Register by Date Scheduled

Scheduled 12/30/2021						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
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	Audit		15.00		15.00
	2022	01-0000-0-1110-1000-4300-030-0000-0000								
Total Invoice Amount								15.00	Check	
Direct Vendor	Cooper's Petroleum Distributor (000183/1) 27000 Highway 33 Fellows, CA 93224									
2021/22	12/14/21		Propane	P23106	12/30/21	Audit		27.91		27.91
	2022	01-0000-0-0000-8100-4300-000-0000-0000								
Total Invoice Amount								27.91	Check	
Direct Vendor	Cuyama Buckhorn (000022/1) 4923 Primero Street New Cuyama, CA 93254									
2021/22	12/09/21		Staff appreciation Luncheon	105	12/30/21	Audit		853.38		853.38
	2022	01-0000-0-0000-2700-5800-000-0000-0000								
Total Invoice Amount								853.38	Check	
Direct Vendor	Fleetpride (002588/1) PO BOX 847118 Dallas, TX 75284-7118									
2021/22	11/05/21		Maintenance Supplies	85499241	12/30/21	Audit		2,052.79		2,052.79
	2022	01-0000-0-0000-3600-5800-000-0000-7230								
2021/22	11/15/21		Maintenance Supplies	86061137	12/30/21	Audit		146.41		146.41
	2022	01-0000-0-0000-3600-5800-000-0000-7230								
2021/22	11/22/21		Maintenance Supplies	86501455	12/30/21	Audit		166.02		166.02
	2022	01-0000-0-0000-3600-5800-000-0000-7230								
Total Invoice Amount								2,365.22	Check	
AP Vendor	Frontier Communications (000033/1) PO BOX 740407 Cincinnati, OH 45274-0407									
Selection	Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021, Page Break by Check/Advice? = N, Zero? = Y)									
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Payment Register by Date Scheduled

Scheduled 12/30/2021							Bank Account COUNTRY - 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	
AP Vendor	2021/22	12/13/21	Frontier Communications (000033/1)	(continued)	12/30/21	Audit		212.91		212.91	
			12/13/2021-01/12/20 22	211213-2293							
Check #	2022	01-	0000-0-0000-2700-5910-070-0000-0000	Batchid		Check Date		PO# PO22-00022	Register #		
2021/22	12/13/21	R22-00025	12/13/2021-01/12/20 22	211213-2642	12/30/21	Audit		98.20		98.20	
Check #	2022	01-	0000-0-0000-2700-5910-030-0000-0000	Batchid		Check Date		PO# PO22-00023	Register #		
							Total Invoice Amount	311.11	Check		
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	Audit		28.24		28.24	
			Cebrian (rental house)								
							Total Invoice Amount	28.24	Check		
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 21	CUYAMA-OM-INV90	12/30/21	Audit		1,281.53		1,281.53	
Check #	2022	01-	0000-0-0000-8100-5640-030-0000- SOLR			640.77					
	2022	01-	0000-0-0000-8100-5640-070-0000- SOLR	Batchid		Check Date		PO# PO22-00020	Register #		
							Total Invoice Amount	1,281.53	Check		
Direct Vendor	Kem 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	Audit		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	Audit		33.37		33.37	
							Total Invoice Amount	33.37	Check		
Selection	Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021, Page Break by Check/Advice? = N, Zero? = Y)										
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Payment Register by Date Scheduled

Scheduled 12/30/2021						Bank Account COUNTRY - County-AP					
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymnt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor	(continued)										
2021/22	12/16/21		Replaced and updated cooler and pipes on Vechicle #CU01	201791	12/30/21	Audit		4,775.70		4,775.70	
2022 01- 0000- 0- 0000- 3600- 5640- 000- 0000- 7230											
Total Invoice Amount								5,410.95	Check		
Direct Vendor											
2021/22	12/30/21		Kwik Signs, Inc. (000204/1) 7101-D Rosedale Hwy Bakersfield, CA 93308	22993	12/30/21	Audit		160.11		160.11	
2022 01- 3212- 0- 0000- 2700- 4300- 070- 0000- 0000											
Total Invoice Amount								160.11	Check		
AP Vendor											
2021/22	12/21/21	R22-00030	Midway Laboratory, Inc (002627/1) 315 Main Street PO BOX 1151 Taft, CA 93268	37303	12/30/21	Audit		25.00		25.00	
Check #	2022 01- 0000- 0- 0000- 8100- 5800- 000- 0000- 0000				Batchld	Check Date	PO# PO22-00024	Register #			
Total Invoice Amount								25.00	Check		
AP Vendor											
2021/22	12/13/21	R22-00045	Pacific Gas & Electric (000074/1) Box 997300 Sacramento, CA 95899-7300	211213-M1010432536	12/30/21	Audit		26.29		26.29	
2022 01- 0000- 0- 0000- 8100- 5520- 030- 0000- 0000						Batchld	Check Date	PO# PO22-00039	Register #		
Check #	Total Invoice Amount								26.29	Check	
Direct Vendor											
Quill Corporation (000734/1) PO BOX 37600 Philadelphia, PA 19101-0600											
Selection	Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021, Page Break by Check/Advice? = N, Zero? = Y)								ESCAPE	ONLINE	Page 15 of 17

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043 - Cuyama Joint Unified School District

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Payment Register by Date Scheduled

Scheduled 12/30/2021						Bank Account COUNTRY - County-AP				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymnt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor										
2021/22	12/07/21		Quill Corporation (000734/1)	(continued)						
			Copy paper for both HS and ES	21483579	12/30/21	Audit		549.36		549.36
	2022 01-0000-0-1110-1000-4355-030-0000-0000					439.49				
	2022 01-0000-0-1110-1000-4355-070-0000-0000					109.87				
2021/22	12/13/21		Ink for D.Hedlund	21628259	12/30/21	Audit		130.37		130.37
	2022 01-0000-0-1110-1000-4300-030-0000-0000									
						Total Invoice Amount		679.73	Check	
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	Audit		3,303.07		3,303.07
	2022 01-0000-0-0000-3600-5640-000-0000-7230									
						Total Invoice Amount		3,303.07	Check	
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	12/30/21	Audit		30.00		30.00
				Gaminol/King						
	2022 01-0000-0-0000-7200-5200-000-0000-0000									
Check #				Batchld		Check Date		PO# PO22-00078	Register #	
						Total Invoice Amount		30.00	Check	
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	Audit		21.65		21.65
				21						
	2022 01-0000-0-0000-2700-5910-000-0000-0000									
Check #				Batchld		Check Date		PO# PO22-00040	Register #	
						Total Invoice Amount		21.65	Check	
						Total Invoice Amount for 12/30/2021		9,189.12		

EXPENSES BY FUND - Bank Account COUNTY			
Fund	Expense	Cash Balance	Difference
01	67,831.48	1,000,096.45	932,264.97
13	12,984.01	5,758.08-	18,742.09-
Total	80,815.49		

Number of Payments	79	
Number of Checks	48	\$51,575.92
Number of ACH Advice	0	
Number of vCard Advice	0	
Total Check/Advice Amount		\$80,815.49
Total Unpaid Sales Tax		\$.00
Total Expense Amount		\$80,815.49

CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS		
\$0 - \$99	13	
\$100 - \$499	13	
\$500 - \$999	6	
\$1,000 - \$4,999	13	
\$5,000 - \$9,999	1	
\$10,000 - \$14,999	1	
\$15,000 - \$99,999	1	
\$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

80,815.49

Total Check/Advice Amount

0

vCard Count

0

ACH Count

48

Check Count

79

Payment Count

Report Totals -

Selection Sorted by Date Scheduled, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 12/1/2021, Ending Create Date = 12/31/2021, Page Break by Check/Advice? = N, Zero? = Y)

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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.

REQUESTED BY: Robin Mounts TODAY'S DATE: 12/17/2021

PURPOSE: Author-Go-Round

FIELD TRIP LOCATION/DESTINATION: Santa Barbara

DEPARTURE DATE: 1/25/2022 DEPARTURE TIME: 6:30 am

RETURN DATE: 1/25/2022 RETURN TIME: 5:30 pm

GRADE LEVEL: 5-8 SITE LOCATION: Cuyama Elem

NUMBER OF STUDENTS: 9 NUMBER OF ADULTS/CHAPERONES: 1

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

METHOD OF TRANSPORTATION: Van
(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: _____

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 ☐

Quarterly Report
on
Williams/Valenzuela Uniform Complaints
[Education Code § 35186]

2021

District: Cuyama Joint Unified School District

Name of person completing this form: Alfonso Gamino

Title of person completing this form: Superintendent/Principal

Please provide the date when this information will be reported publicly at the district governing board meeting:

October 14, 2021

Quarterly report submission date (check one):

☐

April (Jan.—March)

☐

July (April—June)

☐

October (July—Sept.)

☒

January (Oct.—Dec.)

General Subject Area	Total no. of complaints	No. of complaints resolved	No. of complaints unresolved
Textbooks and instructional materials	0	0	0
Teacher vacancy or misassignment	0	0	0
Facilities conditions	0	0	0
Valenzuela/CAHSEE intensive instruction and services	0	0	0
TOTALS	0	0	0

Signature of district superintendent

January 13, 2022

Date

Cuyama Joint Unified School District

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

Cuyama Joint Unified School District

Notice of Public Hearing

January 13, 2022

6:00 P.M.

To consider public input on charter amendments and admissions preferences for California Connections Academy Central Coast

Cuyama Joint Unified School District

**2300 Highway 166
New Cuyama, CA 93254**

Agenda:

Notice is hereby given to the public regarding this public hearing to consider input on charter amendments and admissions preferences for California Connections Academy Central Coast, including extension of charter term until 2026. This notice is given prior to the Board of Trustees taking action on the charter amendments and admissions preferences for California Connections Academy Central Cost, including extension of charter term until 2026. Interested stakeholders are given the opportunity to comment at the January 13, 2022, board meeting.



**CALIFORNIA CONNECTIONS ACADEMY
CENTRAL COAST
CHARTER PETITION**

~~Submitted to~~ Approved by

CUYUMA JOINT UNIFIED SCHOOL DISTRICT

~~And APPROVED~~ on September 13, 2018

Non-material amendment approved on June 23, 2020

As amended December 14, 2021

Dr. Richard Savage, Executive Director
California Connections Academy Schools
rsavage@calca.connectionsacademy.org

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THE 16+ ELEMENTS OF A CHARTER PETITION

Education Code section 47605 requires petitioners to provide a reasonably comprehensive description" of the 15+ elements outlined in the Education Code Section 47605(a)(cB)(6)¹ and listed in Figure 1.

Figure 1. 16+ Elements of a Charter Petition

16 Elements Outlined in the Education Code	Location in the Charter Petition
1. A description of the educational program of the school, including descriptions of the students to be served, what it means to be an "educated person" in the 21st century, how learning best occurs, annual school goals to achieve state and school priorities, and supporting school actions to achieve school goals. If the proposed charter school will serve high school pupils, a description of how the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements must be included in the charter petition.	Section II, especially II.B, II.C, and II.E
2. The measurable pupil outcomes identified for use by the school.	Section III – III.A – III.D
3. The method by which pupil progress in meeting those pupil outcomes is to be measured.	Section III.D
4. The school's governance structure, including parental involvement.	Section IV
5. The qualifications to be met by individuals employed by the school.	Section V.A
6. Procedures to ensure health and safety of pupils and staff.	Section V.D
7. The means by which the school will achieve <u>racial and ethnic demographic</u> balance among its pupils, reflective of the general population residing in the district.	Section VI.B
8. Admissions requirements, if applicable.	Section VI.A
9. The manner in which annual financial audits will be conducted, and the manner in which audit exceptions and deficiencies will be resolved.	Section VII.G
10. The procedures by which pupils may be suspended or expelled.	Section V.D
11. Provisions for employee coverage under the State Teachers Retirement System, the Public Employees Retirement System, or federal social security.	Section V.B
12. The public school alternatives for pupils residing within the district who choose not to attend charter schools.	Section VI.C
13. A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.	Section V.C
14. Dispute resolution process.	Section V.E
15. The procedures to be used if the charter school closes.	Section VII.H
<i>Additional Required Information</i>	
1. Budget and cash flow projections, including start-up costs, three-year operational budget and three years of cash flow statements	Section VII.A
2. Legal assurances, including a declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees.	Section VIII, V.C, X
3. Description of founding team	Section I.A
4. Facilities plan	Section VIII.A
5. Potential impact on the authorizer	Section IX
6. A declaration whether or not the charter school will be the exclusive public school employer of the charter school employees.	Section V.C

¹ http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47605.&lawCode=EDC

EXECUTIVE SUMMARY

California Connections Academy Central Coast (abbreviated herein as CalCA Central Coast) will represent an outstanding virtual K–12 educational choice for families in Santa Barbara, San Luis Obispo, Ventura, and Kern counties and will build awareness of Cuyuma Joint Unified School District's (CJUSD) innovative approach to learning. One of the most significant benefits the school will bring to CJUSD is being able to serve students who are underserved or not being served within the larger community. Students who are athletes, medically homebound, bullied, homeschooled, have special needs, or simply need a flexible schedule will seek out CalCA Central Coast. Students will benefit from instruction that is individualized, personalized, and flexible.

CalCA Central Coast will set a new standard for virtual K–12 education excellence in California. Students will benefit from a top-quality curriculum that meets all California Common Core State Standards. Each student will have a Personalized Learning Plan and one or more fully qualified California-certified teachers working with expert curriculum specialists to tailor the curriculum to meet that student's individual learning needs.

More than an online school, CalCA Central Coast will be a virtual learning community that connects students, teachers, and families through unique technology tools as well as synchronous and one-on-one interaction. Students and their families can count on sophisticated support for their curriculum, technology, special education, and digital learning platform needs, so that they can focus on academic progress and achievement. Consistent with applicable law, as a virtual school, CalCA Central Coast will serve students in grades K–12 from Santa Barbara, San Luis Obispo, Ventura, and Kern counties.

CalCA Central Coast will provide and expand opportunities to underserved students. CalCA Central Coast is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick-and-mortar classroom.

These include:

- Students whose families seek more involvement in their child's education;
- Students who are medically homebound due to illness or disability;
- Exceptional students who are far ahead of or far behind their peers in school;
- Students pursuing artistic or athletic interests;
- Students who require a flexible school schedule;
- Students in group homes or institutions;
- Students who have been bullied; and
- Students at risk of academic failure, who may particularly benefit from intensive, personalized instruction.

CalCA Central Coast will partner with Connections Education LLC, a leading online educational service provider for curriculum, technology, and school support services—, all of which are performed at the direction of the school's Governing Board and for which the Governing Board retains ultimate decision-making authority. Connections Education (referred to herein as Connections) was formed in October 2001 to serve schools and students in the emerging K–12 virtual school market. In November 2011, the company was acquired by Pearson Education, Inc., a subsidiary of the public company Pearson PLC. Connections provides educational services, including curriculum; curriculum support personnel; Connexus®, a comprehensive Educational Management System (EMS); professional development; student, parent, and teacher technical assistance; and additional consulting and support for its partner virtual charter schools in California.

Connections has shown continued positive enrollment growth since its first supported school opened its virtual doors in 2002 with 400 students. Since that time, enrollment has consistently, and responsibly, increased to over 70,000 students in 35 schools in 27 states for the 2017-18 school year. In addition, through its partnership with school districts, Connections delivers online courses to over 340,000 students. In total, over 400,000 students in the U.S. and 48 countries are receiving online education from Connections in school year 2017-18.

There are currently four other California Connections Academy (CalCA) virtual public charter schools supported by Connections in California²:

- California Connections Academy Capistrano (CalCA Capistrano) opened with sponsorship by Capistrano Unified School District in 2004 and serves more than 3,650 students in Southern California,
- California Connections Academy Central (CalCA Central) opened with sponsorship by Alpaugh Unified School District in 2006 and serves more than 440 students in the lower Central Valley,
- California Connections Academy Ripon (CalCA Ripon) opened with sponsorship by Ripon Unified School District in 2012 and serves approximately 1,160 students in the upper Central Valley and Northern California regions including Sacramento and East Bay, and
- California Connections Academy North Bay (CalCA North Bay) opened with sponsorship by Middletown Unified School District in 2014 and serves approximately 170 students in the North Bay region of Northern California.

The CalCA schools use the Connections curriculum and instructional program that has proven successful in communities across California as well as in other states, and was the first program of its kind to be nationally certified by AdvancED. The Connections program is accredited by AdvancED³. During its reaccreditation process in 2015, Connections overall scores exceeded AdvancED's average score for all of the schools and corporations AdvancED accredits. AdvancED

² California Connections Academy Schools are currently undergoing name changes to remove "@" from the school names. The schools listed here can currently be found listed under "California Connections Academy @ ____" in various locations.

³ Accreditation agency serving 32,000 public and private schools and districts <http://www.advanc-ed.org/>

reviewers noted that “Connections Education’s quality assurance processes and data-driven culture leads to systemic, systematic, and sustainable continuous improvement.”

Connection’s developmentally appropriate curriculum increases its integration of technology as students advance through the grades. Each Connections course includes active learning elements (including online and/or offline activities) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on. Connections’ courses offer a wide range of resources supporting course content and different learning abilities. Our courses include a variety of instructional resources, including over 1,800 Teachlet proprietary instructional movies and more than 1,000 primary source and instructional videos. Integrated iText electronic textbooks are licensed from a variety of leading publishers including Prentice Hall, McGraw Hill, Pearson, and others, while non-proprietary technology-based content is licensed from “best-of-breed” providers such as BrainPOP® videos, Grolier Online™, Study Island, and Compass. The instructional design includes interactive LiveLesson™ sessions and threaded discussions.

The curriculum will be updated regularly, with updates and improvements communicated to the CalCA Central Coast’s Governing Board⁴, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. Connexus will facilitate the effective delivery of the curriculum via an optimal combination of technology and print media. Staff and volunteers will facilitate enriching in-person community activities to round out the comprehensive learning experience.

The ultimate focus of this “high-tech, high-interaction” instructional model will be student achievement. Students will master the core subjects of reading/language arts, mathematics, science, and social studies through a challenging curriculum that meets California Common Core State Standards and will be prepared to excel on the state assessments. Most high school core and many elective courses are also University of California “a-g” and NCAA approved.

The highly trained and experienced teachers are integral to student and school success. Fully qualified, California-credentialed teachers will be a key part of the program. Teachers will be in regular contact with students via WebMail (Connections’ proprietary, closed-system email program), telephone, LiveLesson sessions, discussion boards, message boards, and other channels. Teachers will motivate, provide instruction, monitor and evaluate student progress, personalize the curriculum, intervene as needed to ensure student success, lead field trips, and clarify the curriculum for the students. CalCA Central Coast will provide integral tools to help teachers ensure students are successful including ongoing and comprehensive professional development in online learning pedagogy, curriculum with a focus on Common Core instructional shifts, data-driven instructional decisions, and Connections’ own *Core Competencies for Facilitating Student Learning*. Additional California-focused professional learning events will also be offered throughout the year.

⁴ In this document, use of the term “Board” or “Governing Board” refers to the Governing Board for the nonprofit public benefit corporation that operates CalCA Central Coast, unless otherwise specifically indicated as the CJUSD Board (the Cuyuma Joint Unified School District’s Board).

The CalCA Central Coast program will integrate school, community, and home. Another critical factor for success will be the Learning Coach, usually a parent or guardian. The Learning Coach will work with the student to ensure successful engagement in the program by providing motivation, collaboration, scheduling, and record keeping. The program will integrate school, community, and home via online and face-to-face activities. In addition, school staff members and/or parent volunteers will facilitate enriching in-person community activities and field trips to round out the comprehensive learning experience.

Students will have access to a wide range of clubs and activities that provide social opportunities and support student's academic progress in topics including language arts, reading, science, math, the arts, and more. An example of clubs includes: Art Club, Author's Corner, Debate Club, *The Monitor: Student Blog*, Poetry Corner, E-Pals, and Science Sleuths. These activities will encourage students to explore interests beyond the classroom, develop leadership skills, and make friends within their school and with students from other schools supported by Connections. The school will also participate in the CalCA established chapters of the National Honor Society and National Junior Honor Society, providing students with additional opportunities for developing social, leadership, and community involvement skills.

HISTORY AND ACCOMPLISHMENTS

HISTORY

Connections Education

Connections, our proposed educational services provider, has substantial research and proof of learning gains, collected and analyzed carefully over 15 years. Schools that partner with Connections serve more than 70,000 students in 35 schools in 27 states for the 2017-18 school year. As detailed herein, there are multiple independent data points proving the efficacy of virtual learning, and specifically Connections' results, that provide strong evidence of the measured learning gains and student success using this model. There is a great deal of recent published research on this topic, available from iNACOL (International Association for K-12 Online Learning) (www.inacol.org), the annual Keeping Pace with K-12 Online Learning report⁵ (www.evergreenedgroup.com), and other well-respected third-party data sources. Further information on the student outcomes achieved through the Connections program is available at <http://www.connectionsacademy.com/proven-results/ratings-results.aspx>.

The Governing Board has conducted extensive due diligence in evaluating the need for a virtual school and virtual school program providers in the Santa Barbara County area. The Board is interested in Connections as the proposed partner for a number of reasons, including the following:

- Members of the Governing Board have extensive experience governing CalCA Central and CalCA North Bay and partnering with Connections. They have seen students at these schools succeed and believe in the importance of replicating this model in other California communities.
- Connections has an enviable track record of supporting schools and achieving measurable learning gains (student growth models) and receives high marks from independent evaluation organizations.
- The Connections program is the first virtual school program to receive accreditation for its program from the Commission on International and Trans-Regional Accreditation (CITA), now a part of AdvancED™, the world's largest accreditation body for K-12 school programs, serving more than 27,000 public and private schools and districts across the United States and in 69 countries that educate over 15 million students. Connections was first granted accreditation in 2005, which was subsequently renewed in 2015.
- In recognition of its effective and innovative educational approach, the four CalCA schools currently supported by Connections in California are fully accredited for grades K-12 by the Western Association of Schools and Colleges (WASC).

⁵ <https://www.evergreenedgroup.com/keeping-pace-reports/>

- The breadth and depth of curriculum, accommodations for exceptional populations, including but not limited to special needs students, struggling learners, gifted and talented students, and low income families, makes Connections an ideal fit for the mission, vision, and needs of CalCA Central Coast.

ENROLLMENT AND DEMOGRAPHICS

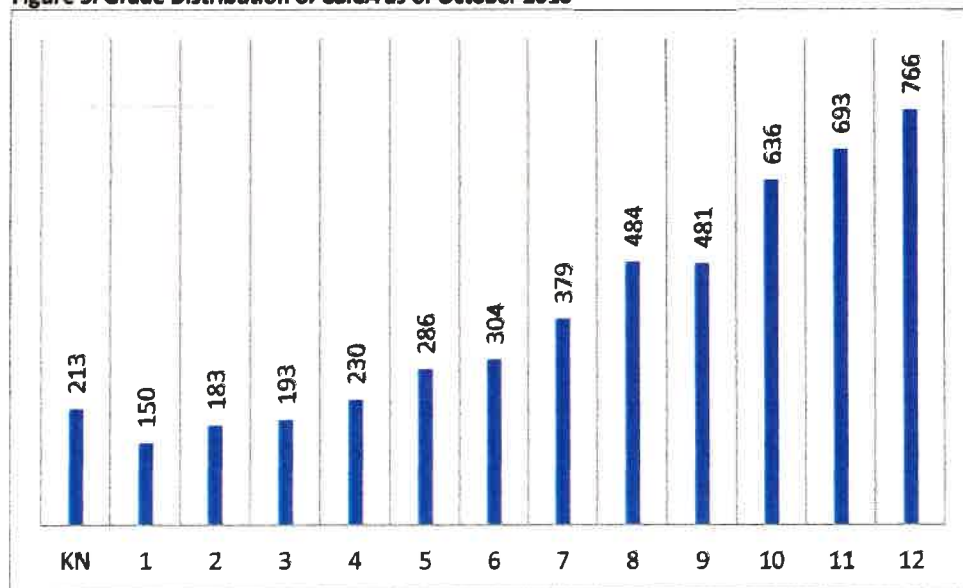
The four CalCA schools have experienced steady enrollment growth. Figure 2 demonstrates the growth trends over the last seven years for all four existing schools:

Figure 2. Enrollment Growth

School Year	CalCA Capistrano	CalCA Central	CalCA Ripon	CalCA North Bay
2010-11	1,267	176	N/A	N/A
2011-12	1,593	218	N/A	N/A
2012-13	1,843	257	203	N/A
2013-14	2,106	313	513	N/A
2014-15	2,409	312	685	70
2015-16	2,812	403	879	109
2016-17	3,336	453	1,054	151
2017-18	3,617	434	1,151	172

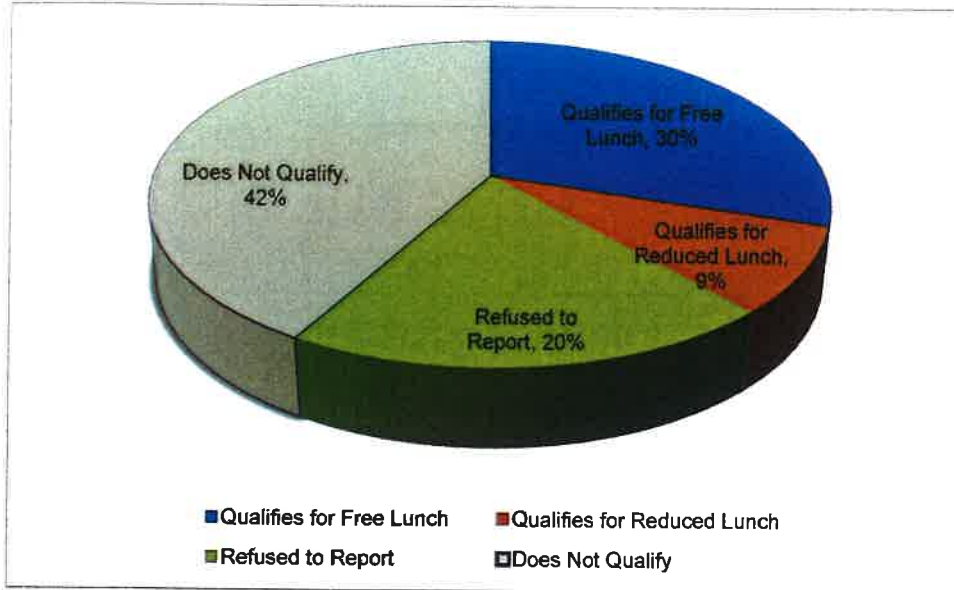
Each school serves a diverse population and follows similar patterns. The following data points are compiled based on official state data from all four schools. Figure 3 illustrates the grade distribution as of the census count (Fall 1 count) in October of 2016, with grades 9-12 representing the largest number of students.

Figure 3. Grade Distribution of CalCA as of October 2016



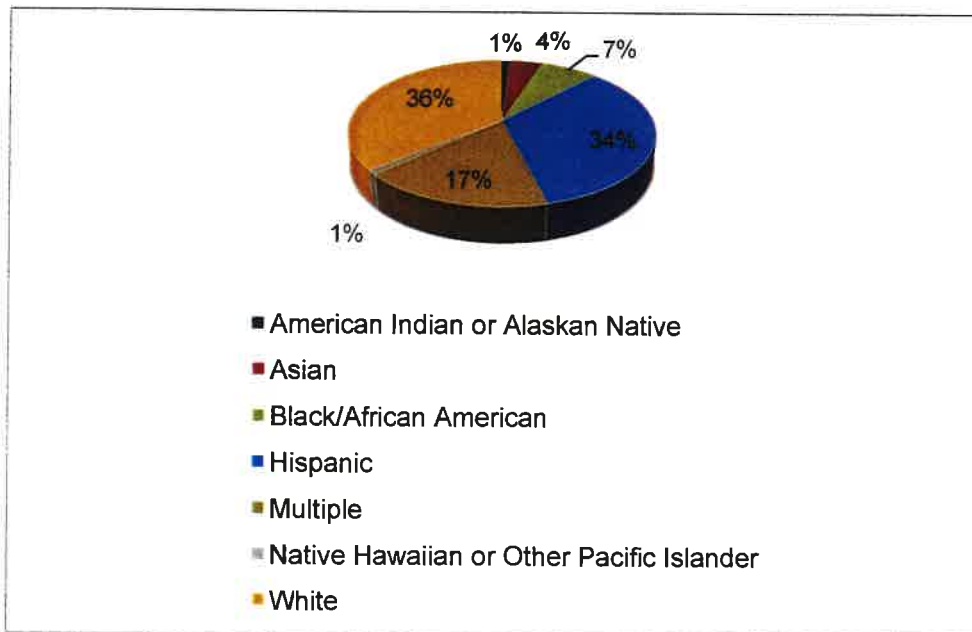
In addition, approximately 40% of the students served by the four CalCA schools (as of October 2016) are socio-economically disadvantaged, when measured by family income eligibility (qualifying for free or reduced price meal benefits, as illustrated in [Figure 4](#)~~Figure 4~~. Please note that this number is an estimate as 20% of families choose not to report this information.

Figure 4. Percentage of Enrolled Students Meeting Free and Reduced Lunch Criteria as of October 2016 for CalCA



The CalCA schools also serve a diverse student population with 34% of students identified as Hispanic/Latino, 17% of students identified as Multiple Races, 4% of students identified as Asian, and 7% of students identified as African American, as of October 2016 as illustrated in Figure 5.

Figure 5. Ethnicity Breakdown of CalCA as of October 2016



ACADEMIC ACCOUNTABILITY

California Accountability

The four CalCA schools have also experienced high achievement results. While the state was still using Academic Performance Index (API), the schools open at that time had high overall API scores ranging from 739 to 807 and had similar schools ranking above average. Figure 6 provides some of the historical academic performance for these schools while API was in place.

Figure 6. Historical Academic Performance on API

	Academic Year	Overall API	Statewide Decile Rank	Similar Schools Rank
CalCA Capistrano (Opened in 2004)				
	2010-11	779	7	9
	2011-12	777	7	7
	2012-13	791	8	9
CalCA Central (Opened in 2006)				
	2010-11	776	4	10
	2011-12	739	5	9
	2012-13	759	5	7
CalCA Ripon (Opened in 2012)				
	2012-13	807	8	10
CalCA North Bay (Opened in 2014)				
	N/A	N/A	N/A	N/A

In the most recent administration of the CAASPP tests, from the spring of 2017, CalCA students have met or exceeded the state in reading at every grade-level, as shown in Figures 7-10. CalCA students have performed below the state average at every grade-level in math, however, some improvements were seen between 2015-16 and 2016-17, especially in grades 5 and 6. The middle school grades have the strongest math scores when compared to state averages.

Figure 7. SBAC Reading 2016-17

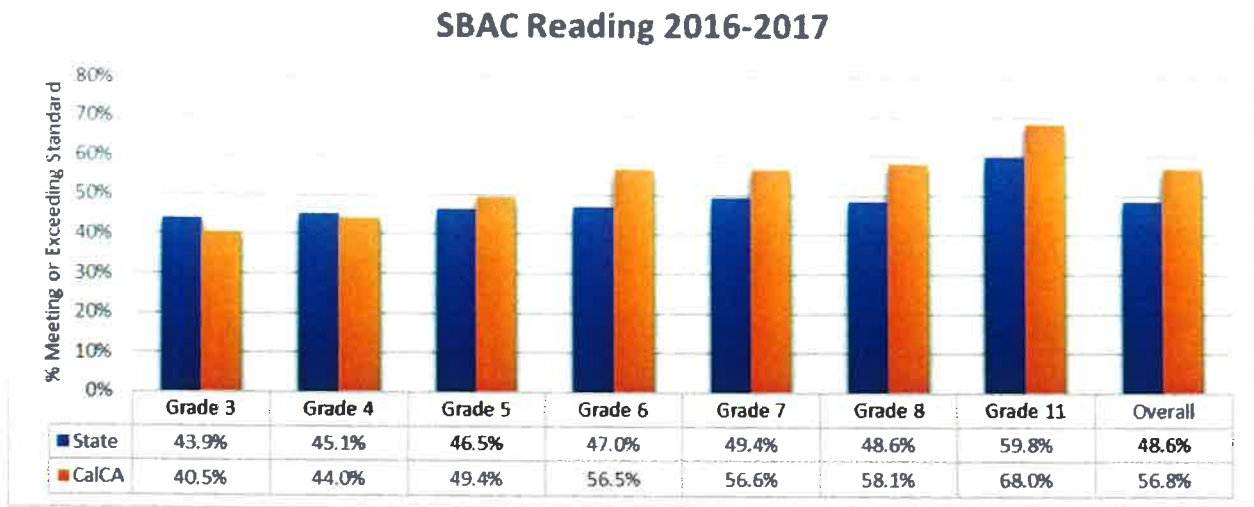


Figure 8. SBAC Math 2016-17

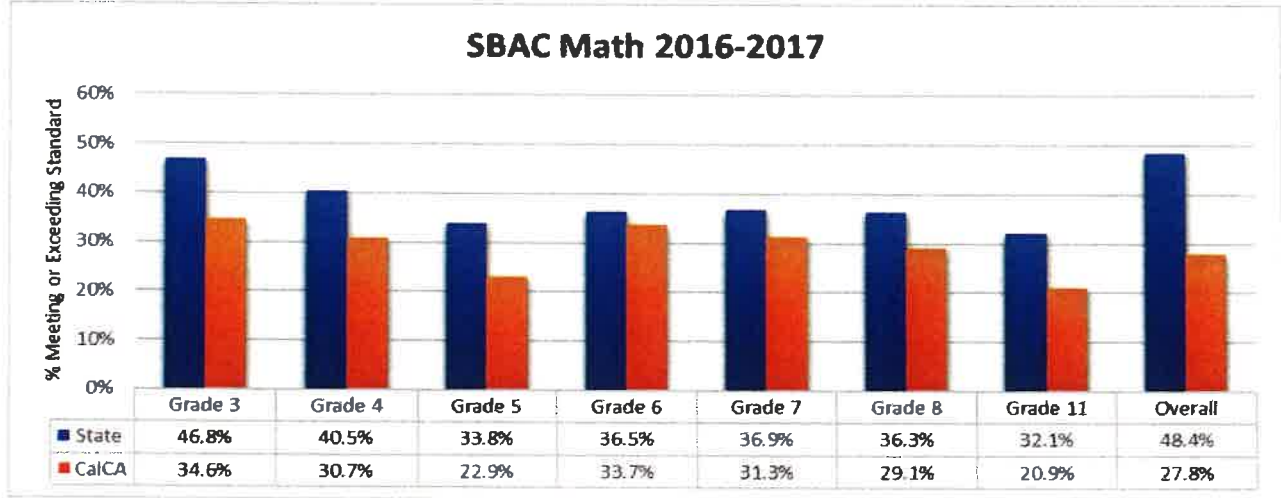


Figure 9. SBAC Reading 2015-16

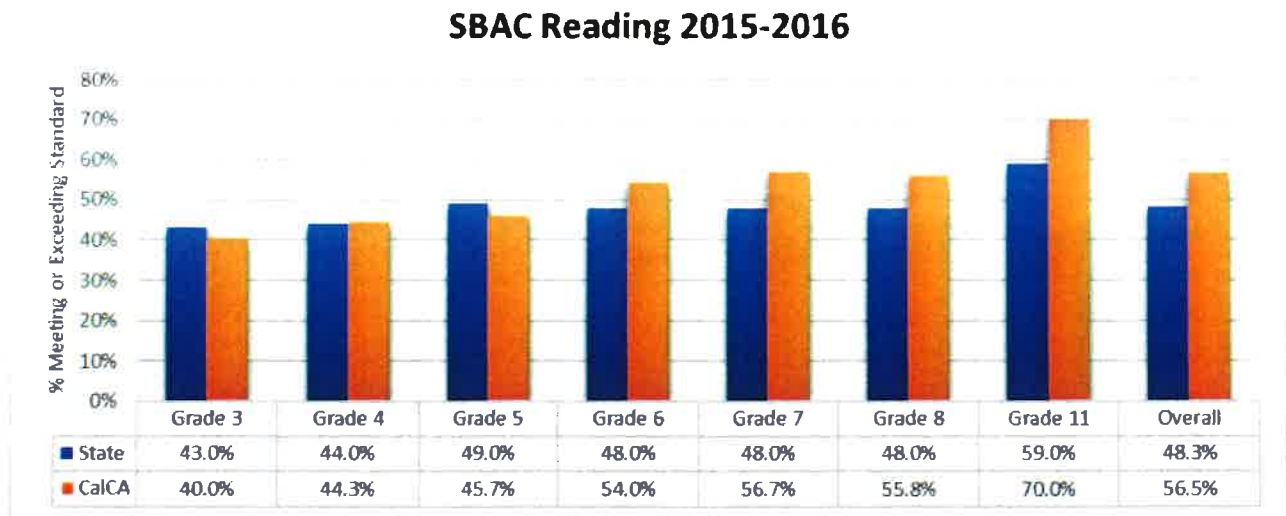
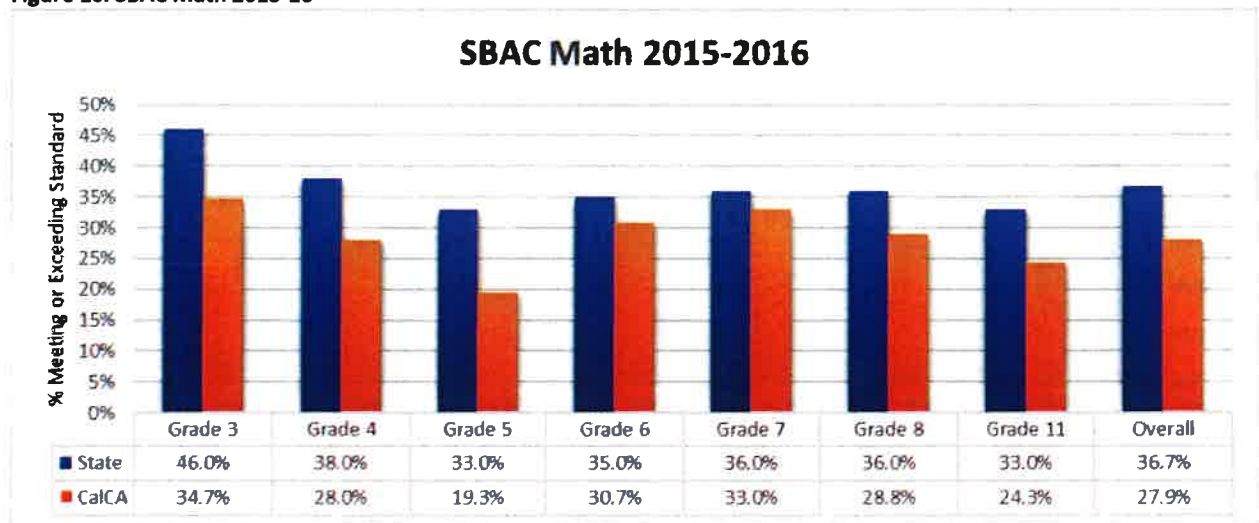


Figure 10. SBAC Math 2015-16



One important factor to consider is how the school is performing relative to other schools that serve similar populations of students. There are not many schools which serve students in all grades K-12 (and therefore which would have had student scores from grades 2 through 11 included in the API calculation). One previously available method used to analyze how a school is doing relative to other schools was the state's Similar Schools Ranking. The CalCA schools were consistently rated very high on this measure—ranging from 7 to 10, obtaining a rank of 10, the highest possible, in multiple years. While the state has not yet devised a replacement for the similar schools ranking, it is expected that when data are available to compare the CalCA schools' academic performance to other schools which serve similar student populations, the schools will be able to continue to demonstrate that they are doing well educationally with the students they are serving.

The California Charter Schools Association (CCSA) also prepares an annual report that focuses on charter accountability and renewal. As a component of the report, CCSA also prepares a detailed analysis of the Similar Students Measure (SSM) which compares a school's performance on the state tests to a predicted level of performance based upon the student profile. It is akin to the state's Similar Schools Criteria; however, it focuses more on student level data than school wide data. This is one of the measures used by CCSA to review charter school performance. The CCSA annual Academic Accountability Report reviews several additional accountability measures, and all four of the existing CalCA schools meet the CCSA minimum criteria for renewal or replication. As examples, the two most recent CCSA reports are provided for the largest and oldest CalCA school, CalCA Capistrano. Additional reports are available upon request.

Figure 11

~~Figure 11~~ and Figure 12 show these two reports, also available on the CCSA public website.

Figure 11. CalCA Capistrano CCSA SSM Infographic with 2015-16 data

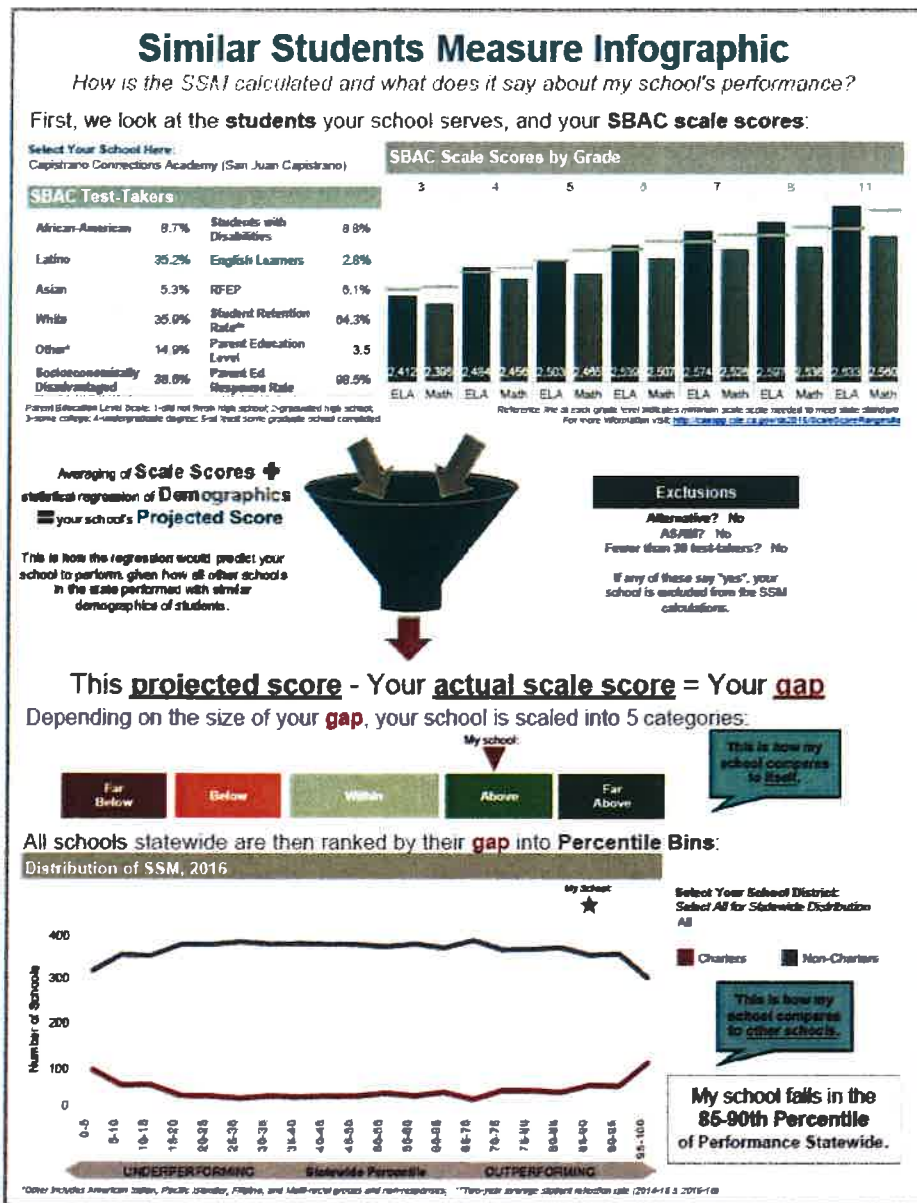
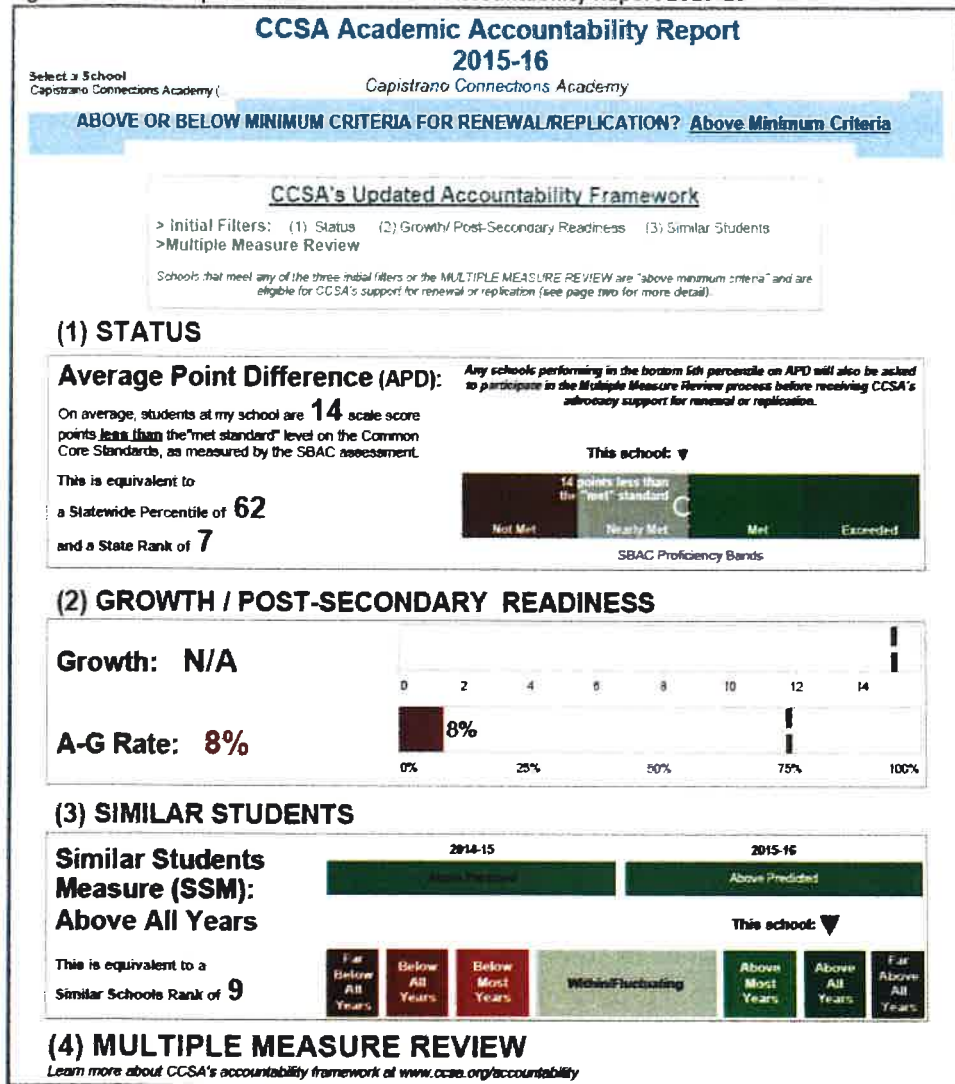


Figure 12. CalCA Capistrano CCSA Academic Accountability Report 2015-16



It is important to note that schoolwide standardized test scores may fluctuate from year to year. Student mobility and growth rate are important factors in analyzing academic performance. Due to the unique virtual school program offered, which uses an independent study model, virtual schools experience student turnover both during the year, as well as from year to year. Many students and families choose a virtual school program to serve a unique need for a particular period of time, i.e. medical reasons, sports, family move, bullying, and so forth. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Due to the relatively small size of CalCA Central Coast, it could be particularly susceptible to enrollment fluctuations and thereby have an impact on academic performance data.

In addition, the state currently assigns the lowest score on the CAASPP tests if a student does not participate. Due to the challenges of setting up in-person testing locations, as well as the challenge of many parents who elect to "opt out" of state testing, the school's test scores may be negatively impacted by this method of calculation currently in use by the California Department of Education

(CDE).

Student academic achievement is the highest priority for the schools. Over the past several years, the schools have put in place several significant interventions to ensure that student performance exceeds the growth targets, especially among the subgroup populations. These include:

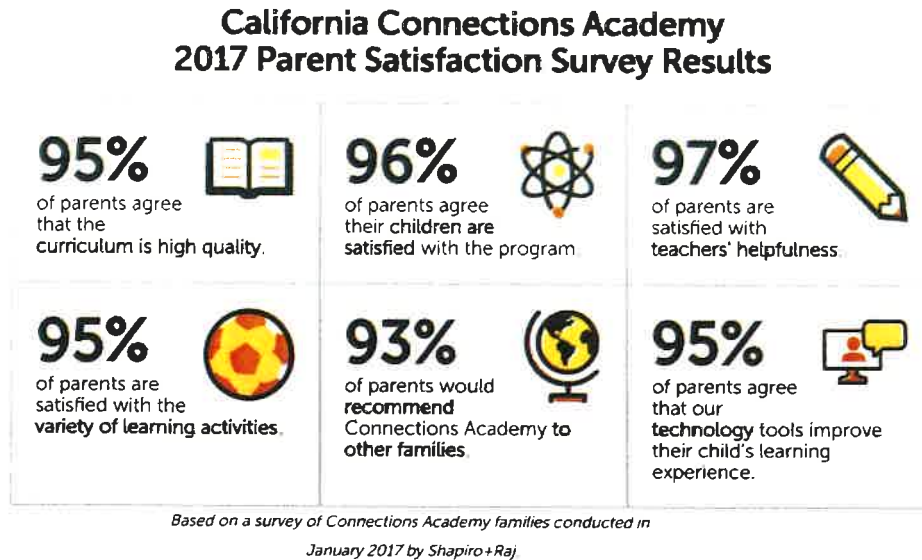
- Implementing Math We've Got This! and Math Time to Talk
- Analyzing in-depth assessment data on individual students, which is now even more readily available to teachers and school leadership at the click of a button
- Targeting intervention courses for students who are underperforming
- Adding specialized staff dedicated to providing intervention type instruction
- Expanding the existing intervention programs
- Implementing Professional Learning Communities (PLCs) within the faculty
- Adding targeted professional development for teachers aimed at areas of greatest student need
- Adding academic resources and supplemental materials for students who are struggling, especially in math

Regularly evaluating the academic performance of students, using student performance data to drive changes and improvements to the school program, increasing use of PLCs, and developing annual goals and plans to increase student academic achievement all demonstrate a dedication and focus on student performance.

PARENT SATISFACTION

Figure 13 presents cumulative parent satisfaction survey results from the four CalCA schools. The schools have consistently received high ratings on annual parent surveys. Parents are surveyed annually; the results are compiled by an independent third-party research firm, and presented to the school staff and its respective Board. Parent surveys provide quantifiable data by which the school leadership can work towards improving various aspects of the school. It also provides a valuable source of parent input into the planning process for school improvement, such as the development of the Local Control and Accountability Plan. Over the past several years, the percent of parents who have responded to the survey has varied from 35% to 50%. Therefore, these results are considered reflective of the overall experience of the families.

Figure 13. Parent Satisfaction Survey Results for 2016-17



The following testimonials are from students and parents enrolled in the four CalCA schools. The testimonials were unsolicited and represent a sample of the kudos that the teachers and school receive on an ongoing basis. Some of the testimonials have been slightly revised for privacy purposes.

Personalized Attention from Teachers.

I just wanted to let you know how much my child and I appreciate Natasha. She is amazingly available to (my child) and helping her stay on top of things. In all of my child's school years, public or private, with all the learning disability issues, Connections Academy stands far above any other institution. Natasha is one of the main contributors to that positive experience for us.

Connections Exceeds Expectations.

This is my son's second online school experience. Connections far exceeded our expectations. The quality of teachers, the feedback and response time, and the ability to track my son's progress is outstanding. As a fellow educator I appreciate the structured format that allows my son take responsibility for his education. I am able to see what he is doing and give him feedback on how he can better himself. Thank you for developing a comprehensive program.

Connections Academy is Great!

I feel compelled to reach out and let you know that I believe Connections Academy is a great school. When my students were enrolled in a "credited public school" that was being recognized for their academics, my student was not being challenged to excel.

Since enrolling my first child, my family has grown. I now have had all four of my children attend Connection's Academy from K-9, my youngest being in first grade. My oldest son who is a junior in

high school is taking college courses at CalPoly which is adjacent to his high school. Your program has allowed my children to have the time to train in Jujitsu from the age of 6. Now at the ages of 16 and 14 my older two sons are physically fit and well educated enough to be Fire Explorers and give back to their community. Your program has allowed them to learn time management that has hugely impacted the way they run their lives. These things will not show up on a state test.

Teacher Supports her Students.

I wanted you to know that you've been an excellent support for my son as his music instructor. Also, the music class curriculum was beyond excellent. However, my son has expressed interest in trying out another elective for next semester. So, I have asked the counselor to move him out of music into another elective class. He is trying to find his interests and passions, and for now, although the music instruction was excellent, he feels the need to try something else. I hope you can understand. And again, I wanted to share with you what a great job you did. I am thankful to you for your encouragement

Our Teacher is a Great Communicator.

My son had an exceptional first year with Connections Academy!! His teacher was such a wonderful communicator and informed me of all the ins and outs so I didn't feel like I was as intimidated as I thought I was going to be as a learning coach. Her guidance and little tips to help with the learning process was greatly appreciated!! We love Connections Academy

Students Appreciate the CalCA Teachers.

Dear Teachers Hi! I'm in 7th grade. I just wanted to say thank you for all your hard work this year! You are the ones that make learning possible for all of us students :). All that diligent effort of correcting tests and holding LiveLessons has played off, and we are prepared to move on to the next grade, thanks to you! You are all real great! Thank you so much for helping me this year and to help me learn new things that will help so much in the future! I really appreciate all the work you go through, like going to college for many years to help us, correcting 45 question tests, and helping us to understand the material that is not familiar to us. Thank you!

Students Receive a Personalized Experience with CalCA Teachers.

*YAYY! Today is the last day of school!
Honestly I am so proud of myself for all that I have done.
It is also so hard and amazing to believe that I will be in MIDDLE SCHOOL!!
I am over the max excited! But I am also very glad that my counselor put me in your class because I had some amazing feedback. You were a great teacher! Thank you for always giving me courage and confidence when I do my work! Have a fun summer and a lovely day!*

ACCOMPLISHMENTS

The four existing CalCA schools are proud of their accomplishments:

Academic and Educational Achievements

- Connections is a University of California (UC) approved provider, and has over 100 courses on the approved "a-g" course list, covering all four core content areas as well as many electives. CalCA schools are able to integrate in-person wet labs into science courses, thereby meeting the "a-g" requirements for lab science courses.
- Recently, over 40 Career Tech Education (CTE) and Visual/Performing Arts courses received "a-g" approval, allowing CalCA students to more easily meet the "a-g" requirements while enrolled in an online school setting.
- When compared to other schools serving similar demographic populations, the CalCA schools show that they outperform these comparator schools. This was evident in the similar schools rankings given by the state in past years. Since that ranking has been discontinued, the comparisons done by CCSA have continued to show that the CalCA schools are providing a high quality education for the students served, based on high Similar Student Measure rankings (see also the Academic Accountability section).
- More than eighty courses offered by Connections meet National Collegiate Athletic Association (NCAA) approval.
- CalCA schools implement a quality Special Education program in a virtual environment, which includes having a Special Education Director and multiple Education Specialists on the school staff.
- CalCA schools successfully implement and have expanded programs for Gifted and Talented students (GATE).
- CalCA schools have improved and expanded on the English Learner (EL) program, including introducing credit bearing courses for high school EL students in the fall of 2017.
- The CalCA schools have shown success with the EL students served. For EL students who took the CELDT test two years in a row, 83% showed improvement in scores from 2013-14 to 2014-15, 55% improved between 2014-15 and 2015-16 and 71% of those tested improved between 2015-16 and 2016-17. In addition, the percent of EL students who were reclassified to fluent was approximately 13% between the fall of 2016 to the fall of 2017 and approximately 16% from the fall of 2015 to the fall of 2016.

- CalCA schools implement an Advancement Via Individual Determination (AVID) program to support students in grades 6–11 in order to further prepare them for college and other post-secondary options.
- CalCA schools implement and continuously improve instructional materials, methods, strategies, technology, and course offerings in the virtual setting.
- CalCA schools hire, retain, and promote excellent staff with all teachers meeting state and federal credentialing requirements.
- CalCA schools consistently increase the offerings and effectiveness of staff training and professional development.
- In 2016-17, the CalCA schools graduated 505 students.
- The schools enroll many high school students who are credit deficient or who have been out of school altogether for a period of time. While this creates a group of student who are off their cohort for graduation, the schools are able to successfully support many of these students so that they are ultimately able to graduate. This population of students causes the four-year cohort graduation rates for the CalCA schools to be low compared to state averages, however, when five- and six-year cohort rates are calculated, the schools have met the expected graduation targets.
- Graduates from the CalCA schools in 2016-17 were awarded \$1,179,984 in scholarships.
- Students who graduated from schools supported by Connections have been accepted at the colleges listed in Figure 14.

Figure 14. College Acceptances for Graduates of Schools Supported by Connections

College Acceptances for Graduates of Schools Supported by Connections		
<ul style="list-style-type: none"> • Allegheny College • Art Center College of Design • Art Institute of California • Azusa Pacific University • Berklee College of Music • Brigham Young University • Butler University • California Baptist University • California Lutheran University • California Maritime Academy • California State Polytechnic University: Pomona • California State University: Chico, Dominguez Hills, East Bay, Fullerton, Long Beach, Los Angeles, Monterey Bay, Northridge, Sacramento, San Bernardino, and San Marcos 	<ul style="list-style-type: none"> • Elmira College • Fairfield University • George Fox University • Hofstra University • Iowa State University • Johns Hopkins University • Johnson & Wales University • Loyola Marymount University • McDaniel College • Mills College • Montana State University: Bozeman • Northern Arizona University • Northwest University • Ohio Wesleyan University • Pace University • Point Loma Nazarene University • San Diego State University 	<ul style="list-style-type: none"> • University of California: Irvine, Merced, Riverside, and Santa Cruz, • University of Colorado at Boulder • University of Denver • University of Hawaii at Manoa • University of Illinois at Chicago • University of La Verne • University of Michigan: Ann Arbor • University of Montana • University of Nebraska - Lincoln • University of North Dakota • University of Oregon • University of Puget Sound • University of Redlands • University of San Francisco

College Acceptances for Graduates of Schools Supported by Connections		
<ul style="list-style-type: none"> • Castleton State College • Central Washington • Chaminade University of Honolulu • Chapman University • Cogswell Polytechnical College • Colorado State University: Pueblo • Concordia University • Creighton University 	<ul style="list-style-type: none"> • San Francisco State University • San Jose State University • Santa Clara University • Sonoma State University • Southern New Hampshire University • St. John's College • St. Norbert College • Texas A&M University • University of Alabama • University of Arizona • University of British Columbia 	<ul style="list-style-type: none"> • University of the Pacific • University of Toronto • University of Utah • University of Vermont • Ursinus College • Utah State University • Utica College • Vanguard University of Southern California • Whittier College • Willamette University • Woodbury University

Other Achievements

- School climate and culture are strong across all CalCA schools. Multiple indicators, aligned with the state's educational priorities, demonstrate this. For example, both staff members and families report a very a positive experience with the school. Annual surveys show that CalCA schools earn a high level of parent, staff, and student satisfaction.
- School suspension rates are very low at the CalCA schools — in some years there are no suspensions for disciplinary reasons — and there have been no expulsions since inception.
- CalCA schools serve socioeconomically, racially, ethnically, and geographically diverse student populations.
- CalCA schools build strong school communities through both face-to-face and virtual interactions.
- CalCA Central Coast will enjoy a strong partnership with the existing four CalCA non-classroom-based “sister” charter schools located in other areas of the state, which allows the allocation of various resources to maximize access for all students to a comprehensive, full service program, while minimizing fiscal impact.
- CalCA schools host in-person graduation ceremonies each year for their graduates. In-person grade 8 promotion ceremonies are also offered.
- The CalCA schools perform outreach and participate in many community events, and also collaborate with community organizations. Examples of community involvement among the CalCA schools include:

- CalCA Capistrano has participated in a food drives and provided volunteers to the Second Harvest Food Bank of Orange County. The school has participated in multiple community events such as the Los Angeles Times Festival of Books, the San Diego EarthWorks Earth Fair, the Riverside Municipal Airport Airshow, the Orange County Book Festival, the Carlsbad Chalk Festival, the Redlands Market Night, and the Juvenile Diabetes Research Foundation awareness events.
- CalCA Central participates annually in a “Cards for Heroes” event through a local Veteran’s association, where holiday cards are sent to military personnel overseas. The school has also has been a member of the Visalia Chamber of Commerce. The school has provided support to several baseball teams, including the Fresno Grizzlies, the Visalia Rawhide, and the Bakersfield Blaze. The school hosted representatives from the legislative offices of several Central Valley state lawmakers at the ten-year anniversary events held last year. In addition, the school participated in multiple community events such as the Big Fresno Fair, the World Ag Expo, the Kern County Nut Festival held at the Kern County Museum, the Old Town Clovis Farmer’s Market (in partnership with a local radio station), the Annual Fresno State University Vintage Days event, the Green Expo in Bakersfield, the Kingsburg Auto Show (in conjunction with the Kingsburg Chamber of Commerce), and the Thursday Night Marketplace operated by the City of Hanford’s “Main Street Hanford” organization.
- CalCA Ripon is an active member in the Ripon Chamber of Commerce and has been a frequent participant in Ripon’s annual Main Street Day celebration. The school has partnered with such organizations such as the City of Modesto, the Environmental Council of Sacramento, and the City of Stockton in conjunction with their annual Earth Day Festivals. Other organizations the school has partnered with include the City of Pleasanton, the City of Fremont Kids and Kite Festival, the East Bay Women’s Conference, Silicon Valley Comic-Con, the Oakdale Chocolate Festival, and the Bay Area Book Festival in Berkeley. The school participated in Juvenile Diabetes Research Foundation awareness events and has also collected and distributed food donations to the San Joaquin Food Bank.
- CalCA North Bay has participated in several Earth Day events, including the Earth Day Festivals of Santa Rosa and Napa. The school also was part of the Science Discovery Days at the Sonoma County Fairgrounds. In addition, the school has participated in multiple community events such as the City of Sebastopol Apple Blossom Festival (hosted by the Chamber of Commerce), the City of Petaluma Butter and Egg Days, the Celebrate Davis event (in conjunction with the Chamber of Commerce), the 123rd annual Luther Burbank Rose Parade and Festival, the NASCAR Toyota event at the Sonoma Raceway, and the City of Windsor Holiday Tree Decorating event.

- The CalCA schools have an active chapter of both the National Honor Society (NHS) and National Junior Honor Society (NJHS) to further enhance opportunities for both students as well as the communities served by the school.
- CalCA schools have increased the number, location, and type of field trips offered to families each year. During the 2016-17 school year, there were over 100 field trip events and over 2,900 family members across California attended.
- Families attend multiple school functions, such as picnics and celebrations. Each school typically offers three picnic events each year to allow family members to meet each other and to meet staff in person. During the 2016-17 school year, over 5,200 family members attended a picnic event.
- High school students will have the opportunity to attend a senior prom and Grad Night.
- School staff members routinely speak at conferences on online learning as well as other charter school topics. For example, administrators from the school presented at several conferences recently, including the Educating for Careers conference and the International Conference on Learning, the Advanced Placement Annual Conference, and the California Charter Schools Association conference.
- CalCA schools are fiscally stable as evidenced by balanced budgets, adequate cash flow, and stable reserve balances.
- Each of the annual audit reports for all CalCA schools since inception have been completed with no findings.
- CalCA schools implement thorough attendance accounting procedures to allow accurate recording of student attendance in a non-classroom based school.
- CalCA schools comply with the requirements of state and federal law as applicable to charter schools.
- CalCA schools comply with the terms of their respective charters including, but not limited to such areas as Governing Board composition and Governing Board policy, health and safety, human resources, financial reporting, insurance, audits, educational offerings, academic outcomes, and so forth.

I. FOUNDING GROUP

Describe the founding group for the proposed charter school, providing evidence that the applicant(s) possess(es) the necessary background in the following areas critical to the charter school's success and/or that the founders have a plan to secure the services of individuals who have the necessary background in these areas:

- Curriculum, instruction and assessment;
- Finance, facilities, and business management; and
- Organization, governance, and administration

I.A GOVERNING BOARD

CalCA Central Coast will be governed by the non-profit Governing Board of California Online Public Schools.⁶ The Governing Board has extensive experience functioning as a charter school Governing Board as well as expertise in business, education, technology, and finance. The Governing Board currently consists of the following individuals:

- **Elaine Pavlich, Board President:** Elaine Pavlich is a transplant to California over 20 years ago from Pennsylvania. She graduated from Reading High School and worked for The Gap in several locations in a management capacity. Upon moving to Southern California, she met her now-husband and continued to work as Store Manager for The Gap in Huntington Beach until leaving on maternity leave in 1999. Being a stay-at-home mom to Wynnter was Ms. Pavlich's true passion. Wynnter had been enrolled in the local brick-and-mortar elementary school for first grade and while Ms. Pavlich helped both in the classroom and with lunch tables and recess monitoring, as well as on the School Site Council and with the PTA, she felt that she would rather teach Wynnter at home. That brought the Pavlich Family to Capistrano Connections Academy very soon after the school first opened.

Wynnter graduated from California Connections Academy in 2017 and is pursuing a career as a make-up artist. During Wynnter's 11 years enrolled in Connections, Ms. Pavlich was a proud and devoted Learning Coach. Ms. Pavlich currently serves as Board President to the California Connections Academy Board of Directors. She has been on the CalCA@Capistrano Board for about 10 years, serving at various times in the roles of Secretary, Treasurer, and now President. She also served in past years on the CalCA@Ripon's Board as the Secretary. She has proudly been to graduation/promotion ceremonies on behalf of the board and assisted with handing out diplomas to both the eighth graders and seniors. Ms. Pavlich also assists with Connection Academy's marketing team to communicate with newly enrolled or families interested in enrolling with Connections Academy to learn the perspective of the Learning Coach. This communication is done either by email, phone, online LiveLessons, or in-person meetings.

- **Mr. Michael Henjum, Board Vice President:** Mike Henjum is a life-long educator, serving in various private schools in Orange County for the past 26 years as a teacher, coach, and

⁶ The name of the non-profit corporation recently was changed from Alpaugh Academies to California Online Public Schools in order to adapt to the needs of the growing network of CalCA charter schools. Additional board members were added at that time.

principal. He is currently the Head of Advancement at Saddleback Valley Christian School in San Juan Capistrano. Mr. Henjum earned his B.A. from Vanguard University, M.Ed. in Educational Leadership from Grand Canyon University, and has completed additional post-graduate work at Portland State University and UC Irvine. Mr. Henjum chose to join this board because of his dedication to schools that provide a rigorous, college-prep curriculum to students and his belief that school choice is an effective way to achieve greater student achievement, with charter schools being one of the most effective vehicles to accomplish this goal. He has also served as the board as Treasurer in past years.

- **Mr. Dave Souza, Board Secretary:** Mr. Souza has extensive experience in business management. He earned an Associate's degree in Business Marketing and an Associate's degree in Fire Science from Chabot College. Mr. Souza continued his education with Cal State University receiving his Bachelor's Degree in Business Administration. Throughout his professional career Mr. Souza was a Firefighter for four years, a Facilities Manager at Renaissance Old World, an Outside Sales Manager for Settco, Inc. in Fresno, and Director of Operations for Tesei Petroleum in Madera for ten years. He has served on the Governing Board (which currently governs CalCA North Bay and CalCA Central) for the past ten years and has served as Board President for nine years.
- **Mr. Tim Batiuk, Board Treasurer:** Mr. Batiuk has worked in education for 45 years as a teacher, counselor, and administrator in Napa, San Mateo, and Orange counties. Most of his experience has been working in Alternative Education to develop and implement programs to enable at-risk kids to stay in school and achieve their full potential. Mr. Batiuk was the Director of Alternative Education in Napa and San Mateo where he helped launch numerous programs that provided safety nets for kids who otherwise may have dropped out. He previously served on the Community Day School Network Executive Board in Sacramento as well as the CalCA Capistrano and Friends of California Virtual Education (CalCA Ripon) Boards. Mr. Batiuk earned his Bachelor's degree from Cal State Fullerton and his Master's degree from the University of La Verne. During his 45-year career as an educator, Mr. Batiuk has consistently believed that all students can achieve success in school and life when provided with the proper fit for their education needs and that is up to the school leaders to fulfill those needs for all students. Mr. Batiuk joined the Board in the spring of 2017.

- **Mr. Paul Hedrick, Board Member:** Paul Hedrick is a public high school math teacher who has been in education for 17 years. He graduated from Brigham Young University with a Bachelor's Degree in Mathematics and then earned a teaching credential in the state of California through Chapman University. He received a Master's in Education with an emphasis on Educational Technology from National University. He has worked in the Natomas Unified School District and is currently employed in the San Juan Unified School District. Mr. Hedrick has participated in textbook adoptions and with leadership groups as part of his educational career. His desire to serve on the Board comes from the feeling that students need multiple options in regards to education.
- **Ms. Diana Rivas, Board Member:** Ms. Rivas is an involved parent representative to two children currently enrolled in the CalCA program. She has a wealth of experience as a manager, team leader, and motivator. Ms. Rivas has dedicated her life to serving the community, including a local Girl Scout Troop, Venture Crew, local youth sports, church groups, and serving food to those less fortunate. As a Learning Coach, Ms. Rivas understands how children learn differently and how they correlate their growing knowledge to the world around them. Her goal is to continue representing the needs and interests of students and parents. Ms. Rivas joined the Board as the parent representative in the spring of 2017.
- **Veronica Schreiver, Board Member:** Veronica Schreiver earned her Bachelor of Science in Biology from Keene State College in Keene, NH. She started her career in banking while in college in New Hampshire and moved up to Operations Manager prior to moving to the west coast. She began working at E*TRADE in California where she worked more than seven years as an Active Trading Manager and became an Options and Trading principal, as well as passing her Series 7 and 63 licenses. She then moved on to Fidelity Investments where she has been 11 years and is a Financial Consultant and Vice President working directly with high net worth clients (over \$520 M in net assets). In March 2018 she became a certified financial planner. Ms. Schreiver loves her work helping clients realize their retirement goals and needs. Ms. Schreiver chose to serve on the board to use her expertise in business/education/parent to help make the California Connections Academy program the best it can be.
- **Sarah Bossenbroek, Board Member:** Sarah Bossenbroek graduated from the University of Wisconsin-Madison with degrees in Journalism and History, then moved to the west coast, where she worked in publishing for many years. From editorial assistant to managing editor to travel editor for online and print publications, she learned the business thoroughly, then went freelance when her children were small. After navigating the IEP process for her older son, she became interested in alternative education and different methodologies of teaching. She currently works as the assistant to the director at a play-based, nonprofit private preschool. Continuing to expand on her interest in education, she started with a California Connections Academy Board in 2017.

- **Adam Pulsipher, Board Member:** Adam Pulsipher is currently serving as the Assistant Administrator for the California Department of Veterans Affairs- Lancaster Home. He has been working with disabled Veterans since 2015. He has enjoyed a career in the operations of Healthcare Facilities for nearly 20 years. He is small business owner and received his Master's in Business Administration in 2015. As a father of five children, quality education is a key part of his family's life. Mr. Pulsipher chose to serve on the Board of Directors to stay connected with the changes in curriculum, teaching styles and modalities, and as a way to serve in his local community. He has been a Board member since 2017.
- **Brooke Watkins, Board Member:** Brooke Watkins is the mother of four children, and was formerly a Learning Coach to one of her children who was a Connections Academy student. Ms. Watson holds a Bachelor of Science degree in School Health from California State University, Long Beach, and has experience working as a Dental Assistant. She also has experience volunteering for the Cub Scouts as a Webelos Den Leader where she helped boys achieve their Arrow of Light awards, and volunteering as an adult leader for a local church where she currently plans lessons and activities to teach leadership skills to young girls.

I.B SCHOOL LEADERSHIP

CalCA Central Coast will have a strong and experienced leadership team to serve students. The following individuals demonstrate the quality of the leadership team who are responsible for creating high expectations for student achievement and collaboration among all stakeholders. The leadership team serves all four existing schools.

- **Dr. Richard Savage, Executive Director:** Dr. Savage is the Executive Director for all four existing CalCA schools. Prior to joining the organization, he served as a Principal for three years at Calistoga Junior-Senior High School (CJSHS), a small rural school located at the northern end of the Napa Valley for students in grades 7–12. At CJSHS, Dr. Savage coordinated a Distinguished School Award, a successful six-year Accreditation from WASC, and a school-wide Project Based Learning implementation. CJSHS had an 80% Free and Reduced Lunch and 50% limited English proficient (LEP) student population. Dr. Savage taught high school Spanish and coached soccer and volleyball for five years. He served as a Vice Principal at an urban socioeconomically challenged high school in Southern California for six years. Dr. Savage earned his Bachelor's degree in Spanish Secondary Education with a minor in Physical Education and Coaching at Brigham Young University. He earned a Master's degree in Education Administration at California State University Bakersfield and earned a Doctorate Degree in Organizational Leadership at the University of Laverne.
- **Kara Mannix, High School Principal:** Ms. Mannix serves as the High School Principal for all four existing CalCA schools. Her background in education is diverse, with teaching experience in grades 3–12, and administrative experience at elementary, middle, and high school levels. She began her teaching career with Teach for America, and served as a high school Spanish teacher in rural Louisiana. Upon returning to California, Ms. Mannix taught grade 3 in East Palo Alto. She was a middle school math teacher and later an administrator with KIPP Bay Area Schools, and most recently, served as the Vice Principal in Calistoga at both the high school and elementary level. She earned her Bachelor's degree in psychology from University of California, Davis and her Master's degree in educational psychology from Columbia University.
- **Lauren Cunningham, High School Assistant Principal:** Ms. Cunningham serves as one of the High School Assistant Principals for California Connections Academy Schools. Ms. Cunningham has been involved in education for over 12 years. She began her teaching career working in the brick and mortar setting as a 2nd and 5th grade teacher in Capistrano Unified School District. She joined California Connections Academy in August of 2008 and taught 3rd grade, including gifted and talented, for nine years. During her time at California Connections Academy, she moved up the positions on the career ladder as a lead, coordinating, and then master teacher. Ms. Cunningham earned two Bachelor's degrees in Psychology and Sociology from University of California, Santa Barbara, her Multiple-Subject Teaching Credential and Reading Certificate from Cal State Fullerton, and is currently working on earning her Master's degree in Educational Leadership from National University.

- **Leslie Dombek, High School Assistant Principal:** Ms. Dombek serves as one of the High School Assistant Principals for CalCA. She has been part of the school organization for over a decade. She began her teaching career at CalCA Capistrano in Southern California in 2005 as an elementary school teacher, teaching grades K–5, and has held several leadership roles within the school, including master teacher. She was also previously an Assistant Principal for grades K–8. She earned a Bachelor of Arts degree and her teaching credential from the University of California, Riverside.
- **Scott Ervin, High School Assistant Principal:** Mr. Ervin is a graduate of California State University, Fresno where he earned his Bachelor's degree in English. He earned his teaching credential from Chapman University. His first teaching position was in a self-contained grade 7 class for one year and he then went on to teach high school English for seven years. Mr. Ervin then went back to California State University, Fresno to earn his Master's degree in Educational Leadership and his Administrative credential. After earning his Administrative credential, Mr. Ervin spent three years as an Assistant Principal at the middle school level, before beginning work for CalCA.
- **Heather Tamayo, Middle School Principal:** Ms. Tamayo is the Middle School Principal for all four existing CalCA schools. Prior to joining the organization, Ms. Tamayo spent the previous seven years working at the middle school level with Palm Springs Unified School District. In that time, she worked largely with English Learners of every stage in language acquisition. She found herself in many different roles, her most treasured one being in the classroom with the students, forming relationships with them and watching them become fluent English speakers. She earned a Bachelor's degree in History from California State University at Long Beach, a Master's degree in Educational Administration from California State University at San Bernardino, and a Master's degree in Cross-Cultural Education from National University.
- **Tracy Pinckney, Middle School Assistant Principal:** Ms. Pinckney started her career as a High School English and AVID teacher as well as a coach in Fresno. She then transitioned into administration, holding several positions such as Dean of Curriculum and Instruction and Student Activities Director, and then most recently as a High School Assistant Principal for five years in Northern California. She takes great pride in the work she has done helping to implement intervention programs and Professional Learning Communities within her schools. One of the most rewarding aspects of her career so far is working with the AVID program and watching students transform into college students before her eyes. Ms. Pinckney earned her Bachelor's degree in Communications from California State University at Fresno and her Master's degree in Educational Administration from National University.
- **Marcus White, Elementary School Principal:** Mr. White is the Elementary School Principal for all four existing CalCA schools. He was principal of Burton Elementary School in California's Central Valley for three years where he worked to improve student test scores on the California state tests by 20%. He also led his staff to develop a systematic benchmark testing process and provided software training in data analysis to his staff. Mr.

White also served as a Vice Principal for two years and was an elementary classroom teacher for three years. In addition, he coached youth sports for six years. Mr. White earned his Bachelor's degree from Chapman University before earning a teaching credential. He earned a Master's degree in Teaching from Chapman to more effectively drive student achievement.

- **Marissa Carter, Elementary School Assistant Principal:** Marissa Carter is a member of the CalCA leadership team as the Elementary Assistant Principal. Ms. Carter started her teaching career at a blended school in San Diego County and was hired as a teacher with CalCA Capistrano in 2009. As a CalCA teacher, Ms. Carter taught grades 4 and 5, taught the PACE (Program for All Children to Excel) program for language arts and math, served as an Elementary Master Teacher, and was the CalCA's Director of State Testing. Ms. Carter has been impressed with the opportunities teachers at CalCA have to support students and families on an individual basis, and to form strong relationships with them. Ms. Carter earned her Bachelor's degree in Library Arts from San Diego State University and her Multiple Subject Teaching Credential from National University.
- **Mia Hardy, Director of Counseling Services:** When Ms. Hardy joined the CalCA schools, she brought extensive school counseling experience at every level: elementary, middle, high school, and post-secondary education. She earned a Master's degree in Educational Counseling and Guidance from California State University at San Bernardino and, in support of her degree, she earned a Pupil Personnel Services (P.P.S.) credential. Ms. Hardy takes proactive therapeutic approaches in order to promote academic, social, and behavior development among all students. She is skilled in working with students of diverse backgrounds including underrepresented student populations such as African American students, Native American students, and Hispanic/Latino students from elementary school through undergraduate levels of education. She specializes in program planning and implementation, college readiness, and group counseling.
- **Tanya Gustin, Director of Student Services (Special Education/504/English Learners):** Ms. Gustin has worked in the field of Special Education for over 20 years. She started her career as a behavior technician at a non-public school for students with Autism. Ms. Gustin earned a Bachelor's degree from Sacramento State University, and a Master's degree in Special Education from National University. Over the course of her career, Ms. Gustin has held many positions in the Special Education field including paraprofessional, in-home Applied Behavior Analysis tutor, and Special Day Class Teacher for students with Autism from preschool to postsecondary settings. As an administrator, Ms. Gustin served as a Program Specialist at the Special Education Local Plan Area (SELPA) level. In this role, Ms. Gustin worked closely with multiple agencies to create programs for students in her community with special needs, such as the Collaborative Autism Diagnostic Clinic which is associated with the North Bay Regional Center. Ms. Gustin brings a wealth of knowledge on various special education topics, allowing her to provide ongoing trainings at many levels and present at conferences, such as the statewide Association of California School Administrator (ACSA) conference for Special Education. Just prior to joining the staff of CalCA, she was Principal for an alternative small school that provided intensive academic and behavior supports for students with Autism and other social/emotional disorders. Her

philosophy of special education is that teaching independence and creating independent learners opens doors and opportunities for all students. She encourages compassion, resiliency, grit and positivity in her staff, colleagues, her students and their families.

- **A.J. Schultz, Assistant Director of Student Services:** A.J. Schultz became engaged in the field of Special Education very early, at the age of 16, working with an autistic cousin. He went on to earn his Bachelor's degree from San Bernardino State University, and a Master's degree in Special Education from Azusa Pacific University. Over the course of his career, Mr. Schultz has held many positions in the Special Education field including Applied Behavior Analysis case manager, special education teacher, special education preschool teacher, Resource Specialist Program teacher, Special Day Class teacher, and Intervention Program Specialist. Just prior to joining the staff of CalCA, he was a SELPA coordinator in Los Angeles County. Mr. Shultz also earned a Master's degree in Educational Leadership from Azusa Pacific and is currently working on a Doctorate in Educational Leadership at Cal Poly Pomona. His philosophy of special education is that each individual with a disability is entitled to the support necessary to maximize their potential. He encourages all students to understand and celebrate the differences that make each individual special. He believes that understanding diversity is an important skill not only as part of a classroom, but also as part of a community and as a citizen of the world.
- **Ashley Silver, Assistant Director of Student Services:** Ashley Silver received her Bachelor's degree and Master's degree from California State University Fullerton. She is beginning her fifth school year at CalCA working in the world of virtual education. Prior to her current role, Ms. Silver worked as an Applied Behavior Analysis (ABA) case manager, special education teacher, and instructional assistant. While at CalCA, Ms. Silver has taught K–8 Reading, Writing, Basic Math, and Pre-Algebra. Ms. Silver was an integral player in co-designing and implementing the school's inclusion plan for students in grades K–12 in online classrooms. She continues to provide training and mentorship in the area of inclusion to online special educators across the nation.
- **Dr. Richie Romero, Director of Student Achievement:** Dr. Romero is the Director of Student Achievement for California Connections Academy. Prior to joining the team, he spent 20 years serving communities as a high school science teacher, high school co-administrator, and middle and high school principal. Most recently, Dr. Romero served as the principal of William J. "Pete" Knight High School for three years, a large high school with 3,000 students, 80% of whom receive free or reduced lunch. During his tenure there, Dr. Romero and his team were able to achieve revalidation as an AVID National Demonstration School. In addition, the school's Career Technical Education academy was recognized by Advance CTE as the best STEM based program in the nation for 2018. Before Knight High School, Dr. Romero was the principal of Keppel Academy Middle School for five years. This is a small rural middle school, also with 80% of its students receiving free or reduced lunch. In 2010, when Dr. Romero arrived, the school was on the brink of state sanctions. In 2015, the school was honored as a Gold Ribbon School. Dr. Romero earned his Bachelor's degree in Chemistry from the University of California, Irvine. He earned a Master's degree in Educational Administration from California State

University, Bakersfield. Most recently, he earned his doctorate in Organizational Leadership from the University of La Verne. He also currently serves as an adjunct professor for ULV in the Secondary Education Department teaching in the credentialing program.

- **Dr. Frances Sassin, Director of Business Services:** Before joining CalCA schools, Dr. Sassin performed financial and compliance consulting work for over ten years for four charter schools, including the CalCA schools. Dr. Sassin began her professional career as a veterinarian. After becoming a parent, however, she began directing her energy into the field of education and has been working with charter schools for over 17 years. Dr. Sassin was one of the founders of the first start-up charter school in Orange County, and was subsequently employed as the school's Business and Operations Manager for two and a half years.

Dr. Sassin also served several terms on the Board of Directors of that charter, including terms as President and Treasurer. She earned her Bachelor's degree from the University of California, San Diego and a Doctor of Veterinary Medicine (DVM) degree from the University of California, Davis and continues to provide veterinary services to her community through volunteer activities.

I.C CONNECTIONS LEADERSHIP

~~The Governing Board will partner with Connections to deliver the virtual school program and other services. Connections will provide services and products that promote academic and emotional success for students in non-traditional settings. Connections started as an independent company formed in October 2001 to serve schools and students in K-12 virtual schools. In November 2011, the company was acquired by Pearson Education, Inc., a subsidiary of the public company Pearson PLC. Being a part of Pearson not only brings Connections an incredible source of curriculum and instruction products and services, but it also provides it with the financial resources to support its growth, the schools, and students.~~

~~The team from Connections includes:~~

- ~~• Tom ap Simon, Managing Director: Tom ap Simon, Managing Director, joined Pearson in 2004. Mr. ap Simon has been successful in leading many different aspects of the various businesses. He has held several leadership roles including Interim President of the Growth Markets (Pearson's emerging markets businesses). Prior to becoming Managing Director, Mr. ap Simon was SVP Finance for Growth Markets from 2014 to July 2017 where he focused on building the talent, culture, and financial discipline to drive a turnaround in 2016. He also spent five years overseeing mergers and acquisitions in the U.S. for Pearson, which gave him a strong understanding of different trends in U.S. education. As Managing Director, Mr. ap Simon handles the strategic vision, management, and the day-to-day execution to deliver the best possible services for the schools supported by Connections Education and families served. Mr. ap Simon has a Masters in Economic and Politics from the University of Edinburgh.~~
- ~~• Dr. Patricia Hoge, Executive Vice President of Product and Lines of Business Management: Prior to joining Connections in 2006, Dr. Hoge served as Executive Director of Curriculum and Instruction for Catapult Learning, overseeing the development of their K-12 instructional and teacher training programs. Additionally, she was Executive Director of Education for eSylvan, where she directed the development of the curricula for synchronous online delivery. Dr. Hoge spent over 15 years in public schools as a speech-language pathologist, curriculum developer, and supervisor of reading/language arts. As a certified speech-language pathologist, she provided services to PreK-12 students.~~

~~Dr. Hoge has served as a clinical supervisor and adjunct faculty member at Loyola College and adjunct faculty member at Towson University, and serves on several K-12 and higher education school Boards and advisory councils including the Towson University Board of Visitors. She has co-authored numerous resource materials for teachers and speech-language pathologists. Dr. Hoge earned a Bachelor's degree in Speech Pathology and Audiology, Master's degree in Speech Pathology, and a Doctorate degree in K-12 Educational Leadership.~~

- ~~• Jill Linden, Director, Client and Financial Services: Ms. Linden supports the client reporting and review process, consults with school districts and state departments of education, leading sales processes and directing stakeholders, and provides exemplary client services.~~

~~Previously, she held positions such as Chief Operating Officer for Futura Learning and Senior Director of Operations for K12 Inc. She earned a B.A. in Economics from University of Pennsylvania, a B.S. in Public Policy & Management from The Wharton School at the University of Pennsylvania, and an M.B.A from St. Edwards University.~~

- ~~• Jay W. Ragley, Senior Vice President State Relations: Mr. Ragley has 14 years of experience in the educational and public policy arenas. As Senior Vice President of State Relations, he oversees a team focused on online learning policy, external stakeholder relationships, legislative activities, as well as partnership with districts, state departments of education, and other entities across the country. Prior to joining Connections in 2013, Mr. Ragley served as the Director of Legislative and Public Affairs for the South Carolina Department of Education as well as the Owner of Ragley Public Affairs, among his many and varied positions. He earned his Bachelor's degree in Economics from Clemson University.~~
- ~~• Dr. Brian Rosta, Director of Schools: As the West Coast Director of Schools, Dr. Rosta supports virtual schools in California, Nevada, New Mexico, and Colorado. He also served as Principal of Arizona Connections Academy. He has over 20 years of experience in education fulfilling several key roles including teacher, dean, assistant principal, principal, and director. He is a certified teacher in Biology, Chemistry, and Physics. In 1997, Dr. Rosta was named the Best Teacher in the Chicago Public Schools. He previously served as the Initial Director of the International Baccalaureate program for the Chicago Public School System and was the first Principal for the Gilbert Classical Academy (Gilbert, AZ), the model 1:1 Computing School for the State of Arizona. He is also an Adjunct Professor for Grand Canyon University School of Education. Dr. Rosta earned a Bachelor's degree in Secondary Education and a Bachelor's degree in Biological Sciences from DePaul University, a Master's degree in School Administration and Leadership from Northwestern University, and a Doctorate degree in K-12 School Leadership from the University of Florida.~~

I.D OTHER SUPPORT

Assisting the Governing Board will be the legal team at Procopio, Cory, Hargreaves and Savitch, LLP, a law firm with extensive experience in charter school law:

- **Greg Moser, Esq., Attorney, Procopio, Cory, Hargreaves and Savitch, LLP:** Mr. Moser and the other attorneys at Procopio have many years of experience in public agency law as well as non-profit corporation law. In addition, Mr. Moser is one of the foremost experts in charter school law in the state. He has been a legal advisor to the California Charter Schools Association since its inception. He leads a team of attorneys who specialize in charter school law and who provide expert assistance on a wide variety of matters that affect the school.
- **Clifton Larsen Allen, LLP:** Also providing assistance for the Governing Board is the audit firm of Clifton Larson Allen. Clifton Larson Allen employs more than 5,400 people, including more than 700 principals and 2,300 CPAs, in more than 110 locations across the United States. The firm is approved by the California Department of Education to audit charter schools and has extensive experience with non-profit accounting and auditing.
- California Connections Academy Schools are a members of **both California Charter School Association (CCSA)** and **Charter School Development Center (CSDC)** and access many resources for charter operators from both of these statewide charter support organizations.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

II.A MISSION

*Provide a clear and concise mission statement that defines the purposes and nature of the charter school. Describe here, as well as within other applicable elements of the application, how the charter will improve learning for the targeted population and increase learning opportunities for its students. **This statement should be written for understanding by the charter authorizer and the general public.** [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(B)]*

California Connections Academy educates to empower compassionate global citizens by leveraging 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards. This mission will be accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every student will have a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA Central Coast will be a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

II.B EDUCATIONAL PHILOSOPHY

Describe the educational program of the proposed charter school:

- *Identify those whom the school is attempting to educate;*
- *Describe what it means to be an "educated person" in the 21st century; and*
- *Provide the applicant's view of how learning best occurs.*

The goals identified in the educational program must include the objective of enabling students to become self-motivated, competent, and lifelong learners. [Ref. California Education Code §47605 (b)(5)(A)(i)]

Definition of Terms and Elements: CalCA Central Coast's instructional methods, educational philosophy, and program will include unique elements provided by Connections. Connections will provide specific educational products and services, always with the oversight and approval of the Governing Board. The following section provides descriptions of Connections' unique core model elements that explain how the needs of the student population will be met and also explains terminology used throughout this application. Connections has shown that it is always committed to continual improvement. Accordingly, Connections' systems and techniques will be routinely updated to incorporate best practices and lessons learned. Connections will continually improve its offering to ensure the needs of students and families are being met.

- **Assessment Objective Performance Reports (AOPR):** These reports provide real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. They identify the objectives students should master by the end of that grade level based upon the California Common Core State Standards as well as the Next Generation Science Standards and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.

- **Collaboration Among Students:** Using Adobe Connect in LiveLesson sessions, teachers group students in break-out rooms to allow collaboration. Teachers then "visit" each room to observe student collaboration and provide instruction. This audio/video web conferencing tool allows teachers the flexibility to group students, conduct small group instruction, utilize a whiteboard for illustration, and allows students to work together in a collaborative space. Additionally, for each section of students that a teacher teaches in a course, the teacher will create a section message board. On the section message board, teachers assign additional collaboration opportunities or have students work together in the online space to share information, post documents, and respond to one another. Students are graded on both the content of the projects and their participation in collaborative activities.
- **Curriculum-Based Assessments:** Teachers use curriculum-based assessments (CBAs), via telephone conversation, as a quick and effective way to gather information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.
- **Connexus® Education Management System (EMS):** Connexus will be the platform for organizing and supporting the school's entire educational environment. This proprietary, web-based software delivers assignments and track activities (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students, teachers, administrators, and Learning Coaches access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. Connexus is continually updated and improved upon for the success of schools and families. All new releases and updates of Connexus are automatically provided.
- **Interactive Reviews:** Interactive reviews are additional practice opportunities embedded in the curriculum and serve to give students targeted feedback on concepts and skills.
- **Intervention Indicators:** Intervention Indicators are displayed on the teacher home page in Connexus to facilitate teachers' ability to identify which of their students may be in need of an instructional intervention. These indicators are data-driven codes and are the first step of multi-tiered instruction. These indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. These codes are used to identify academically at-risk students, determine and implement appropriate instructional interventions, and monitor the effectiveness of interventions.

- **Longitudinal Evaluation of Academic Progress (LEAP):** This formative assessment tool will be used for students in grades K-8 as a technology-facilitated pre-, mid-, and post-test. It provides essential diagnostic information for developing and planning instruction. It provides an early read on a student's performance on state-mandated tests and reports key accountability data on student progress throughout the academic year.
- **Learning Coach:** A parent, extended family member, or similarly qualified adult designated by the parent/guardian will work in-person with the student as a Learning Coach under the guidance of the credentialed teacher. The Learning Coach and student interact with the teacher via telephone, WebMail message, LiveLesson sessions, and in-person meetings. The school provides a unique login and ongoing training, support, and resources to help the Learning Coach carry out this important role.
- **LiveLesson® Session:** A real-time, interactive web conferencing tool, LiveLesson sessions will allow teachers to work synchronously and directly with individuals or groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® Connect™.
- **Multi-tiered Instruction:** The school will employ a multi-tiered instruction framework based upon the Response to Intervention (RTI) model that deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. The RTI model targets essential skills/standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and then tracks students' response to the implemented interventions by skill/standard. Through this model every student has access to the resources they need to be successful: Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports (two to three times per week), and Tier III Supplemental Instructional Supports (four to five times per week). Student Support and IEP teams will meet regularly to develop an intervention plan and strategies for improvement for students who are struggling.
- **Personalized Performance Learning™ (PPL):** This instructional process will create a unique learning experience for each student. During enrollment, academic placement advisors and School Counselors review students' past records and performance to properly place them in the school. A Personalized Learning Plan (PLP) will be developed collaboratively by the teacher, Learning Coach, and student to maximize achievement and to tailor curriculum and instruction. Throughout the year, teachers monitor students' progress and adjust their learning programs to focus on areas where students need to improve and areas in which they can build on their strengths.
- **Progression Plan:** As students advance to higher grade levels, teachers will begin using Progression Plans. A Progression Plan, automated in Connexus, defines and tracks requirements that must be accomplished to meet a goal. Teachers and counselors will use four-year academic progression plans for students to ensure they are on target for graduation and for meeting their college and career goals.

- **Scantron Performance Series® (SPS):** Students in grades 9–11 will be assessed with the Scantron Performance Series. The Scantron assessment is a valid, reliable, current test that measures student proficiency in reading and mathematics and provides a scaled score that can be used to measure academic growth. It therefore serves as a useful tool in assessing student curricular needs. The online test is a computer-adaptive assessment which automatically adjusts to each student's ability level, generating more difficult questions if the student is answering correctly and easier ones if the student is answering incorrectly.

It provides a valid and reliable scale score in math and reading so that student learning growth can be tracked over time. The version that CalCA Central Coast will use is aligned with the California Common Core State Standards and provides teachers with reports and information to address individual student needs.

- **StarTrack™:** This integrated rating system will allow every student, Learning Coach, and teacher to rate each lesson in which they engage from a low of one star to a high of five stars and give detailed feedback. Ratings and comments will be used by the curriculum staff to ensure continuous feedback and to identify areas of needed improvement as well as curriculum approaches that work especially well.
- **Student Status/Escalation Process:** The school will track and report ongoing student progress based on the objective quantitative data generated by Connexus. Staff members will analyze attendance, participation, performance, assessment submissions, and teacher contact. The student status is displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than "On-Track" in order to ensure students continue to gain the full benefits of this educational option and are being educated appropriately through this unique school choice.
- **Synchronous Contact:** In a virtual school setting, synchronous contact is defined as a live interaction occurring in real time between teachers and students which allows for real time communication and helps to build a relationship between teachers and students. Teachers will schedule LiveLesson sessions, in addition to other synchronous interaction (e.g., phone calls), for students. Teachers will document all synchronous contact with a student within the student's log in Connexus.
- **Teacher:** The school will employ fully qualified, California-credentialed teachers, as required by law, who are also specially trained in online delivery and personalized instruction. Teachers will work from either a CalCA school office location and/or work remotely to deliver instruction to an online classroom of students and work one-on-one with students through highly interactive, technology-facilitated communication tools. Teachers will maintain a one-on-one relationship with each student.

- **Teacher Feedback Notification:** This feature in Connexus sends auto-generated WebMail notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic WebMail notifications direct students and Learning Coaches to the specific assessments for which the feedback is provided creating a continuous loop of communication on student learning.
- **Teachlet® Tutorials:** Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials, and are incorporated into lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need to master learning objectives and standards.
- **WebMail:** This proprietary email system is securely located within Connexus. Students, Learning Coaches, and teachers may only use it to communicate with each other, protecting them from spam, contact from strangers, and other mainstream email issues.

What is an “educated person” in the 21st century?

Children in the 21st century must become literate and articulate, mathematically competent, scientifically and technologically adept, and have the opportunity to develop their creative and physical abilities. CalCA Central Coast recognizes its responsibility to generate enthusiasm and excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated, and age-appropriate, and at the same time aligned to California Common Core State Standards.

Students, including many who have not thrived in the traditional classroom, will engage in a challenging learning program tailored to their individual needs and focused on equipping them for success in the 21st century. The curriculum and instructional programs will fulfill all of the frameworks put forth by the Partnership for 21st Century Learning⁷ which are:

- **Mastery of key subjects:** Students will master the key subjects which include English, reading, or language arts; world languages; arts; mathematics; economics; science; geography; history; and government and civics.
- **Incorporation of 21st century interdisciplinary themes into academic content:** The curriculum will incorporate global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy.
- **Use 21st century tools to develop learning and innovation skills:** As the Partnership recommends, students will develop proficiency in creativity and innovation; critical thinking and problem solving; and communication and collaboration.

⁷ The Partnership for 21st Century Skills, “Framework for 21st Century Learning,” May 2015, <http://www.p21.org>

- **Use 21st century tools to develop information, media, and technology skills:** Students will develop information literacy; media literacy; information, communication, and technology literacy.
- **Students will develop life and career skills:** Students will develop adequate life and career skills, including flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; productivity and accountability; and leadership and responsibility.
- **Use 21st century support systems to ensure student mastery of 21 century skills:** 21st century standards, assessments, curriculum, instruction, professional development and learning environments will be aligned to produce a support system that produces 21st century outcomes for today's students.

The individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. In these ways, CalCA Central Coast will meet the objective of producing students who are self-motivated, competent, lifelong learners.

How does learning best occur?

Children learn best in a safe, positive environment in which they are respected, accepted, valued and nurtured as unique individuals and are challenged to achieve their full potential.

From this, it follows that students learn best when the instruction is tailored to their unique needs and when they are supported by adults who are committed to their success.

Personalized Learning Plan

The centerpiece of instruction at CalCA Central Coast will be the Personalized Learning Plan (PLP) which provides for individualized instruction tailored to the learning needs of each student. The PLP is an extensive document that will be developed by the California-credentialed teacher in consultation with the student and the student's Learning Coach (usually the parents/guardians). The PLP will be built from a combination of baseline assessments of both academic skills/knowledge and learning modalities, information gathered from the Learning Coach, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the PLP as well. The PLP then guides the student's course through the California Common Core State Standards-based Connections curriculum. All daily lessons will be provided to students and families online. Learning Coach Guides will be provided for grades K-5. Lessons direct students step-by-step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that are shipped to them or provided online (see Exhibit A for examples of a PLP).

Key Facets of Instructional Model

An individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. CalCA Central Coast will implement the Connections instructional model which incorporates key facets such as 1) the Learning Triad (teachers, Learning Coaches, and curriculum); 2) Advisory Teacher/Counselors; and 3) Student Motivation.

1) *The Learning Triad:* The Connections instructional model relies on the support of a) fully qualified teachers, b) supportive Learning Coaches, and c) a high-quality, standards-aligned curriculum. The Learning Triad, consisting of these three elements, is illustrated in Figure 15. Each student will have a staff of experts, including California-certified teachers, working together to leverage the school's myriad resources —technological, instructional, and interpersonal —for success. Learning Coaches are also encouraged to, and typically function as, an integral part of the student's learning team.

a. **Fully Qualified Teachers** —Student learning benefits from committed educators and involved parents who provide total support. Each student will have certified California teachers specially trained in teaching in an online environment, the Connections curriculum, and specific instructional methods. In each of the elementary grade levels or secondary level ~~core~~ subjects, students will be taught by a certified teacher with expertise in a particular grade level or content area. Teachers will work closely with each student on a one-on-one basis using innovative technology tools. The teacher will be responsible for teaching, evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers will add, expand, or replace assignments; they will also grade students in each subject for the Grade Book, and make promotion or retention decisions. Depending on the needs of the learner, teacher direct contact —via telephone, LiveLesson session, and/or WebMail —with the student and Learning Coach may be as frequent as several times a day, and at minimum twice per month. Teachers view the student's attendance, participation, and performance on a daily basis via the Connexus teacher's home page. Teachers will not wait to be contacted; they will be proactive participants in their students' learning plans. Teachers in virtual schools often comment that they understand their students better in the virtual environment than in a traditional classroom since they work with students one-on-one.

Figure 15. Learning Triad



- b) **Supportive Learning Coaches** — Each student will have a Learning Coach who is encouraged to work in person with the student. Typically, a Learning Coach helps keep students motivated and on track and regularly communicates with the students' California-certified teachers. At the high school level, the Learning Coach is less involved with daily instruction but is encouraged to continue serving as an important supervisory role for the student.
 - c) **A high quality, standards-aligned curriculum** — The Connections curriculum is fully aligned to the California Common Core State Standards. The developmentally appropriate curriculum increases its integration of technology as students advance through the grades.
- 2) **Counseling Support:** Students in high school will be assigned a credentialed counselor who provides an extra layer of monitoring for the whole student. This educator, in collaboration with the Learning Coach, will develop a Personalized Learning Plan (PLP) for each student and closely track their overall academic progress. Counselors will work with students via the phone, WebMail, and LiveLesson sessions to help students overcome nonacademic barriers to learning and to create and implement postsecondary plans. Student academic progress is tracked on a daily basis via online discussions, quizzes, tests, science labs, and portfolio items to ascertain mastery of the material. Other parameters of student success, such as attendance and participation, are also tracked regularly. The credentialed counselors also provide support in non-academic areas, such as social-emotional support, to help insure student success. Counseling support is also available to students in grades K-8 on a referral and/or consultative basis. For students in middle school, an Advisory teacher is assigned who develops the PLP and then monitors student progress and attendance regularly. At the elementary level, the advisory teacher may also be known as the homeroom teacher and may provide instruction in core subject areas in addition to the advisory role.
- 3) **Student Motivation**⁸: Teachers are trained to apply three engagement strategies to their instruction to create a motivational online learning environment: 1) making instruction fun and engaging, 2) providing a safe way to respond, and 3) helping students succeed.
- **Make Instruction Fun and Engaging:** Teachers are trained to make synchronous learning sessions fun and engaging by using games, music, and virtual collaboration tools (e.g., virtual whiteboard, polls, and breakout rooms).
 - **Provide a Safe Way to Respond:** Teachers are shown how to create a welcoming and safe online environment where students can feel free to express their ideas and needs without being judged. The more comfortable the student feels, the more productive and engaged he or she will be.
 - **Help Students Succeed:** It is incredibly rewarding for teachers to witness their students succeed! They know firsthand how gratified a student feels when he or she grasps a

⁸ <http://www.connectionsacademy.com/blog/posts/2015-02-11/The-Fundamentals-of-Online-Classroom-Motivation.aspx>

challenging concept or subject, or does well on an assignment. Celebrating student success and achievement increases student motivation.

Asynchronous Model with Synchronous Support

CalCA Central Coast will utilize the Connections program which provides an asynchronous model that uses synchronous support.⁹ In synchronous learning, students and teachers work together at the same time in the same virtual place (e.g., LiveLesson sessions). Typical synchronous instruction involves teacher-facilitated lessons, group projects, and class discussions. CalCA Central Coast provides opportunities for daily or weekly synchronous instruction, based on the student's grade level. In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and instructors are not necessarily interacting in real time. Schoolwork that students perform on their own time typically includes:

- Viewing pre-recorded online classroom sessions at home,
- Reviewing course materials online or offline,
- Completing lessons and course assessments, and
- Collaborating with other students via secure message and discussion boards.

Some students thrive with one-on-one attention while others crave the space to work through problems independently at their own pace. Offering a combination of the two learning approaches allows virtual schools to create a more personalized learning experience that supports different learning styles.

There are many benefits to asynchronous learning. Through asynchronous instruction and materials, students are provided the flexibility to:

- Learn at their own pace, place, and peak times, unconstrained by schedules of others;
- Work at their own level, moving as quickly or slowly through course materials as needed;
- Review difficult materials as often as needed; and
- Explore resources that may be unavailable in the traditional classroom.

There are also several benefits to synchronous learning. Interactivity is the key to synchronous instruction allowing:

- Students to demonstrate their knowledge and practice their communication skills;
- Students to ask questions to deepen their understanding;
- Students to build relationships with their teacher and fellow classmates;

⁹ <http://www.connectionsacademy.com/blog/posts/2014-09-26/Real-Time-or-Anytime-Learning-Synchronous-and-Asynchronous-Learning-Explained.aspx>

- Teachers to engage students in discussions, problem solving, and group projects;
- Teachers to focus class time on bridging skills gaps; and
- Teachers to build one-on-one relationships with students.

Teachers will record class discussions and instructional sessions as asynchronous materials to reinforce learning or accommodate student scheduling conflicts. Together, these two approaches provide teachers and students the best of real-time and any-time learning.

Learning Coaches

Parents/guardians or other parent-designated caring adults will serve as Learning Coaches and play an active role in the learning process, providing input, and communicating regularly with teachers. CalCA Central Coast will promote the significant role of parents by providing training for parents and multiple avenues for communication. Learning Coaches will complete an online orientation designed to familiarize them with the important role they play in supporting their student as a learner. As part of Connections program, the Learning Coach Program Development Team offers supports for Learning Coaches.

- **Get Started!** - Enrolling with a new school raises many questions—Get Started! offers both assistance and reassurance by providing extensive information about online education. The program helps families prepare for a successful school year through such resources as the Prepare for Success website, teacher welcome calls, orientation courses for Learning Coaches, in-person orientation gatherings, and the Learning Coach Success Series.
 - **Learning Coach Success Series** – Before the start of each school year, Learning Coaches can participate in a series of live webinar-style sessions led by parents of currently-enrolled students. This series help families prepare for their first days of school. In addition to open Q&A sessions each week, five different topics are addressed: Online School Basics, Roles and What to Expect, Schedules and Routines, Getting Acquainted with Connexus, and Tips and Tricks for Success.
- **Get Coaching!** The program is dedicated to helping Learning Coaches understand their role, providing them with easy access to resources, and ensuring that they are equipped with the tools and strategies needed to motivate and assist their students.
 - **Learning Coach Central** – This award-winning website, accessed from the Learning Coach Home Page in Connexus, provides multiple resource documents, tutorials, video Quick Clips, and helpful links that support Learning Coaches in their role and providing instructional support to their student.
 - **Learning Coach Link** – This online monthly communication is sent to Learning Coaches with articles on instructional best practices, Connexus updates, tips and strategies for motivating reluctant learners, and information about upcoming Learning Coach Resource sessions.

- National Learning Coach Resource Sessions – These online sessions are designed to assist Learning Coaches with an understanding of their role and responsibilities, and provide strategies for working with and supporting their student. Sample session topics include: Effective Questioning Techniques to Assess Learning, Improving Student Writing Skills, Providing Valuable Feedback, Nurturing Student Motivation and Engagement, and Unlocking Math in a Virtual World.
- Get Connected! - This program assists students and parents who are interested in finding opportunities to connect with other school families. In addition to in-person field trips and online clubs and activities, this program offers socialization tips for online school families, increased opportunities for students to interact online with classmates and teachers, and in some areas, private Facebook groups where parents and Learning Coaches can “meet” to arrange study groups and other informal gatherings.

In addition to the online training and resources offered to Learning Coaches, CalCA Central Coast will have staff members, known as Family Relationship Specialists, dedicated to working directly with Learning Coaches and providing additional support to Learning Coaches who may be struggling with some aspect of the program.

II.C HIGH SCHOOL PROGRAMS

If the proposed school will serve high school students (any of grades nine through twelve), the petition must describe how the school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.[Ref. California Education Code, §47605(c)(5)(A)(iii)]

As required by law, CalCA Central Coast will notify parents annually, via the School Handbook (See Exhibit B), of the transferability of courses to other high schools as well as the eligibility of courses to meet college entrance requirements.

Since CalCA Central Coast expects to be accredited by WASC, all of its high school courses will be considered transferable to other California high schools. Once accredited, CalCA Central Coast then expects to be approved by the University of California Office of the President following the extensive process for online and independent study programs. CalCA Central Coast anticipates receiving “a-g” approval for the majority of the high school course list, offering more than 100 courses in all core content areas, including electives, which are already approved through the Connections course provider approval process.

Most courses are also approved through the National Collegiate Athletic Association (NCAA)

through a rigorous approval process to meet requirements for initial-eligibility for college athletes. The National Collegiate Athletic Association (NCAA) Eligibility Center has certified more than 80 of the Connections high school core and elective courses as meeting NCAA Eligibility Center requirements. Because the school has partnered with Connections and follows the Connections Academy instructional model, and is included in the Connections Academy “district” with the NCAA, it is able to offer these courses to its student athletes.¹⁰

The NCAA Eligibility Center approves courses in the areas of language arts, math, science, social studies, and electives that are needed to meet NCAA graduation requirements (a total of 16 core courses are required).

The University of California “a-g” course list includes more than 100 Connections high school courses and electives.¹¹

II.D STUDENTS TO BE SERVED

Identify the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of students, and specific educational interests, backgrounds, or challenges. [Ref. California Education Code §47605 (cb)(5)(A)(i) and Criteria for Review; CCR-5, §11967.5.1(f)(1)(A)]

CalCA Central Coast’s virtual educational model will serve students in grades K–12 who reside throughout Santa Barbara County and the adjacent (contiguous) counties of San Luis Obispo, and Ventura, and may also enroll students residing in the adjacent county of Kern. Enrollment for the start of the 2018-19 school year is expected to be 200 students and the school plans to continue to grow steadily but responsibly in subsequent years. Enrollment targets notwithstanding, CalCA Central Coast will make every effort to serve as many students as possible who apply.

CalCA Central Coast addresses a growing need for students to be educated outside of traditional brick-and-mortar schools. This need is substantiated by the dramatic growth of charter schools and other alternative educational programs including non-classroom based schools in California. There are many reasons why students seek education outside of traditional brick-and-mortar schools: they may be gifted and need very challenging curriculum and faster pacing; be struggling academically; be homebound; be grappling with social, discipline, and/or other issues; or they may be elite athletes or performers needing flexible scheduling for education.

Since its model has broad appeal among mainstream California families — and yet offers a very different learning experience for those already exploring the virtual charter option — CalCA Central Coast’s demographics will typically mirror both the region’s and state’s school-age population. The age and demographic makeup of the current CalCA schools is previously shown in Figure 3 and Figure 5. CalCA Central Coast expects to have a similar student population as the

¹⁰ <https://www.connectionsacademy.com/Portals/4/ca/documents/pdfs/NCAA-Approved-Course-List-CA-POBL-iNACA-2017-18-FINAL-082817.pdf>

¹¹ <https://hs-articulation.ucop.edu/agcourselist#/list/details/4839/>

other CalCA schools.

CalCA Central Coast's families will include many of modest means (with approximately 40% meeting the federal income guidelines for free- or reduced-price meal benefits) as well as single parent/dual-working parent households who participate in this program. For more information about tracking demographic data, see Section VI.B.

II.E CURRICULUM AND INSTRUCTIONAL DESIGN

Include a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population. Describe the basic learning environment (e.g., site-based matriculation, independent study, technology-based education). Discuss how the chosen instructional approach will enable the school's students to achieve the objectives specified in the charter and master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code Section 60605. The discussion of instructional design should include, but not be limited to, curriculum, teaching methods, materials, and technology. [Ref. Ref. California Education Code §47605 (cb)(5)(A)(i) and Criteria for Review; CCR-5, §11967.5.1(f)(1)(C-E)]

CalCA Central Coast's instructional model will be built upon the core components of the Personalized Performance Learning (PPL) Model. The three primary components are:

- 1) Parent involvement,
- 2) Individualized instruction, and
- 3) High-quality teaching.

CalCA Central Coast will utilize an independent study format, providing a learning environment that is well-supported by both the Learning Triad and by a sophisticated technology component. This basic foundation will be further enhanced by a proven curriculum, a focus on high-quality teaching, and ongoing staff training and professional development opportunities.

Supporting Research for the Personalized Performance Learning Model

Support for the need to expose students to online learning is evident in the 2015 article, *The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons*, when Tuan Nguyen states ".... about 92% of all distance and online education studies find that distance and online education is at least as effective, if not better, than traditional education."¹²

High-quality Teaching: Teachers will be equipped with skills and technology to maximize student learning. Research, focusing on online learning, echoes the critical importance of teacher quality and preparation. In November 2015, Mary F. Rice, Theron (Bill) East and Daryl F. Mellard published a study (*Teacher Preparation and Promising Practices in Online Learning*¹³) which analyzed effective teacher preparation and practice for the online learning environment. In the study,

¹² Nguyen, Tuan (2015). "The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons," MERLOT Journal of Online Learning and Teaching, 11(2). http://jolt.merlot.org/Vol11no2/Nguyen_0615.pdf

¹³ http://centerononlinelearning.org/wp-content/uploads/Superintendent_Topic_7_Summary_November2015.pdf

"...administrators indicated teacher preparation and ongoing support (e.g., coaching and professional development) was very critical. In fact, they agreed this topic was one of the most critical of all topics covered in the forum. Administrators considered teacher preparation and support very important because they believed that teachers are the most important component of successful online learning once devices are in students' hands and working properly."

Through Connections' award-winning Professional Learning model,¹⁴ teachers will gain an understanding of their role as facilitator, distinguish changes to the online environment and its impact on student learning, and adapt to those changes while transitioning to their role as an online instructor at CalCA Central Coast. Throughout each level of professional learning, teachers engage in reflection opportunities and share their reflections with colleagues and school leaders. According to Rick DuFour and Douglas Reeves in their article, *Professional Learning Communities Still Work (If Done Right)* (October 2015),¹⁵ educators "...prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights." Teachers are most satisfied when they are part of a learning community focusing on lesson planning, using data to personalize instruction, designing engaging content, and ensuring that all curriculum is aligned to state and national standards.

Timely and Actionable Feedback: The unique ability of an online teacher to communicate one-on-one with students and offer timely and actionable feedback is key to student success in an online learning environment. According to a 2014 study,¹⁶ 77% of students view face-to-face comments as "very" or "extremely effective." Whether the teaching is online or face-to-face, as described in this study, feedback is a critical element in supporting student learning. Professional learning topics delve deeply into ways that teachers can reach students individually at CalCA Central Coast, so that they are receiving timely and actionable feedback. Teachers at CalCA Central Coast will use collaboration in professional learning to discuss topics such as "...the main purpose of feedback is to improve the student's ability to perform tasks he or she has not yet attempted...In other words, we need to start from where the learner is, not where we would like the learner to be. We need to use the information we obtain from looking at the student's work—even though that information may be less than perfect—and give feedback that will move the student's learning forward."¹⁷ In his 2012 article, *Seven Keys to Effective Feedback*, Grant Wiggins notes, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent."¹⁸ These qualities and instructional strategies are characteristic of the type of feedback that teachers will provide to students.

Personalized Instruction: Students clearly benefit from instruction that is personalized in terms of

¹⁴ In April 2015, the Connections Professional Development Model was recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). In May 2016 Connections was recognized as a Codie Award finalist for Best Professional Learning Solution for K-20 Faculty and Administrative Staff.

¹⁵ <http://www.edweek.org/tm/articles/2015/10/02/professional-learning-communities-still-work-if-done.html>

¹⁶ Turnitin.com (2014). Instructor Feedback Writ Large: Student Perceptions on Effective Feedback

¹⁷ <http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx>

¹⁸ <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

pace, content, sequence, and style. In a study published in 2016,¹⁹ students in a developmental math class experienced between a 13% and 27% increase in course completion using personalized learning in a digital platform. Robert Marzano and Michael D. Toth explain that “Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking. Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept, but be unable to utilize that knowledge in meaningful ways.”²⁰ A goal of personalization via online instruction is for the student to demonstrate increased content knowledge and critical thinking. Instruction is personalized for every student, every day and professional learning supports teachers in implementing instructional practices that maximize student performance. Students will work together on collaborative projects as well.

Data-Driven Instruction: Research on data-driven decision making states “...educators should consult and factor in multiple sources and types of student data to get a more complete view of student progress or achievement. These additional sources of data may be formal (e.g., chapter tests, class projects, or performance assessments) or informal (e.g., class discussions, homework assignments, or formative assessments). Looking at a broader array of data can help teachers avoid putting too much weight on a single measure of student performance and, therefore, reduce the risk of making inaccurate and invalid decisions about student learning and teaching effectiveness.”²¹ Training and professional development will guide teachers through this process and continuously seeks ways to ensure teachers are comfortable with the importance of using data to personalize instruction. At CalCA Central Coast, teachers will be provided tools and clear guidance on how to analyze and use student performance data to provide targeted instruction, intervention, lesson modifications, remediation, and enrichment.

Parent Involvement: According to the 2015 study *Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School*,²² Borup and Stevens identify five primary types of parental engagement: nurturing relationships and interactions (with both their students and the teachers); advising and mentoring; organizing; monitoring and motivating; and instructing. The study also provides several examples of how parent engagement can be enhanced in a virtual school setting, especially when parents are given the additional tools to help reinforce the engagement. Connections will provide Learning Coaches with tools (e.g., orientations, tutorials, synchronous webinar-type sessions, recordings, and more) to better engage with their students. Based on the intimate knowledge parents have of their students, they will be better able to offer their students a continuum of assistance, as needed in varying degrees, and be more strategic in how to help and engage with them.²³

¹⁹ “Using personalized learning, a developmental math professor increases her course passing rate”. Website blog. Pearson Education Blog. Pearson Education, 2016.

²⁰ www.marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf

²¹ Mertler, Craig A. Introduction to Data-Driven Educational Decision Making (2014), http://www.ascd.org/publications/books/sf114082/chapters/Introduction_to_Data-Driven_Educational_Decision_Making.aspx

²² <http://files.eric.ed.gov/fulltext/EJ1085792.pdf>

²³ Borup, J. & Stevens, M.A. (2015). Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School, Online Learning, Volume 19, Issue 5, pp. 75-83.

Curriculum and Instructional Design Principles

The CalCA Central Coast research-based²⁴ curriculum will use the following proven instructional principles:

- Curriculum fosters breadth and depth of understanding in subject area.
- Content is aligned to the California Common Core State Standards, and the Next Generation Science Standards.
- Curriculum is supported by quality, reputable, recently published textbooks and/or proven instructional resources and materials.
- Content and assessments are accurate and unbiased.
- Content is current, relevant, and provides real-world applications.
- Content is appropriate for the learner (age, ability, background, reading level, style).
- Instructional design is adaptable and flexible to meet individual needs.
- Instructional design provides students opportunities to improve learning skills using technology (virtual labs and instruments, Teachlet tutorials, business software, online calculator).
- Navigation is intuitive and age-appropriate.
- Scope of course is appropriate with regard to amount of content, length of course and lessons, and course requirements.
- Lesson introduction is effective and presents lesson objectives, accesses prior knowledge, sets expectations, and motivates.
- Background information prepares students to access new content, skills, and strategies.
- Curriculum includes opportunities for developing problem-solving and critical thinking skills and real-world applications, collaboration and independent study, and developing oral and written communication skills.
- Curriculum incorporates ongoing formative assessment and provides timely and appropriate feedback to students and teachers.
- Curriculum promotes active learning through interactive elements in each course (including online and/or offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on.

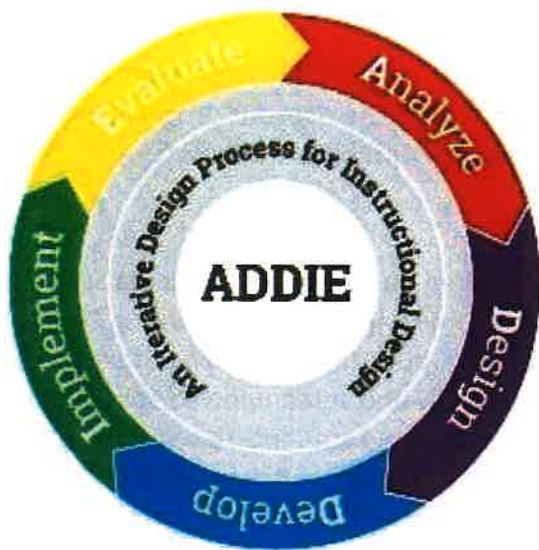
Curriculum Development Framework

Connections utilizes ADDIE, a five-phase iterative curriculum development model consisting of Analysis, Design, Development, Implementation, and Evaluation to guide and inform curriculum

²⁴ American Psychological Association's Learner-Centered Psychological Principles: A Framework for School Reform and Redesign
<http://www.apa.org/ed/governance/bea/learner-centered.pdf>

development and maintenance as shown in Figure 16.

Figure 16. ADDIE – Curriculum Development Framework



In ADDIE, each step has an outcome that feeds into the next step in the sequence.

- *Analysis* – During analysis, the curriculum team identifies the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics. This step also considers the learning environment, any constraints, the delivery options, and the timeline for the project.
- *Design* – During this systematic process of specifying learning objectives, detailed storyboards and prototypes are often made and the look and feel, graphic design, user-interface, and content are determined.
- *Development* – In this step, production and actual creation of the content, assessments, and learning materials based on the Design phase occurs. A backwards-mapping content design approach is used which includes the identification of key assessed concepts followed by the development of units, lessons, and activities that support student mastery of these concepts.
- *Implementation* – During implementation, the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated.
- *Evaluation* – This phase consists of (1) formative and (2) summative evaluation. Formative

evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users. Revisions are made as necessary.

The curriculum and instructional design is in close keeping with leading research and national standards on effective online instruction. The research underscores the importance of integration of tools for student-to-teacher and student-to-student interaction and the central role of fully qualified, specially trained professional teachers.²⁵ In addition, the National Standards for Quality Online Teaching²⁶ focus on teacher use of assessments, data, and ongoing communication to bring out the best in each unique online learner.

The curriculum and instructional design accommodates the range of learning styles and is designed for individualized pacing, balanced with optimum interaction. The rigorous program includes both fundamental skills and higher-order thinking, which together prepare students for further education as well as lifelong, independent learning.

Input from students, parents, and teachers will be gathered on an ongoing basis via StarTrack for lessons. On every lesson in the curriculum, and on the home page for each Learning Coach, will be a StarTrack box inviting ratings on a five-star scale and an opportunity to provide text feedback. Data gathered from this feedback will be examined carefully and acted upon by school staff and by Connections. Since the StarTrack tool was launched, parents and students in schools supported by Connections have provided millions of lesson ratings. For the 2016-17 school year, 958,706 lesson ratings were submitted by parents and students attending schools supported by Connections Academy, with an average rating of 4.32 out of five stars.

Overview of Curriculum, Technology, and Materials

CalCA Central Coast will combine proven and rigorous educational content and materials with the best in technology-enhanced learning such that a significant portion of the curriculum is delivered through the Internet and other electronic means. The curriculum is aligned with California Common Core State Standards, and Next Generation Science Standards. In addition to initial development of state standards alignment by the Connections curriculum specialists, the teaching staff at CalCA Central Coast will collaborate on an ongoing basis to review the California Common Core State Standards for each core course (as applicable) and provide additional material or lessons to fully meet standards or address areas that need additional support based on a student's previous school or course performance.

The curriculum is updated regularly, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The Governing Board will

²⁵ Smith, Rosina, Clark, Tom, and Blomeyer, Robert, *A Synthesis of New Research on K-12 Online Learning*, Learning Point Associates/North Central Regional Educational Laboratory; Naperville, IL; 2005 at https://www.researchgate.net/publication/304827914_A_Synthesis_of_New_Research_on_K-12_Online_Learning

²⁶ The National Standards for Quality Online Teaching v2, International Association for K-12 Online Learning (iNACOL), <https://www.inacol.org/resource/inacol-national-standards-for-quality-online-teaching-v2/> October 2011.

annually review and approve the major elements of and changes to the curriculum. The curriculum as described herein represents the most recent curriculum developed for the 2017-18 school year.

Elementary and Middle School Curriculum

The program of instruction for students in grades K–8 has the ability to be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success. The high-quality proprietary curriculum integrates textbooks, instructional activities, and other content from a variety of leading publishers. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content. The school uses a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. The proprietary and highly effective online Teachlet tutorials, which introduce challenging topics and provide interactive practice, are also included along with proprietary interactive online tools and simulations. Depending on grade level, these may include a virtual rock and mineral kit, pan balance, geoboard, and interactive math practice activities. LiveLesson sessions provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These sessions allow teachers and students to interact with one another in real time in an online classroom—This is one way in which students are provided with opportunities for daily live interaction for the purposes of maintaining school connectedness. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they had scheduling conflicts or want to refresh themselves on the topics covered.

CalCA Central Coast will focus on developing and nurturing a culture of math acceptance and empowerment. With a focus on student engagement and learning, activities and practices combine to create an awareness of and appreciation for math in the students' everyday lives; make math more approachable for students, parents, and teachers; build pride and confidence in math effort and achievements; and make math connections with college and career planning. Specific activities include student reflection and goal setting activities in math courses, certificates of effort and achievement, parent book clubs and resource sessions, teacher training sessions, and highlighting math connections in everyday school and life activities.

World language instruction is available, including Spanish, Chinese, and Sign Language for students in grades K–8. Advanced middle school students also have the option to take high school level Spanish, French, German, Japanese, Latin, American Sign Language, and Mandarin Chinese. Language courses integrate proven-effective online materials with a unique audio recording tool that allows teachers to hear and grade actual student speech. Courses may also include LiveLesson session direct instruction for maximum student-to-teacher and student-to-student interaction.

The curriculum also includes unique electives such as Home Life which provides fun, hands-on, skill-building projects in which the whole family can participate. These activities include cooking, crafts, sewing, home maintenance, family outings, and genealogy. New Home Life modules are added periodically, including such recent additions as The Name of the Game: Discovering and

Designing Board Games; What It Means to Be Green: Creating a Positive Impact on the Environment; Model Bridge Building; and Orienteering (navigation with map and compass). Educational Technology courses are available for students in grades K–8. These courses provide not only a comprehensive set of technology skills ranging from basic productivity tools to web page development, but also reinforce national and local academic standards, online study skills, and Internet safety.

A popular elective amongst elementary school students is music. Offered for different grade and experience levels, this elective is aligned to the National Core Arts Standards. With audio, visual, and interactive technologies, the K–8 music courses provide a unique and advanced learning experience. Students use critical listening skills to analyze music while participating in interactive experiences. This elective expands the student's knowledge of the foundations of music.

Gifted and Talented Courses (Grades 3-8)

CalCA Central Coast will also offer a selection of gifted and talented (GATE) courses in math, science, and language arts. With individualized lessons, special courses for gifted and talented students, and specialized teachers, an environment is created where talents are nurtured and potential is realized. The gifted and talented experts also create programs for "twice-exceptional" students, those who are gifted but also have special education needs.

CalCA Central Coast will provide gifted students the opportunities and challenges they need to be successful while learning at their own pace. Gifted and Talented courses incorporate the same educational standards as the standard offering, but also include enrichment activities that expand upon lesson topics and promote higher-level thinking and understanding. These courses allow students greater opportunities to interact with the teacher and other students, explore above grade-level content, and participate in extension projects that promote higher-level learning.

High School Curriculum

CalCA Central Coast will provide a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college or an immediate career choice. A student's personalized path is monitored along the way by the student, parents, teachers, and their school counselor as appropriate.

CalCA Central Coast provides a comprehensive program with four levels of academic coursework: Foundations, Standard, Honors, and Advanced Placement. While all levels are designed to meet standards and provide students rigorous courses, the different levels enable differentiation based on student needs and college and career goals. Students work with their school counselor to determine proper course level placement. The high school curriculum currently consists of approximately 250 courses, including a wide variety of electives, any courses required by law, and intensive world language instruction from Spanish to Mandarin Chinese.

High school courses integrate digital versions of textbooks from major publishers with enhanced multimedia, interactive materials and resources, discussions, and communication/conferencing tools. In addition, students have offline assignments, projects, and practice work.

High school courses include extensive use of Teachlet tutorials, the highly interactive, asynchronous tutorials that incorporate graphics, video, and audio to engage students with the concepts and ideas they need to complete the lessons. Along with the use of LiveLesson sessions, Teachlet tutorials increase the effectiveness of the secondary school instructional model. In addition, the high school courses incorporate graded asynchronous online discussions. This assessment creates important opportunities for collaboration and interaction among students, increases writing skills, and provides opportunities for a “real-world” audience.

Honors and Advanced Placement® (AP) courses are also available for high school students. High school students will have access to rigorous college preparatory courses and are able to choose from dozens of Honors courses and more than 15 College Board–approved online AP courses. By enrolling in these demanding college-level courses, students demonstrate their commitment to higher education, which may give them a competitive advantage during the college application process.

The high school will also include a host of services and procedures to address credits, transcripts, and counseling. It is important for students to start early on planning for graduation and post-secondary education or the world of work. Without early planning, students run the risk of missing crucial courses that might thwart their plans or aspirations.

Course Selection and Credit Transfer

CalCA Central Coast expects to be accredited by the WASC, allowing its courses to be transferable among other California schools. For students transferring into CalCA Central Coast, school counselors will carefully analyze student transcripts and educational history to provide the maximum allowable “transfer credit” into the program. Upon graduation or withdrawal, students will receive their CalCA Central Coast transcript detailing both the credits earned at CalCA Central Coast as well as any transfer credits which have been verified. The curriculum uses a standard whereby one credit equals approximately 180 hours of instruction (this is equivalent to a full-year course in a traditional high school and is sometimes also referred to as Carnegie Units).

CalCA Central Coast families will have access to a detailed Course Selection Guide with specific school information during the enrollment process. Parents and students then have an opportunity to select the courses based on their student’s academic level, previously completed high school level courses, and plans for higher education and/or career. These selections are analyzed along with the student’s prior academic record by the school counselors who will then either accept these selections or recommend some modifications.

Instructional Delivery and Scheduling

CalCA Central Coast students who enroll in the K–8 program and elect to continue into high school will notice that the high school introduces increased structure and a pacing system that encourages all the students in a single class to move forward at a similar speed. The high school program includes a significant amount of computer-facilitated learning. While hardcopy textbooks are provided in some courses (generally along with an enhanced online version of the text as well), students may also take several courses that are completely online. Unlike the K–8 program which is largely asynchronous/user scheduled (parents set the schedule and lessons can be done in any sequence and pace), in high school the pacing for core courses may follow an asynchronous/fixed schedule (the schedule is fixed and students all move at a similar pace). This does not take away the ability of teachers to personalize the curriculum for students; however, it does add accountability, structure, and significant peer interaction that is necessary for a quality high school program.

Area and Subject Requirements

Each CalCA Central Coast student must successfully complete a minimum of 22 credits in order to graduate. Credits completed will meet or exceed the California graduation requirements. The subject area graduation requirements will be reviewed annually to ensure the school remains in compliance with state requirements, and the requirements will also be approved by the Governing Board and incorporated into the School Handbook.

Promotion, Graduation, and Passing Grades

Students in grades 9–12 will typically be enrolled in at least five credits over the course of the school year, as the CalCA Central Coast program is a full-time public school program (see the School Handbook Supplement in Exhibit B for more information.) A typical high school student will have six courses or the equivalent of six credits per academic year. To stay on track for graduation in four years, prior to grade 10, students should have earned (or transferred) a minimum of 5 credits, prior to grade 11 students should have earned (or transferred) a minimum of 10 total credits and prior to grade 12 students should have earned (or transferred) a minimum of 16 total credits. Students only receive credit for classes passed with a grade of “D” or better. To graduate and receive a diploma from CalCA Central Coast, a student must be enrolled during the semester immediately prior to graduation, must have earned 5 credits in a school supported by Connections, 1.5 of which are in the semester immediately prior to graduation, and must have met any applicable state requirements for a diploma, such as any required state exit exam. Each student must successfully complete a minimum of 22 credits to graduate.

These enrollment and promotion policies, including additional details and any future changes, will be incorporated into the School Handbook and approved by the Governing Board.

Technology and Socialization

In addition to working with the curriculum materials, students will have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities

include field trips, college tours, and community outings facilitated by both CalCA Central Coast faculty and parent volunteers such as Club Orange members. Club Orange brings together parents of students attending schools supported by Connections across the country. Club Orange members are encouraged to reach out to engage with their local communities.

The counseling team implements weekly national LiveLesson sessions for high school students focused on academic achievement, personal/social growth and college and career readiness topics throughout the school year. These are also currently offered monthly for middle school students. Nationally, several other college and career readiness-focused LiveLesson sessions are offered; there is always time before and after for socialization via chat pods.

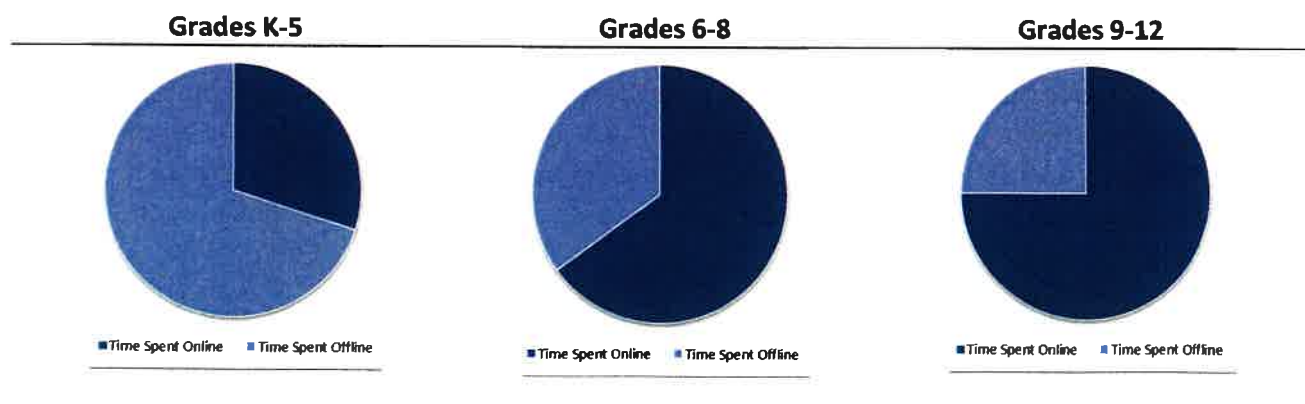
CalCA Central Coast's technology-based activities include online bulletin boards/forums (such as "Math Problem of the Week"); book chats; teacher-led small-group discussions using real-time "groupware" technology that integrates electronic whiteboard and voice-over IP; learning-focused WebMail; and student communication through WebMail regarding virtual group projects. All of the collaborative online activities and communications tools are restricted for use only by members of the CalCA community; parents can feel comfortable that their children are experiencing this technology safely within the protected environment of CalCA Central Coast.

The Get Connected! program (as described previously in Section II B) was developed to assist students and parents who are interested in finding opportunities to connect with other school families. In addition to in-person field trips and online clubs and activities, this program offers socialization tips for virtual school families, increased opportunities for students to interact online with classmates and teachers, the Club Orange parent booster organization, and private Facebook groups where parents and Learning Coaches can "meet" to arrange study groups and other informal gatherings.

Given the balance of modes and media for learning at CalCA Central Coast, actual time spent working online for students varies according to each student's developmental level, learning needs, and learning styles. As illustrated in ~~Figure 17~~Figure 17, students in grades K–5 may spend 15-30% of their school day online; students in grades 6–8 may spend about 50-75% of their school day online; and students in grades 9–12 may spend 75+% of time online.

For

Figure 17. Time Spent Online by Grade Span



Clubs and Activities

As an integral part of the academic program, students will also be offered access to a wide range of national clubs and activities throughout the school year. From Arts and Crafts to Debate Club, CalCA Central Coast will have something to spark every student's interest at all grade levels. Participation in these virtual clubs and activities enhances students' feeling of connectedness, provides socialization opportunities, and improves academic achievement and school retention rates. All clubs and activities are non-credit and have no impact on student grades.

Students who participate in clubs are involved in events similar to a brick-and-mortar school such as First in Math, chess matches, a student-managed blog, virtual field trips, and college and career planning. Some of the clubs last throughout the school year, while others act as special "pop-up" events that range in duration and subject matter.

The following provides a sampling* of some of the clubs we offer:

- **Art Club** is designed to spark a student's creativity by exploring two-dimensional and three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students will have the opportunity to create original designs and artwork, share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members. (Grades: 6–12)
- **Arts and Crafts** encourages students to create crafts using materials found at home and in nature. Through the topics of culture, science, and math, students will work on projects from the course as well as monthly special craft challenges. (Grades: K–8)
- **Author's Corner** students have the opportunity to create and share original stories using a variety of digital tools. Students can also collaborate on the message boards to give critiques of student writing, create round robin stories, and discuss favorite book genres. (Grades: K–12)
- **Brainteasers Club** members will solve puzzles, including anagrams, riddles, and word scrambles and work their brain muscles too. Students are also encouraged to create their own brainteasers and share them on message boards and in student-made publications. (Grades: K–12)
- **Connections Live** students learn about producing entertainment video segments from start to finish. Some projects may include creating a commercial, recording news segments, and planning a variety show. LiveLesson sessions provide opportunities for students to share and collaborate with other club members to create projects on their chosen topics (Grades: 6–12)
- **Career Club** encourages middle and high school students to learn about potential careers

and explore fields that interest them. Members identify and develop skills that will help them be successful in middle school, high school, college, and professionally. The club enables middle school students to enter high school with more direction in mind, making them more likely to embrace and succeed in a high school program that prepares them for pursuing their career interests. It will allow high school students to better focus on their goals after high school, including applying to appropriate colleges or applying for jobs which align with their interests and goals. (Grades: 6–12)

- **Chess Clubs: Introduction and Advanced** members learn, socialize, and play in an atmosphere of friendly competition using an exclusive gaming site. After completing a tutorial, students are matched with competitors of the same skill level, and the online games begin. There are also monthly presentations by a Grandmaster from the University of Maryland, Baltimore County in our advanced club, and an end-of-year tournament for all skill levels. (Grades: K–12)
- **College Planning Club** is designed for high school students who are considering college. Members are guided through the college preparation and admissions process including: college planning, building and producing a resume, identifying career interests and potential majors, researching colleges, completing applications and identifying financial aid and scholarship opportunities. Members develop a portfolio that focuses on elements sought by college admissions committees. (Grades: 9–12)
- **Debate Club** members will learn best practices and put them into practice during LiveLesson sessions. Members will learn the art of public speaking and critical thinking while working in collaborative teams. Research, reasoning, and understanding opposing perspectives form the foundation for real time debates. (Grades: 6–12)
- **Gaming and Technology Club** allows students who have an affinity for technology and gaming to explore and discuss gaming styles and genres, careers in the gaming and technology industry, and share their original work in LiveLesson sessions. Individual and collaborative projects may include creating elements of video games and investigating Internet safety and virtual threats. (Grades: 6–12)
- **Math Club I** allows First in Math® members will take part in a math competition by playing interactive games on the First in Math website. The online play reinforces a wide range of skills, from simple addition to solving for x- and y-variables. Students work at their own pace, and earn points as they master various concepts and practice test-prep exercises geared to appropriate grade levels. (Grades: K–8)
- **The Monitor: Student Blog** is Connections' student-managed, student-staffed blog. The writers and editors work together to write and organize content for sections of the newspaper including news, entertainment, sports, and advice. (Grades: 6–12)
- **E-Pals** is a classic way to build friendships. Students develop their skills in letter or WebMail writing and written expression, and, in some cases, penmanship while making friends with

other students across the country. (Grades: K–12)

- **Poetry Corner** allows middle and high school writers to work together in exploring the language of poetry. Regular forums are held to share and critique work. Students also have the opportunity to share and collaborate on various Message Board threads. (Grades: 6–12)
- **Robotics Club** members will learn how robots are used in popular culture, scientific studies, and commercial enterprises. Their creativity is encouraged as they plan, design, and submit drawings of their ultimate robots. No previous computer coding experience is required, and no materials are required for participation. (Grades: K–12)
- **Science Sleuths: Weird Science** is for elementary students who want to investigate the weirder side of science. Students complete hands-on activities that will amaze. Club members can also collaborate through discussions and sharing experiment results on the message boards. (Grades: K–5)
- **Science Sleuths: Wild Weather** is for elementary students who want investigate weather's wild side. Students will complete hands-on weather experiments and learn how to prepare in emergencies. Club members can also collaborate through discussions and sharing results on the message board. (Grades: K–5)

** Specific club offerings are subject to change.*

Other available activities include an online yearbook through Connections, in which all students from all schools are encouraged to participate. Additionally, CalCA Central Coast students will also be able to participate in the established chapters of both National Honor Society and National Junior Honor Society.

Connexus, the Education Management System

Connexus will be the platform for organizing and managing the entire educational environment. It is an online Education Management System developed by Connections specifically for virtual school use. This proprietary, web-based software will allow CalCA Central Coast to deliver every assignment, track every activity, and monitor the completion of individual lessons, as well as mastery of discrete skills and knowledge.

Connexus will operate within Connections' secure and robust technology infrastructure which protects all data from loss and intrusion while maintaining a safe environment in which students, parents, and teachers can interact with each other. Connexus is proprietary software developed by Connections. The software is based on Microsoft's .Net Framework and is written in C#. Connections will provide Connexus on an Active Server Page (ASP) basis – hosting the software, automatically installing all updates, and ensuring continuously updated support.

Connexus will be fine-tuned on a regular basis throughout the school year with a comprehensive update each year prior to the beginning of school.

Connexus has been engineered for growth, flexibility, and scalability. The system has readily accommodated growth both nationally and internationally in student enrollment from its launch in 2002. Additional hardware and software extensions are added as required so that the system does not have any restrictions on its ability to serve added users.

Connexus will be available 24/7/365 (except for normal off-hour scheduled maintenance periods) to CalCA Central Coast students and their families and to other authorized users according to their permissions. With this system, CalCA Central Coast will provide an unprecedented level of time-on-task detail while benefiting from robust communication, collaboration, and course delivery tools.

California-Credentialed Teachers

Each student will be assigned at least one California-credentialed program teacher specially trained in the curriculum and instructional methods. In the secondary grades, each student will typically be assigned to more than one fully qualified subject teacher depending on the courses taken. These teachers will be responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities in the program, and providing feedback on the child's performance. Based on a student's demonstrated mastery of the material, teachers can add, expand, or replace assignments; they also grade students in each subject for the student report cards and make promotion or retention decisions.

Depending on the needs of the learner, teacher contact with the student and Learning Coach — most often via telephone or email — may be as frequent as several times a day and at minimum once every two weeks. Teachers do not wait to be contacted; they are proactive participants in their student's learning plans. Teachers also interact with students during synchronous Live Lessons, field trips, community activities and during proctored test sessions. CalCA Central Coast will also have California-credentialed special education teachers on staff to assist in the implementation of the school's special education program.

Supporting the program teachers in their work will be Connections curriculum specialists, who are highly trained in online instruction methodologies and the best practices in online curriculum development. In addition to the regular curriculum specialists, Connections will provide specialists who are credentialed in special education and can serve as resources for program teachers as they develop/adjust IEPs for students with disabilities in the CalCA Central Coast program. Curriculum specialists will be available by telephone, email, and instant messaging to the CalCA Central Coast teachers during regular school hours for assistance in addressing particular curriculum topics or in customizing curriculum for particular student needs.

School Day, School Calendar, and Instructional Minutes

CalCA Central Coast will follow a traditional school year calendar that includes 180 days during which instruction is provided by school staff (surpassing the current minimum requirement of 175 days). The school calendar may be extended to allow families more flexibility in completing

the year's work or to provide extra learning time for students who are at risk. The curriculum is notably rigorous, and the time commitment it requires of students is comparable to that of a traditional school day. Since learners do not face the distractions and interruptions of a typical school setting — from lining up in the hallway to waiting out the teacher's handling of disruptive peers — they may use their learning time much more efficiently.

The in-depth application of concepts that is often relegated to homework in a conventional school setting will be an integrated part of the learning day; discrete skills and extended projects, remedial and enrichment activities will all be part of the daily routine for students and their Learning Coaches. The program will provide for and offers more than the legally mandated minimum instructional minutes for every grade.

Independent Study

CalCA Central Coast will adhere to all applicable California Independent Study Regulations in accordance with CCR Title 5, Sections 11700-11705. This includes creating and executing Master Agreements (see Exhibit C for a sample Master Agreement), creating and adopting Governing Board policies regarding independent study, appropriately maintaining work products, and staffing that complies with the required pupil to teacher ratios and the geographic limitations on the place of residence of the pupils. In addition, CalCA Central Coast will comply with California Education Code provisions regarding Independent Study, as amended from time to time, including section 51747.3, and therefore does not provide any "thing of value" to pupils that a school district could not legally provide to its pupils.

II.F PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Indicate how the charter school will identify and respond to the needs of students who are not achieving at or above expected levels. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(F)]

CalCA Central Coast will be well-equipped to respond to the needs of students who are lagging academically. Experience has shown that appropriate placement is critical for student success in an online environment so that academic gaps can be addressed immediately. Therefore, the first step is the placement process, where these students are provided with the curriculum materials and teaching resources appropriate to their achievement level as a starting point for learning, with the goal of attaining at least one year's academic progress within the school year.

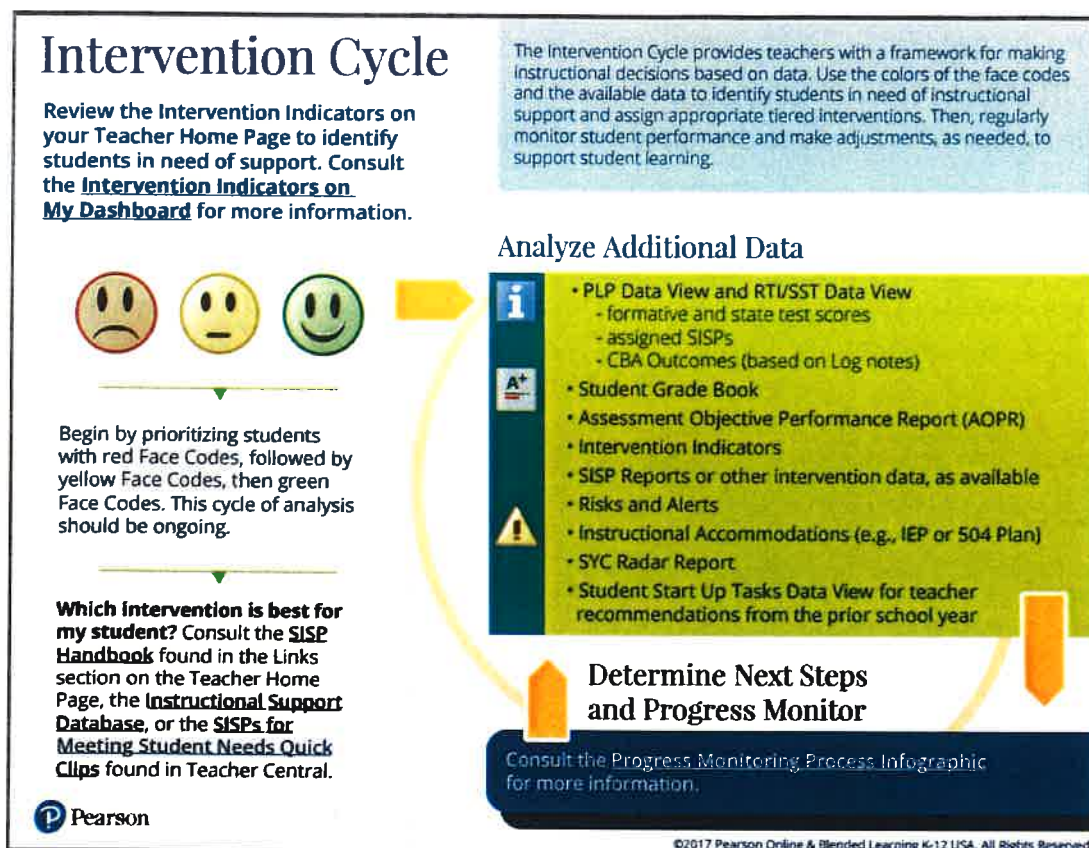
Teachers will also implement the Response to Intervention (RTI) Model, a systematic approach to instruction, ensuring that all students receive the necessary level of instructional and behavioral supports throughout the learning process. Beginning with identified essential skills and standards based on the California Common Core State Standards and the Next Generation Science Standards, teachers will easily see what students should know and be able to do by the end of a specific grade in each of the core area subjects.

Intervention Indicators

A key component of the RTI Model will be the incorporation of Intervention Indicators. Intervention Indicators are displayed in Connexus, on the Teacher Home Page, to facilitate a teacher's identification of students who may be in need of additional instruction or intervention in math, reading, or both. These indicators are data-driven codes and are the first step of multitiered instruction. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Intervention indicator codes are used to identify students who may be at-risk of failure, assist teachers in determining and implementing appropriate instructional interventions, and monitor the effectiveness of interventions.

~~Figure 18~~Figure 18 illustrates the Intervention Cycle and explains the “face codes” used to communicate a student’s status. The Intervention Indicator face codes are updated during each school year, based on formative pre, mid, and post assessments.

Figure 18. Intervention Cycle

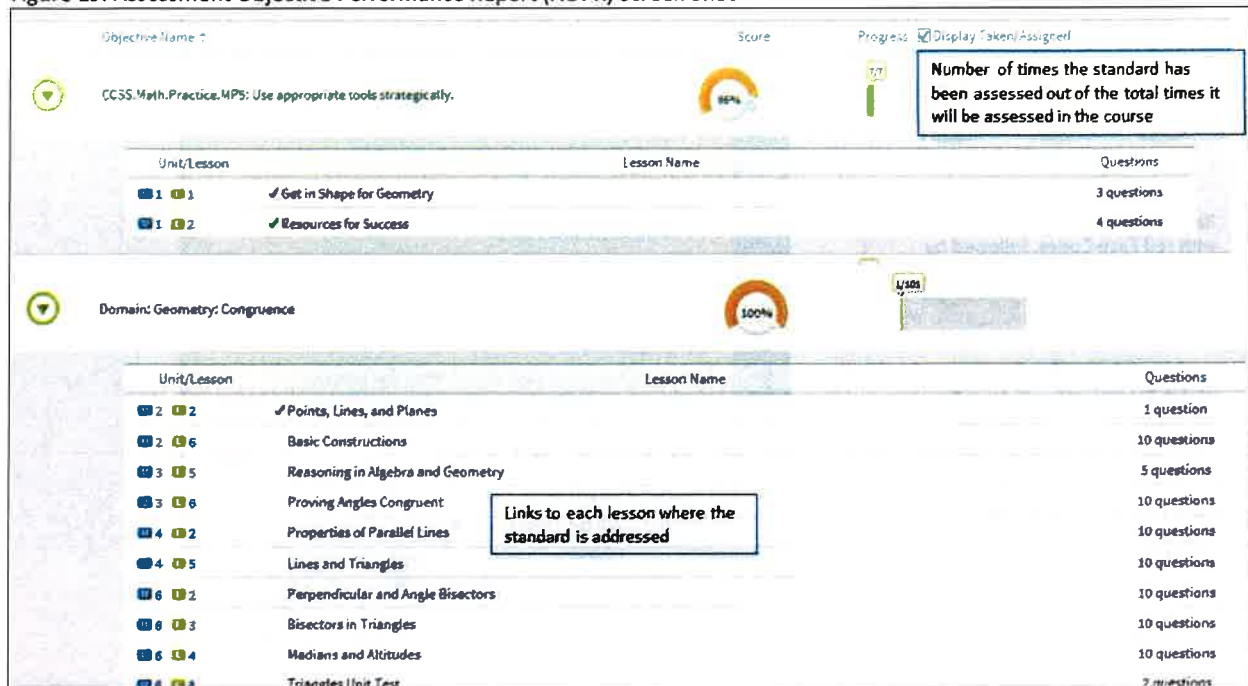


In addition, at both the section and individual student levels, Assessment Objective Performance Reports (AOPR), as shown in Figure 19, can be generated displaying not only the essential skills and standards for a course but also exactly where in the curriculum each of these is assessed and how a student is performing on the standards. Real-time student performance on each of the essential skills and standards is displayed based upon individual assessment items that measure standards-based objectives that students should master by the end of that grade level. Data can be sorted to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade. This method accomplishes the following:

- Enhances the multi-tiered instruction model through the use of real-time data to determine mastery/proficiency,
- Identifies essential skills and standards by subject/grade level,
- Identifies how and where these essential skills and standards are assessed within the program,
- Incorporates data-driven decisions throughout instruction,
- Maximizes use of the instructional support programs, resources, and data,

- Identifies the need for tiered interventions for non-mastered/proficient skills and standards, and
- Identifies students' response to the implemented interventions.

Figure 19. Assessment Objective Performance Report (AOPR) Screen Shot



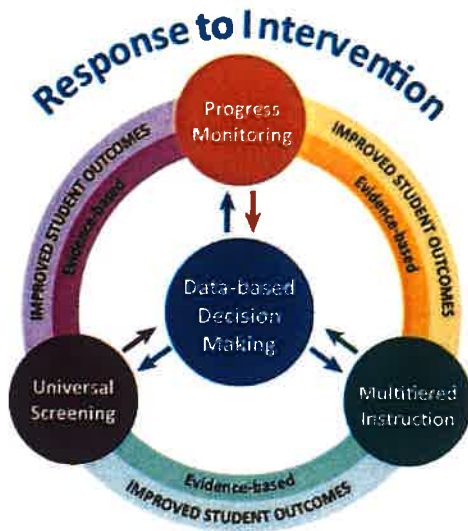
Students who are working below grade level based on performance on state standardized assessments will also benefit from intervention programs that focus on building proficiency in reading and math skills. Parents will be notified if their students qualify for these programs, and their cooperation is secured for a series of intensive LiveLesson sessions with the student and their teacher focusing on areas needing improvement. The student will continue in the regular curriculum while receiving intervention as the LiveLesson sessions allow for focused remediation on topics likely to be problematic on the next state standardized assessment.

Response to Intervention (RTI)

Data will be used throughout the school year to implement, for all students, a Response to Intervention (RTI) model. Students who are struggling with the curriculum will be identified by teachers and provided Tier I support (differentiation within the core curriculum), Tier II interventions (more intensive instruction with frequent progress monitoring), or Tier III interventions and support (most intensive and frequent level of instructional support). The provision of Tier II and III interventions will be decisions made in the cooperation with the school's Student Support Team (SST). If the SST determines the student is in need of Tier III support, a special education teacher will become part of the team to assist with interpreting data, making recommendations, and possibly recommending a referral for an assessment.

The SST is part of the RTI process that is illustrated in Figure 20. ~~Figure 20~~ Figure 20. Connexus will provide teachers with real-time data and reports to implement a multi-tiered instruction model in language arts and/or math so that every student has access to the resources they need to be successful using Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports, and Tier III Supplemental Instructional Supports with increased frequency and intensity. The process of identifying student intervention needs, assigning interventions, tracking their success, and communicating with parents, is ongoing. All efforts are made to meet each student's needs within the general education program.

Figure 20. Response to Intervention



Making Assessment Data Actionable

Intervention Indicators, located in the My Dashboard area of the Teacher Home Page, will use student performance on state tests and diagnostic assessments to predict the likelihood of learning success during the school year. Codes are displayed to facilitate teachers' ability to identify which of their students may be in need of additional support. A sample of the visual information available for the Intervention Indicators is provided in Figures 21 and 22.

Figure 21. Visual of the Intervention Indicators

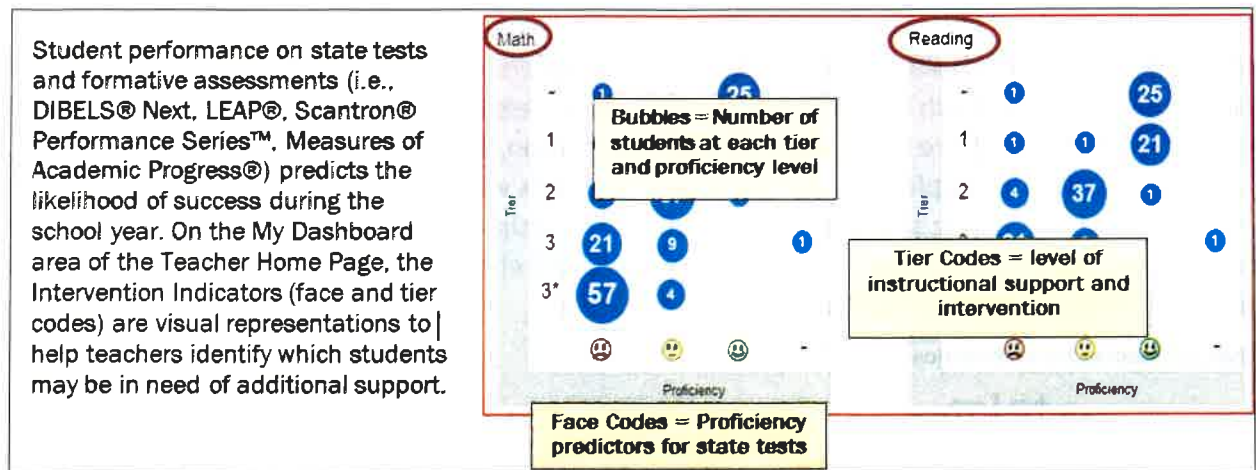


Figure 22. Additional Information Provided for Multi-tiered Intervention Area

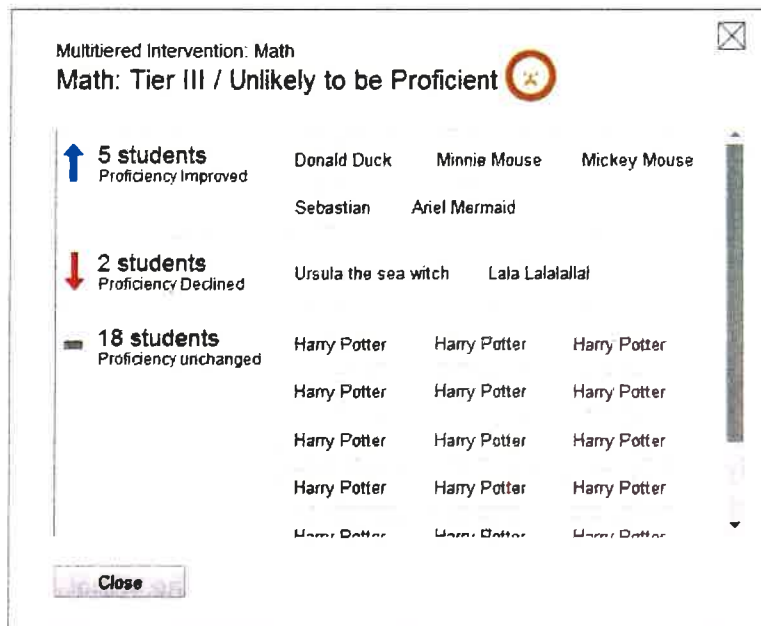






Figure 23 provides an explanation of codes teachers see in the Intervention Indicator display.

Figure 23. Explanation of Codes

The face and number codes listed in the Multitiered Intervention section indicate the following information:			
Math and Reading Proficiency (Levels of Need)		Math and Reading: Current Tier/Intervention	
	Based on math and/or reading scores on formative and/or state tests, student is not likely to be at-risk or in need of additional support.	-	The student's teacher(s) has not checked a box in the PLP Data View indicating the student is progressing as expected, nor assigned any tiered interventions.
	Based on math and/or reading scores on formative and/or state tests, student is likely in need of attention.	1	A teacher has indicated "Student is progressing as expected" in the PLP Data View based on current student performance and need. For students with Green Faces, a 1 will automatically be assigned in the PLP Data View.
	Based on math and/or reading scores on formative or state tests, student is in need of additional support.	2	A teacher has indicated "Tier II Math/ELAR Intervention Assigned" in the PLP Data View (or RTI/SST Data View).
	Arrows or a dash reflect formative assessment changes from pretest to midtest to posttest.	3	A teacher has indicated "Tier III Math/ELAR Intervention Assigned" in the PLP Data View (or RTI/SST Data View).
M: -/R: -	Student has no formative or state test scores. Review all available data to determine whether additional support is needed within the student's first 30 days.	3	The student has an active IEP and is receiving services for Math/ELAR (as documented in the Special Education Data View). "Student is on an active IEP" will automatically populate in the PLP and RTI/SST Data Views.
N/A	Student is in a Connections Learning™ program.		

*If M: -/R: - is displayed for a student who has no pretest, midtest, posttest, state scores, teachers will see Not Eligible for Determination in the student's PLP Data View (Performance & Intervention Data Staff Only area).
NOTE: If either state or formative assessment data is missing, the face code will only reflect the available data.

In a virtual environment, students working below grade level are shielded from the negative social attention that struggling students often face in a brick-and-mortar environment and are thus able to concentrate on intensive learning. With its track record in experience in remediation for mastery of essential skills, Connections assures that CalCA Central Coast will have access to all needed expertise in addressing the needs of low-achieving students.

II.G PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

Indicate how the charter school will identify and respond to the needs of students who are academically high achieving. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

Just as the personalized learning approach benefits struggling students, high achievers will also thrive at CalCA Central Coast. CalCA Central Coast will also offer a selection of gifted and talented (GATE) courses in math, science, and language arts. With individualized lessons, special courses for gifted and talented students, and specialized teachers - an environment is created where talents are nurtured and student potential is realized. The gifted and talented experts also create programs for "twice-exceptional" students, those who are gifted but also have special education needs.

The placement process will provide such learners with the most appropriate curriculum, pacing, and teaching approach from day one. Teachers will work closely with curriculum specialists and Learning Coaches to ensure a steady flow of enrichment activities for students working above grade level. In a virtual environment, students are able to work significantly above grade level without fear of ostracism or other negative social repercussions that gifted students sometimes face in a more traditional school setting. CalCA Central Coast will implement the robust Connections Gifted and Talented program for students in grades 3–8 and the Honors/AP program for high school students. These programs achieved a 94.2% satisfaction rating based on the annual

parent satisfaction survey conducted in February 2016 by Leo J. Shapiro and Associates.²⁷

The Gifted and Talented program will provide gifted students in grades 3–8 the opportunities and challenges they need to be successful while learning at their own pace. Students will be identified as gifted through formal evaluation in the areas of intellectual ability, subject matter aptitude/achievement, creativity/divergent thinking, and problem solving/critical thinking. Once identified, students will be provided the services necessary for the fulfillment of their exceptional potentials. The Gifted and Talented program will incorporate the same educational standards as the standard offering but also includes enrichment activities that expand upon lesson topics and promote higher-level thinking and understanding. Gifted learners will be grouped together and given opportunities for group interaction through LiveLesson sessions.

The Gifted and Talented program will offer a great level of flexibility, as gifted students may be placed in different curriculum levels for different subjects to support a specific need. For example, a sixth grader with a high aptitude in math could be placed in Gifted and Talented Math 6 where students engage in eighth grade math content, while continuing to take sixth grade level courses in other subjects. Gifted students in grades 3–8 have the opportunity to be enrolled in specially designed gifted courses in language arts, math, and science. These courses allow students greater opportunities to interact with the teacher and other students, explore above grade-level content, and participate in extension projects that promote higher-level learning.

CalCA Central Coast will also offer an exclusive online version of Junior Great Books® where students enjoy age-appropriate works and participate in online literary shared inquiry as well as discussions with other high-ability students. In addition, students are able to choose from a wide variety of electives and club activities to supplement their learning. For students identified as highly gifted through formal evaluation, whole grade acceleration, and acceleration in individual subjects may also be considered.

The high school program will offer a rigorous college preparatory curriculum that provides an opportunity for students to enroll in Honors/AP courses. High school students may choose from dozens of Honors/AP courses. Honors courses offer advanced students opportunities to participate in extension projects, investigations, and activities that require integrated skills application and higher-level thinking. Counselors carefully review each student's transcript to determine when an Honors or AP course is appropriate. Course selection is made in close consultation with students and their parents. Administrators monitor the success of intellectually gifted students by reviewing and assessing performance on state assessments, Scantron assessments, AP exams, ACT/SAT, and by tracking college applications and acceptances of high school seniors.

II.H PLAN FOR ENGLISH LEARNERS

Indicate how the charter school will identify and respond to the needs of English Learners. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]

²⁷ <http://www.connectionsacademy.com/proven-results/free-online-school-results.aspx>

CalCA Central Coast will use state-required criteria and procedures to identify English Learner (EL) students. All incoming students will be required to fill out the California Home Language Survey. Based on the information in this form, students may be referred for further language testing to identify their specific level of English proficiency. The testing and placement occurs using tests required by California (such as the California English Language Development Test ("CELDT") or the English Language Proficiency Assessments for California (ELPAC)) using trained test administrators. CalCA Central Coast also reviews the past school history for evidence that a student has been identified as EL in a previous school, and then conducts assessments and provides support accordingly.

In a virtual school, students with special learning needs, including English Learners, enjoy individualized instruction without being isolated from the mainstream curriculum or their peers. The individualized pace of the program allows students to move more quickly through subjects where language is not a factor and spend more time on reading and writing activities. One of the school's EL teachers and/or a Connections EL specialist with ESL/LEP/EL training will work with CalCA Central Coast teachers, Learning Coaches, and students to adapt the core material for EL students. An instructional framework, such as the Sheltered Instruction Observation Protocol (SIOP) is used, and EL teachers also provide appropriate supplemental resources, including various technologies that can facilitate language acquisition while supporting academic advancement.

The CalCA schools have recently developed and are now implementing credit bearing courses for EL students in high school, and believe these will further assist the older EL students, including students categorized at Long Term English Learners (LTEL) to be reclassified as fluent in English.

The Connections curriculum provides quality instructional, social, and academic language instruction based on scientific research for English acquisition. Children who are becoming fluent in English, as well as Long-Term English Learners, are simultaneously learning academic content, so that they are not left behind. Based on their identified level of proficiency and needs, students receive a planned program of English as a Second Language instruction (ESL) to facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level.

To meet the needs of EL students with less English speaking proficiency, CalCA Central Coast will deploy a comprehensive instructional approach, including adapted materials as well as special training for teachers with the California ESL endorsement (CLAD/BCLAD).

LiveLesson sessions will be used in this effort as well. The program will provide specially designed academic instruction in English (SDAIE) to address the language acquisition needs of students in a virtual learning environment through the integration of technology and the support of credentialed teachers. Instructional support helps students attain proficiency in listening, speaking, reading, and writing. Services will include teacher consultation with Learning Coaches to guide instructional practice, teacher modification of content lessons and/or assessments, and

direct instruction via LiveLesson sessions.

The school will have policies in place for determining when an EL student should be considered for re-designation as fluent in English. Multiple factors will be taken into account, including current CELDT or ELPAC testing results, academic performance, state test results, teacher feedback, and parental input. Once the student has been re-designated as fluent, the student will be closely monitored for ~~two~~ at least four years, and additional supports will be provided as deemed necessary. For example, for re-designated elementary grade students, the school's EL team will pay particular attention to students flagged for Tier II and Tier III interventions. For re-designated students in middle school and high school, the EL team will pay particular attention to the list of students who are in "escalation" status.

CalCA Central Coast will conduct the required ongoing assessments of progress regarding English proficiency for its EL students. All mandated state tests for EL students will be administered as required by law. Support for families of EL students will include coordinating written translations of school documents or an interpreter to act as a liaison between the school and the family in their home language when needed.

II.1 PLAN FOR SPECIAL EDUCATION

Indicate how the charter school will identify and respond to the needs of students with disabilities. Fully describe the charter school's special education plan, including, but not limited to, the following:

- *The means by which the charter school will comply with the provisions of Education Code Section 47641;*
- *The process to be used to identify students who qualify for special education programs and services;*
- *How the school will provide or access special education programs and services;*
- *The school's understanding of its legal responsibilities for special education students; and*
- *How the school intends to meet those obligations.*

CalCA Central Coast will be committed to serving students with disabilities whether such students are currently or newly identified as disabled. Through a combination of appropriate certifications among core California-based teaching staff and the school's centralized Education Resource Center staff, CalCA Central Coast will effectively coordinate with its SELPA resources to meet the needs of special learners. CalCA Central Coast will not deny admission to students on the basis of disability. CalCA Central Coast will comply with and follow California Education Code § 51745 (c) which states that an individual with exceptional needs will not participate in independent study unless the student's Individualized Education Program (IEP) indicates that independent study is an appropriate educational setting.

CalCA Central Coast plans to elect the option under California Education Code section 47641 to be deemed an LEA for Special Education purposes. The school will provide verifiable assurances of its ability to fulfill all obligations in this capacity, as well as assurances that it would participate in the El Dorado Charter SELPA which is approved by the State Board of Education. CalCA Central Coast intends to be a member of the El Dorado Charter SELPA as an LEA. CalCA Central Coast reserves the right to request membership in another SELPA if it deems that a different SELPA would better serve the needs of the students and the school.

Since CalCA Central Coast will be a program focused on individualization, flexibility, and personalization, it should be a good fit for students with special needs. In addition to the regular placement test, CalCA Central Coast's Special Education administrative team (or appropriate designee) will review each IEP, analyzing the level of functioning, educational needs, and suggested accommodations/modifications to determine how CalCA Central Coast can meet the student's needs in the least restrictive environment. Thus, CalCA Central Coast will be an appropriate setting for students with special needs by providing:

- 1:1 individualized instruction;
- A team of adults focused on student success;
- Ongoing consultation with educators, credentialed teachers, and curriculum specialists to assist with adapting and modifying assignments to meet specific student needs;
- Personalized Learning Plans;
- A safe and directed environment;

- Reduced environmental distractions;
- Frequent progress checks, evaluations, and reports;
- Flexible schedule that allows for students to move at their own pace;
- Ability to separate academics from socialization;
- Recommendations for/provision of software (e.g., keyboarding or speech recognition software) or other technology to facilitate communication, organization and skill development and to address special needs; and
- Supplemental, research-based online reading and math programs to address skill deficit areas at the student's instructional level.

These factors, along with the presence of a caring and committed adult — the Learning Coach — will enable the general education program to address the large majority of special needs students. This will be accomplished through the implementation of specific instructional approaches and learning strategies via a consultative service model.

Included in this group of students with disabilities who the school serves would be students with mild to moderate disabilities in the following categories:

- | | |
|-------------------------------------|----------------------------|
| • Vision acuity difficulties | • Oral expression |
| • Auditory deficiencies | • Written language |
| • Health concerns | • Spelling |
| • Developmental articulation | • Memory |
| • Developmental expressive language | • Handwriting |
| • Developmental receptive language | • Developmental arithmetic |
| • Gross motor skills | • Reasoning |
| • Fine motor skills | • Emotional/Behavior |
| • Developmental reading (dyslexia) | • Social communication |
| • Developmental writing | • Attention disorder |

More serious and profound cases of these disabilities, as well as specific physical and pervasive developmental disorders (e.g., autism, Rett's Disorder, Childhood Disintegrative Disorder), neurological disorders (e.g., Multiple Sclerosis) and physical disabilities usually require virtual and/or direct Special Education services. If it is determined that Independent Study is appropriate for these students, CalCA Central Coast will secure the additional services required including, but not limited to designated instructional services (DIS) service providers near the individual students' home, and working with the SELPA and local counties and districts when needed.

CalCA Central Coast will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to AB 602, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). As its own LEA, CalCA Central Coast, not the district, will be

responsible for the charter school's compliance with all applicable state and federal laws.

To support enrolled students with IEPs, CalCA Central Coast will:

- Hold Annual Reviews of the IEP including a review of student progress within the existing IEP, creation of new IEP goals, and obtaining parent consent for and approval of new IEP.
- Employ a Director of Student Services who is a qualified administrator to oversee and participate in IEP meetings and all elements of the Special Education program.
- Conduct Triennial Reviews, in which students may be formally reassessed, or, if no new data is needed, then a review of the records may take place.
- Hold IEP meetings when a student has received an initial assessment; when a student demonstrates a lack of anticipated progress; or when a parent or teacher requests a meeting to develop, review, or revise a student's individualized education program.
- Conduct an IEP meeting within 30 days of enrollment when a student with disabilities transfers into CalCA Central Coast.
- Invite appropriate SELPA staff and/or staff from the student's resident district to participate in this process, when needed.
- Provide related services per the IEP.

Referring Students for Special Education Services

If the school suspects that a student requires Special Education services, the following procedures will be initiated. If needed, coordination with the appropriate SELPA staff may also occur.

- The program teacher consults with the school's Special Education specialist(s) and implement suggested modifications, lesson adaptations, and alternative instructional strategies. The program teacher documents all modifications and the student's level of success with each. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation.
- The student is then referred to the Student Study Team (SST) to brainstorm and implement additional Response to Intervention strategies for student success and to monitor the progress of those interventions. The school's SST meets and discusses what interventions have been tried, what worked, what didn't, and what new interventions should be implemented. If deemed appropriate by the team and a disability is suspected, the SST team invites a member of the Special Education administrative team (or designee) to the meeting to discuss their concerns. If the student is making good progress and responding well to the interventions, the general education program remains in place with further suggested program modifications.
- If CalCA Central Coast concludes that an assessment is appropriate, parental consent for the student evaluation is requested via an assessment plan. Parents are sent a copy of

Procedural Safeguards. Assessments will be performed only upon receipt of written parent permission. When the assessment plan is returned, the appropriate evaluations are arranged. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The parent is invited to the IEP team meeting to review the assessment results. The team determines if the student has a disability, whether the student requires Special Education services, and which least-restrictive special education services are required.

- The IEP team prepares an offer of Free and Public Education (FAPE), IEP goals are formulated, service time is determined and the IEP is implemented. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies.
- If a parent requests a special education evaluation, the process typically occurs concurrently with the SST/RTI process in order to support the student who is in need of academic intervention.

Special Education services will be provided in several ways including, but not limited to consultative services by phone or videoconference, direct instruction via LiveLesson session, collaboration utilizing our general education staff and Education Specialists together in LiveLesson sessions, and DIS services which may be provided online or in person depending on what is appropriate and available near the student. All Special Education services will typically be provided by CalCA Central Coast's Special Education team or by contracted DIS providers as appropriate. The Director of Student Services will oversee all DIS service providers and ensures that student needs are being met and services are being delivered.

CalCA Central Coast will implement the best practice known as the Least Restrictive Environment (LRE) model which provides academic support service minutes within the general education setting. Education Specialists will team up with identified general education teachers and collaborate to ensure accommodations and service minutes are delivered to students with IEPs in a supported environment with their general education peers. Students may also receive additional service minutes directly from their Special Education teacher. If this additional time is needed it will be specified in the IEP.

In order to make efficient use of staff resources, IEP meetings will be held at the office, at another site, via teleconferencing or through LiveLesson sessions in order to allow all parties to participate. Specific arrangements are made on a case-by-case basis and are in accordance with all applicable law. CalCA Central Coast will maintain responsibility for tracking and implementing IEP timelines and requirements as per the appropriate laws and regulations for charter schools and in accordance with SELPA policies.

As a public school CalCA Central Coast, through its policies and procedures, will comply with all applicable requirements of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq. (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

CalCA Central Coast, in association with the SELPA, will provide FAPE to students with disabilities including, but not limited to identifying, evaluating, planning educational programs, and implementing placements in accordance with these Acts.

Services under Section 504

CalCA Central Coast will be solely responsible for compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) with respect to eligible students. CalCA Central Coast will develop, maintain, and implement policies and procedures to ensure identification of and service to students who may require Section 504 accommodation(s)/ modification(s), and/or placement and related services. CalCA Central Coast will also provide professional development to assist teachers with identification and support of students with 504 plans.

III. ASSESSMENT AND USE OF DATA

III.A MEASURABLE STUDENT OUTCOMES

Describe the measurable student outcomes that will be used by the charter school. "Student outcomes," for the purposes of this part, means the extent to which all students enrolled in the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served. Describe the annual goals for the charter school for all students and for each subgroup of students identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals, or the nature of the program operated, by the charter school. [Ref. California Education Code § 47605 (~~cb~~)(5)(B) and 47605 (~~cb~~)(5)(A)(ii)]

A crucial part of CalCA Central Coast's plan for overall excellence will be the establishment of clear academic and related goals for each student and for the school, as well as clear ways to measure progress toward those goals. The outcomes and goals described herein are intended to be achieved over the initial term of the charter. The school will track progress annually towards these long term goals. Recognizing that California is still undergoing a major change in assessment and accountability, CalCA Central Coast will comply with all new regulations and expectations regarding the Local Control and Accountability Plan (LCAP). The required components will be substantially addressed by CalCA Central Coast in this charter and in the school's day-to-day operations and planning.

In addition, the school's LCAP has been developed to be consistent with current state guidelines and requirements, including the legal requirements in California Education Code section 47606.5 and associated regulations, for both content, public hearing and approval process, and timing, and will be updated annually. The LCAP may therefore be used to provide further detail on annual goals for student achievement, among other things. However, the LCAP and its annual updates will not require a material amendment to the charter, as the required state priorities applicable to CalCA Central Coast will be integral parts of this charter.

- **Academic outcomes:** CalCA Central Coast will establish several core academic goals, measurements, and performance criteria. These are in alignment with the state's pupil achievement priorities as well as the mission and purpose of the school.
 - **Goal I: School Performance:** CalCA Central Coast will use standardized testing to calibrate student performance and improvement on a yearly basis. CalCA Central Coast will be fully accountable for its students' achievement in keeping with current California accountability laws, including California Education Code section 52052, as well as in applicable federal law and any other applicable statutory achievement requirements for charter schools.
- **Goal I: aligns with State Priority 4.**

○

Measurement: CalCA Central Coast expects and will encourage students to participate in all state-mandated testing, including the standardized assessments based on the California Common Core State Standards, known as the California Assessment of Student Performance and Progress (CAASPP). Participation in standardized testing is addressed in the Parent/Legal Guardian (Caretaker) Acknowledgment (see Exhibit D) and/or the Master Agreement (see sample in Exhibit C).

Goal I: Planned Actions: PLCs analyze academic data; Math Support Program; ELA Intervention strategies; and AVID Program.

Performance Criteria: CalCA Central Coast will actively work to meet or exceed academic performance of demographically comparable schools, as well as to increase pupil academic achievement both schoolwide and by subgroup. In addition, CalCA Central Coast will actively work to meet any other applicable standardized test performance targets established for charter schools.

- **Goal II: Student Progress.** Based on a value-added model of academic growth, and in alignment with California Education Code section 52052(e)(4)(C), students should demonstrate a year of academic growth for each year in school. While not every student starts or ends the year at the same place on the ladder, all should climb the same number of rungs during the time they are with our school. Students master a set of learning objectives in the core subject areas outlined for each grade level and aligned with California Common Core State Standards. Students reach this level of achievement with a mastery loop approach—that is, when students do not meet initial performance targets, CalCA Central Coast will intervene and provide additional support until an acceptable level of achievement is reached.

- **Goal II aligns with State Priority 4.**

○

Measurement: Students enrolled in the applicable grade levels for two consecutive calendar years of state testing (enrolled by October 1 or on the October state census date of the first year and enrolled through testing the second year) will be measured by review of their performance bands on the state’s standardized assessments.

Performance Criteria: CalCA Central Coast will actively work towards the goal that more than 75% of its students, including each numerically significant pupil subgroup, demonstrate a year of academic growth on an annual basis. A year of academic growth is defined as movement up at least one performance band (e.g., from “Standard Not Met” to “Standard Nearly Met”) on the state’s standardized assessments (in the grades for which comparisons are possible). Students who do not improve at least one performance band but who have either “Met Standard” or “Exceeded Standard” will also be considered to have achieved a year of academic growth. For subgroup calculations, this performance measure will only apply to subgroups that have sufficient numbers as defined in California Education Code section 52052 (or its successors).

Goal II: Planned Actions: PLCs analyze academic data; Math Support Program; ELA Intervention strategies; and AVID Program.

- **Goal III: Graduation and Post-Secondary Plans.** Based on Post-Secondary Plans, students will be prepared to pursue educational/career opportunities after graduation.

Goal III aligns with State Priorities 7 and 8.

Measurement: CalCA Central Coast will work to ensure that full academic year students in grade 12 (students who are enrolled in CalCA Central Coast by the October state census date) who are no more than two classes behind in credits are qualified for — and actually apply to — one or more two- and/or four-year colleges or universities, and/or accredited vocational schools, and/or military service branches.

Performance Criteria: The percentage of full academic year students in grade 12 applying to one or more post-secondary options will exceed 80% or the previous year's percentage by 5% points or more.

Goal III: Planned Actions: Credit checks and Four Year Plans; Credit Recovery Program; Enhance and Expand a-g Curriculum; Develop Career and Technical Education (CTE) Program; and Summer School Program.

- **Non-academic outcomes:** CalCA Central Coast will also establish important goals for aspects of the school that go beyond core academic learning activities but clearly support student achievement and are in alignment with the state priorities for student achievement.

- **Goal IV: Attendance.** CalCA Central Coast students will maintain high attendance.

- **Goal IV aligns with State Priority 5.**

Measurement: CalCA Central Coast will integrate multiple methods for tracking attendance, including instructional days completed, time-on-task, teacher contact, lesson completion and completed work products. Attendance will be tracked via a parent attendance log in Connexus as well as a teacher attendance log of the final attendance credit awarded to each student each school month. Intervention strategies will be implemented if a student's attendance falls below the expected target.

Performance Criteria: CalCA Central Coast will target an average school attendance rate of 95% over the school year.

Goal IV: Planned Actions: Implement High School Homeroom Model; Attendance Committee; and Learning Coach Support System.

- **Goal V: High-Quality Teaching.** CalCA Central Coast will provide its students with excellent teaching by teachers dedicated to a specific teaching task and who work closely together.

- **Goal V is not required to be aligned with a State Priority.**

Measurement: Teacher recruitment, retention, qualifications, and performance on staff evaluations.

Performance Criteria: CalCA Central Coast will make every effort to hire only teachers that meet all of the qualification guidelines established by the charter. CalCA Central Coast will also make every effort to hire teachers who meet all state credentialing guidelines for charter schools and who are assigned to teach the subject matter in alignment with their credential(s). CalCA Central Coast will set very high standards in its evaluation of teachers. As an example, using the current system, "Effective" is an excellent rating and only a handful of teachers each year are rated "Highly Effective." CalCA Central Coast will actively work to ensure that retention of "Effective" or "Highly Effective" teachers will meet or exceed 90% each year, and that the overall teacher performance ratings on the CalCA Central Coast evaluation system in place that year will provide evidence of a strong teaching faculty (at least 80% of returning teachers

have “Effective” or “Highly Effective” ratings on the current evaluation system).

Goal V: Planned Actions: Staff professional development; and Enhance staff recruiting and retention through compensation and Career Ladder.

- **Goal VI: Parent Satisfaction:** CalCA Central Coast parents and students will be satisfied with their school experience, community, and culture.

Goal VI aligns with State Priority 3.

Measurement: In order to understand the perception of parents and students and to include their input in making decisions for CalCA Central Coast, each year, families will participate in a parent satisfaction survey administered by an independent, third-party firm with results reported to all stakeholders.

Performance Criteria: CalCA Central Coast will work to ensure that families report an average of 85% or more positive responses across the 21 Parent Satisfaction Survey questions that are most directly affected by school staff. These 21 questions are included each year as part of an annual, independent parent satisfaction survey.

Goal VI: Planned Actions: Learning Coach Support System; Implement High School Homeroom Model; and Enhance field trips and events.

III.B ACADEMIC ACCOUNTABILITY SYSTEM (ACADEMIC PERFORMANCE INDEX REPLACEMENT)

Where applicable, include a plan for attaining improvement in pupil outcomes and addressing the state's evaluation rubrics.

CalCA Central Coast will comply with all applicable state laws regarding academic accountability for public schools, including the CAASPP standardized assessments which are based on the California Common Core State Standards. California has a new accountability system that is based on multiple measures. The state has selected these measures as a way to determine the charter school's progress toward meeting the needs of its students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English Learner (EL) progress, suspension rates, and parent engagement. With the implementation of the new California School Dashboard (the Dashboard), CalCA Central Coast will receive ratings on multiple areas each year based on the status and growth of any given measure, and based on both state and local indicators. The performance on the state indicators will be determined by the California Department of Education (CDE). CalCA Central Coast will participate in all assessments and report all data needed to generate the Dashboard results.

Part of each year's evaluation of the school program by the Governing Board, in coordination with school leadership, will include information on whether CalCA Central Coast attained its stated accountability targets. The staff of teachers, education specialists, and administrators will annually evaluate whether the CalCA Central Coast program needs to make any adjustments in order to meet its targets. A report will be presented annually to the school's Governing Board regarding student performance on state standardized testing as well as the Dashboard results. Based on the results, the school leadership team creates school goals for the upcoming year and presents those goals to the Governing Board as part of the School Improvement cycle. Following approval or

modification, this plan is then implemented for the upcoming school year.

III.C METHOD(S) OF ASSESSMENT

Describe the proposed method(s) by which student progress in meeting the desired student outcomes will be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card [Ref. California Education Code §47605(~~cb~~)(5)(C)] The school's plan should describe a variety of assessment tools that are appropriate to the grade level, subject matter, skills, knowledge, and/or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress. Assessments should include annual results from the California Assessment of Student Performance and Progress (CAASPP) program and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the California English Language Development Test or English Language Proficiency Assessments for California (ELPAC), and the physical performance test. [Ref. Criteria for Review; CCR-5 §11967.5.1(f)(2)(A), §11967.5.1(f)(3)(A-B) and California Education Code §47605(~~de~~)(1) and §47605(~~cb~~)(5)(B)].

Student Assessment Strategies

CalCA Central Coast will adhere to the same accountability measures, administer the same state assessments, and follow the same proficiency measures as all public charter schools in California, in addition to using its own internal assessment tools. CalCA Central Coast's various assessments will combine with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability. CalCA Central Coast's assessment efforts will begin with a thorough placement process and progress review, including online placements tests where indicated which help to customize the student's academic program and formulate the PLP. CalCA Central Coast will also utilize ongoing online and offline assessments to measure student progress on the curriculum and a technology-based assessment tool to measure student gains over the school year. The following describes the specific assessments CalCA Central Coast will use to evaluate the progress of students.

- **Assessment Objective Performance Report (AOPR):** This report provides real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. The report identifies the objectives students should master by the end of that grade level based upon the California Common Core State Standards and displays students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.
- **Placement:** During enrollment in the program, each new student takes part in a placement process that includes review of previous school records and assessment results, review with parents, and use of placement tests as needed. Connections' Academic Placement Advisors and the school's Counselors then determine a grade-level and/or course placement in consultation with parents/guardians.

- **Yearly Progress:** Two internal assessments will help identify academic growth during the school year. LEAP (for students in grades K–8) provides essential diagnostic information for developing the PLP and planning instruction. It provides an early predictor of performance on mandated state tests and reports key accountability data on progress throughout the academic year. CalCA Central Coast will use the SPS assessment for students in grades 9-11 for pre- and post-testing.

- **Longitudinal Evaluation of Academic Progress (LEAP)**

LEAP is the proprietary, diagnostic tool CalCA Central Coast will use to help assess students' academic strengths and weaknesses. Assessment results are used to help individualize a student's academic program to his or her individual needs. There are separate criterion-referenced reading and mathematics assessments. All students in grades K–8 take the LEAP math assessment and students in grades 2–8 take the LEAP reading assessment through Connexus. Students are given these tests twice during the school year: once in the fall and once in the spring. The test was revised to incorporate new items, many of which utilize higher-order thinking skills.

Connections has conducted an internal analysis of the relationship between academic growth, as assessed by LEAP and the SPS, and state test proficiency. Results indicated that growth as assessed by both assessments displayed a statistically significant relationship (through a logistic regressions analysis) with state test scores. For both reading and math, the presence of growth during the year on LEAP and SPS was associated with proficiency on state assessments in the spring.

Results are available to teachers through Connexus as students complete the assessment. Teachers have access to student's overall scores, scores within content areas, and information based on the student's overall score that highlights the extent to which a student is at-risk for struggling academically.

- **Scantron Performance Series (SPS)**

These tests are online adaptive assessments that CalCA Central Coast will use as a pre- and post-test academic assessment. The SPS assessments are managed by Global Scholar and align with the curriculum as well as state standards. High school students, in grades 9–11, are given these tests twice during the school year: once in the fall and once in the spring. There are separate tests for reading and math. Students are assigned the tests that align with their enrolled curriculum.

As with the LEAP assessment, SPS results are available to teachers through Connexus as students complete the assessment. Teachers have access to students' overall scores, scores within content areas, and information based on the student's overall score that highlights the extent to which a student is at-risk for struggling academically.

- **Ongoing Informal Assessments:** Students engage in several formative assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding which require students to apply and integrate new skills in a thoughtful manner, and regular online quizzes and tests to measure understanding of newly presented material.
- **Unit Assessments and Offline and Online Portfolio Assignments:** Throughout each logical unit of study, students are required to complete a series of offline and online assessments. Offline assessments include written compositions, science lab reports, short-answer questions, essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quizzes and unit tests. While the quizzes are brief and frequent, the more comprehensive unit tests occur at the end of an entire unit. Online assessments provide students and families with immediate objective feedback while offline assessments provide valuable reflection, feedback, and expertise from credentialed teachers. Student progress reports and grades include a combination of quizzes, tests, work samples, and teacher feedback.
- **Curriculum-Based Assessments:** CalCA Central Coast will use curriculum-based assessments (CBAs) as a quick and effective way to gather additional information on students' understanding of concepts through telephone conversation. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) authenticate student learning of concepts previously graded as completed with scores of B or higher.
- **Baseline Achievement Data:** Whenever possible, standardized test results are integrated into an incoming student's basic information in Connexus. Likewise, results for the state's standardized tests that students take while enrolled at CalCA Central Coast, which are proctored face-to-face at a physical location, are included in Connexus along with internal pre- and post-test data. This data is used to track student progress from year to year and within the year and to inform course placement and instructional needs of students.
- **State-mandated assessments:** CalCA Central Coast will be dedicated to meeting and exceeding all of California's goals and grade level requirements. At in-person, proctored locations, CalCA Central Coast students will participate in proficiency (CAASPP) tests and all other assessments required by California. Results of these annual assessments will be reported through the CDE as well as communicated directly to parents when required. Participation in the state testing program allows for comparisons between schools statewide.

School Assessment Policies

Responsibility for monitoring, evaluating, adjusting, and adhering to the school's assessment policies and practices will follow a traditional model. Teachers will have primary responsibility for administering assessments and providing feedback to administrators.

The Executive Director and Principals will oversee the assessment program and work with the Leadership Team as well as education specialists in evaluating and making recommendations for changes.

Connections further oversees the assessment component and makes recommendations to the Executive Director and the Governing Board. The Governing Board will have ultimate responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and approved school policy.

Basic security will be provided by the Parent/Legal Guardian (Caretaker) Acknowledgement (see Exhibit D) which requires signed assurances of academic integrity, and also through a unique user name and password provided to each student, distinctive from that of parents and Learning Coaches, which assures proper access to online assessments. Students will be instructed about the school's Honor Code, laid out in the School Handbook (see Exhibit B), and will be reminded of and acknowledge their agreement to submit original work at the start of each online assessment.

CalCA Central Coast plans to use CheckMyWork, a plagiarism-checking tool (based on UniCheck™) to help teachers and students identify and correct inappropriate re-use of content. Following established guidelines, students may be required by their teacher to run their essays and other authentic assessment documents through CheckMyWork before submitting these assignments to the teacher and attaching the CheckMyWork report URL to their submissions. This gives students an opportunity to correct any unintentional plagiarism and allows teachers to see at a glance where academic integrity issues may exist.

The variety of assessment forms also promotes security. Frequent online quizzes, periodic online and offline unit tests, (some of which are randomized and/or timed), CBAs, and the standardized pre-and post-tests are compared against the student's portfolio samples to detect any mismatches. Teachers are specially trained in telephone and WebMail message questioning techniques to evaluate student mastery of concepts.

Students and parents suspected of inappropriate assessment behavior will be confronted immediately and subjected to standard disciplinary action as specified in the School Handbook (see Exhibit B). All students will be required to sign the school Honor Code indicating their understanding of the expectations of academic honesty. Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities — they cheat themselves of the opportunity to fully develop their intellectual abilities. The Honor Code serves to reinforce students' commitment to academic excellence, and all students must sign this Honor Code.

School-wide Assessment Strategies

In addition to assessment of students, CalCA Central Coast will use a variety of measures for determining the success of the overall school program.

School self-assessment/evaluation: CalCA Central Coast will have very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several non-academic measures. The school administration will use Connexus to watch each of these variables very closely to monitor the school's overall success. The Executive Director, in collaboration with the staff and with the school Leadership Team, as well as Connections administrative support team, will develop a list of measurable annual school goals that are designed to ensure continuous school improvement. The Governing Board approves these school goals and the performance of the administration and staff members are evaluated in part by using the school goals.

Teacher and administrator evaluation: The purpose of the performance evaluation system will be to create a high performance school by encouraging staff to put forth their best effort, focusing everyone on the school's main goals (as determined by the school leadership in collaboration with the Governing Board and CJUSD), rewarding and retaining staff based on outcomes/results, and providing continuous feedback for professional development.

Teachers and administrators will normally receive a formal mid-year review in December or January, and a formal end-of-year review in May or June. They will also receive periodic feedback both formally and informally from their manager throughout the school year.

Teachers and administrators will be evaluated based on competencies. The professional competencies align with the core standards for teaching, and may vary by type of teaching position (e.g., Special Education) or administrative position (e.g., Principal).

Competencies will be reviewed with staff and will be available for viewing and comment throughout the school year.

The core teaching competencies will typically include the following (additional competencies may be assigned based on position, responsibilities, and job level):

- Ensure high quality instruction,
- Personalize students' programs,
- Monitor student performance and provide timely feedback and intervention,
- Monitor student participation,
- Communicate frequently,
- Conduct and document all required contacts, and
- Collaborate and develop professionally.

Competencies will be evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of a teacher's or administrator's proficiency within each competency are evaluated using various methods including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and

data.

Competencies will be evaluated using the following scale and include comments from the supervisor:

- Highly Effective
- Effective
- Needs Improvement
- Ineffective

Teachers and administrators may receive an Overall Individual Rating on the end-of-year review based on evaluation of the competencies and goals. All compensation increases, after an initial salary offer, will be based on performance. Teachers and administrators may receive an annual merit increase and may be eligible for an annual bonus incentive, both based on evaluation of competencies and goals, and the Overall Individual Rating.

The outcome of an individual's evaluation will affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. A teacher or administrator with at least one area needing improvement will be placed on an individualized Performance Improvement Plan (PIP) and given opportunities for professional development, specifically in the areas requiring improvement.

III.D. USE AND REPORTING OF DATA

Outline the plan for collecting, analyzing, and reporting data on student achievement to school staff, parents, and guardians. Also describe the plan for utilizing the data continuously to monitor and improve the charter school's educational program.

Connexus will capture all needed data about students, including information about their participation and their performance. This data will be accessible for viewing by school staff, teachers, and parents/guardians on a moment-by-moment, day-by-day basis. In addition, this data will be used for formal reporting to various stakeholders on the students' — and the school's — instructional progress.

Grade Books and Data Tools

Both Learning Coaches and teachers will have access to an electronic Grade Book that tracks all results and serves as the basis of changes in the student's learning plan. A key aspect to assessments is the detailed feedback provided by the teachers beyond the simple right/wrong grading of many traditional assessment vehicles. CalCA Central Coast will also utilize a variety of advanced data visualization tools that provides students, parents, teachers, school administrators, district partners, regulators, and researchers with views of how students are performing.

In addition to formal graded assignments, teachers will continuously monitor student work via Connexus. Teachers will note performance on computer-graded quizzes and checks for understanding. Teachers may also reach out to students via synchronous telephone or LiveLesson sessions based CBAs to verify student work and/or diagnose difficulties in mastering discrete skills and concepts. Connexus will track teacher response time and teacher-student/teacher-parent communications. Connexus will provide the school leader with rich, actionable data on this key aspect of teacher performance.

Also, a feature in Connexus will send auto-generated WebMail notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic WebMail notifications direct students and Learning Coaches to the specific assessments for which the feedback is provided, creating a continuous loop of communication on student learning.

Figure 24 is the teacher's homepage where they can track if students are on target. In a more detailed view of the class, shown in ~~Figure 25~~ Figure 25, teachers can see if students have overdue lessons and are falling behind. Figure 26 shows a specific student's Grade Book.

Figure 24. Teacher's Homepage

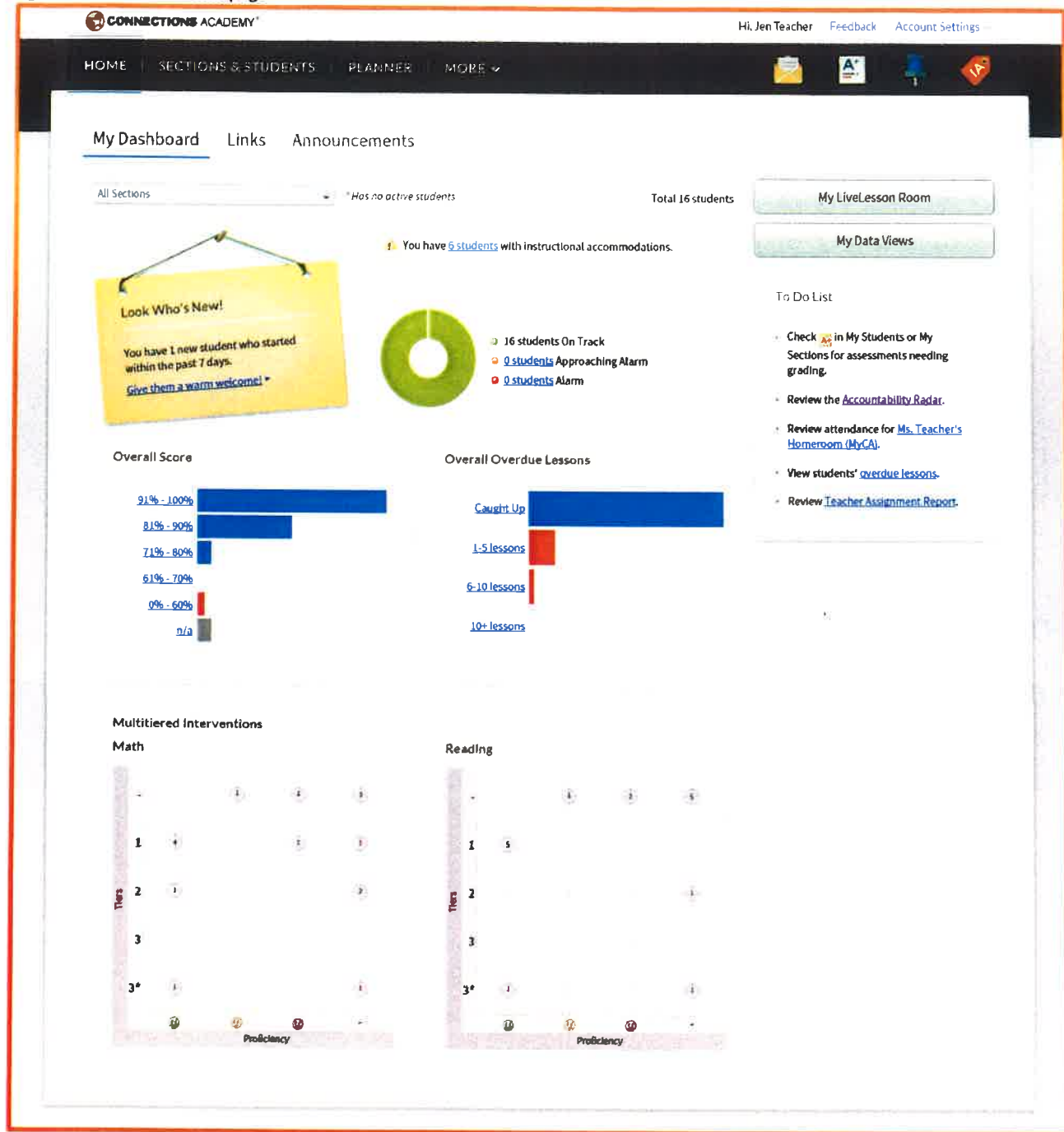


Figure 25. Students with Overdue Lessons

Connections Academy

Hi, Jen Teacher | Feedback | Account Settings

HOME | SECTIONS & STUDENTS | PLANNER | MORE

My Sections | **My Students**

All Sections

*Indicates there are no active students

Score Range: 0% 100% | Missing Items: Overdue Lessons

Select Columns

ID	My Students	Days Enrolled	Grade	Attendance	Overall Score	Total Overdue	Alerts	Intervention
100661	Demo, Stella	179	10	On Track	N/A	0	0	M-/R-
128788	Demo, Dee	179	6	On Track	88%	6 lessons	0	M-/R-/1
146122	Demo, Chelsea	179	9	On Track	100%	0	0	M-/R-/3
167915	Demo, Meaghan	179	7	On Track	90%	5 lessons	0	M-/R-/3
216090	Demo, Anderson	179	12	On Track	N/A	4 lessons	0	M-/R-/2
216091	Demo, Jackson	179	8	On Track	95%	4 lessons	0	M-/R-/1
216092	Demo, Olivia	179	11	On Track	N/A	0	0	M-/R-

Total 16 students

Figure 26. Specific Student Grade Book

Connections Academy

Hi, Anderson Demo | Feedback | Account Settings

HOME | PLANNER | VIRTUAL LIBRARY | MORE

Full Transcript | High School Transcript

User Grade Book for Anderson Demo (ID 216090)

Show me active sections

Grade Book Details

Section Summary: Click a section name to view details.

Section	Score	Grade	Lesson Completion	Teacher	Objectives
Calculus B	87%	B+	40/43 (96%)	Teacher, Jen	29 objectives
English 12 B	92%	A	25/57 (45%)	Teacher, Jen	36 objectives
Living Music I	93%	A	37/46 (90%)	Teacher, Jen	
Marine Science B	97%	A+	35/41 (89%)	Teacher, Jen	
Psychology B	75%	C	34/35 (99%)	Teacher, Jen	
Web Design I B	97%	A+	15/21 (79%)	Teacher, Jen	
Overall	87%		201/243 (84%)		

Progress Reports

[October 1 2015](#)

[October 1 2015](#)

[October 1 2015](#)

[October 30 2015](#)

[October 30 2015](#)

[October 30 2015](#)

[October 30 2015](#)

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Local Control and Accountability Plan (LCAP)

Annually, in accordance with the legal and regulatory requirements for charter schools, the school will account for its progress against its performance measures to its stakeholders through updates to the Local Control and Accountability Plan (LCAP), submitted to the charter school Governing Board for input at a public hearing and approval, and then to CJUSD and the County Office of Education -(see also Sections III.A and VIII.A). The agenda for the public hearing is posted at least 72 hours in advance of the meeting.

All Required Reports

Connexus is fully customizable to meet district, county, and state reporting needs in the form best suited for integration with existing information systems. By using Connexus, school leaders can gather, monitor, analyze, and report more granular data about the virtual school's effectiveness than most traditional, brick-and-mortar schools find necessary.

Connexus was designed specifically for a full-time virtual school and is intended to provide 360-degree accountability through comprehensive data collection, analysis, and reporting to all stakeholders.

For example, the School Accountability Report Card (SARC) will be developed annually by CalCA Central Coast staff using data collected from Connexus and will then be made available to the Governing Board, parents, district staff, and members of the public through a posting on the school and state public websites.

In addition, the school will report student data to CALPADS (California Longitudinal Pupil Achievement Data System) as required, using a state approved student information system which is populated with data from Connexus.

The school will maintain student records in accordance with state, local, and federal requirements. All student record information will be the sole property of the school and subject to applicable law. Connexus is a thoroughly integrated content and student information system linking all aspects of the student learning process.

CalCA Central Coast will fully comply with the requirements of the Family Educational Rights and Privacy Act (FERPA), a federal law that gives parents/legal guardians and students certain rights regarding the student's education records. Included is the right to the protection of a student's personally identifiable information in their education records from unauthorized disclosure. In addition to the requirements of FERPA, the Individuals with Disabilities Education Act (IDEA) may provide additional privacy protections for students who are receiving special education and related services. Part B of the IDEA incorporates and cross-references FERPA. CalCA Central Coast will be

aware of the cooperation between FERPA and IDEA and will adhere to the applicable requirements of both. CalCA Central Coast will comply with the Protection of Pupil Rights Amendment (PPRA) and the Children's Online Privacy Protection Act of 1998 (COPPA).

IV. GOVERNANCE

Describe the planned governance structure of the charter school, including the process to be followed by the charter school to ensure the involvement of parents and guardians on behalf of the charter school's students. [Ref. California Education Code §47605(c)(5)(D)] and Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)] Specifically illustrate how the school will be organized – and how that structure is designed to support student success. Describe respective roles of the board and administration, the domains for which each will be responsible, and how their relationship will be managed. In addition, provide details of how the charter school's board will be developed, in terms of supplementing necessary skills and providing training in effective board practices.

Describe how the design of the governance structure reflects a seriousness of purpose necessary to ensure that: (1) the charter school will become and remain a viable enterprise; (2) there will be active and effective representation of interested parties, including, but not limited to parents and/or guardians; and (3) the educational program will be successful. Evidence of the organization's incorporation should be provided as an Attachment, as necessary. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)]

IV.A GOVERNANCE STRUCTURE

Corporate Status

Pursuant to California Education Code section 47604(a), CalCA Central Coast will be operated by the -Governing Board of California Online Public Schools²⁸, a California non-profit public benefit corporation. The Articles of Incorporation, the bylaws, and applicable law allow -California Online Public Schools the ability to govern multiple charter schools. The corporation currently oversees and operates four other charter schools. California Online Public Schools was granted tax exempt status under Section 501(c)(3) of the Internal Revenue Code by the IRS (see Exhibit E for the California Online Public Schools Articles of Incorporation, Bylaws, and IRS tax exempt determination letter).

Roles and Responsibilities

The Governing Board will govern the charter school. The Board will set policy and hire contractors including those providing the day-to-day services, curriculum, technology, and instructional services. Additionally, the Board will be responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill CalCA Central Coast's charter with CJUSD as well as its obligations to the California Department of Education. The Board will adopt all policies as required for the independent study program of CalCA Central Coast.

The roles and responsibilities of the Governing Board include, but are not limited to:

- Protecting the legal interests of the charter school;
- Determining the vision/mission of the school;

²⁸ The name of the non-profit corporation was recently changed from Alpaugh Academies to California Online Public Schools, in order to adapt to the needs of the growing network of CalCA charter schools.

- Setting Board policy;
- Managing and governing the operations of the school;
- Exercising sound legal and ethical practices and policies;
- Managing liabilities wisely;
- Advocating good external relations with the community, school districts, media, neighbors, parents, and students;
- Hiring and evaluating the Executive Director (also referred to as the Lead School Administrator);
- Overseeing hiring of the staff (as delegated to the Executive Director, also known as the Lead School Administrator);
- Providing oversight and/or approval of hiring contractors, negotiating service agreements, and holding contractors accountable for performance under such agreements, consistent with the Governing Board's responsibilities and the school's policies and procedures;
- Complying with state and federal reporting requirements;
- Practicing strategic planning;
- Approving an annual budget and interim reports as required by law;
- Ensuring adequate resources and managing them effectively; and
- Assessing the organization's performance.

The Board plans to contract with Connections to provide a wide variety of services to the school under the terms of a "Statement of Agreement." The contract is designed to have a term that coincides with the term of the charter, consequently, following charter approval, the Board plans to proceed with a Statement of Agreement with Connections for the next five years. The current draft of the Statement of Agreement is included as Exhibit F. The Board is responsible for ensuring the performance of Connections or its successor in accordance with its obligations under the Statement of Agreement. Further information about the Statement of Agreement is provided in Sections IV.C and VII.I.

The Board currently holds nine regular meetings per school year. The Board meetings are posted and typically held telephonically in compliance with the Ralph M. Brown Act and Education Code § 47604.1. ~~California Government Code section 54953.~~ Pursuant to the Ralph M. Brown Act, the agenda for regular meetings are publicly posted at least 72 hours in advance of the meeting, including a public posting on the school website. The public may directly address the Board at meetings, and members of the public, including parents, are also able to attend Board meetings via teleconference upon request or from any teleconference location.

Board Composition

The members and officers of the Governing Board are selected in compliance with the Bylaws. The Governing Board, in selecting future Board Members, strives to ensure potential members are committed to the school's mission, are willing to actively support and promote the organization (both the corporation and any of its charter schools) and are dedicated to its educational endeavors.

In addition, the Board evaluates the potential members' credibility and integrity within the community. The Governing Board actively recruits Board Members who have professional skills that complement or add to the existing Board composition. The Board also actively recruits for Board Members who reside within the geographical boundaries of the area served by the charter schools it governs, in order to provide input from the local community. The Board also considers members' professional, educational, and practical experience. At least one position is to be held by someone with expertise in education. In order to ensure parental involvement in the governance of the school, the Board makes efforts to recruit a qualified parent of a current or former student to serve as a Board member. One board member may satisfy multiple categories. CalOPS will comply with Education Code § 47604.2 regarding the inclusion of a student member on the Governing Board in response to a petition for student representation.

As per the Bylaws, the Board members vote to fill positions with new or continuing Board Members, with a majority vote required. The sponsoring district of any charter governed by the Governing Board may add a representative to the Board (reference California Education Code section 47604(cb)). CIUSD may choose instead to select a Board liaison who would be included in all correspondence to the Board Members including notifications, meeting agendas and materials, and who may also have time allocated on the agenda to provide CIUSD school district updates to the charter school Board.

Any current employee of CalCA Central Coast will not be eligible to serve on the Governing Board. No employees of Connections are eligible to serve on the Governing Board.

Board Training

In order to ensure smooth operations and effective Board practices, the Governing Board members have the opportunity to participate in the extensive Board Academy training program developed by Connections, provided by Greater Capacity Consortium and Above Board Training. The program currently includes the Effective Board Governance of Public Charter Schools online training module series as well as state-specific training provided both face-to-face and in print.

Training topics include charter school basics, non-profit management, conflict of interest, budgeting and financial oversight, effective meetings, policy development and human resources oversight. In addition, Board Members often participate in the California and National Charter

School conferences to network with other charter Board members and further their development as effective Board members.

Compliance with Corporate Law

The Board adheres to all applicable laws for non-profit public benefit corporations operating a charter school including, but not limited to the Political Reform Act, the Public Records Act, and Government Code section 1090 et seq., as they may be amended from time to time.~~the laws regarding interested parties and conflict of interest.~~ In addition, since the Governing Board assumes responsibility for a public charter school the Board agrees to conduct its business in compliance with the relevant sections of the Ralph M. Brown Act. The Board has adopted and regularly updates a Conflict of Interest Code consistent with the Political Reform Act. The Conflict of Interest Code requires Board members and key employees to annually file financial disclosure statements (known as the Form 700).

Operating Structure

The operating structure of the school will include an Executive Director (also referred to as the Lead School Administrator²⁹) who will oversee a Leadership Team made up of school principals and assistant principals, and other administrators. The Leadership Team will supervise the teachers and administrative support staff. The Executive Director will act according to the policies and procedures as approved by the Board. The Executive Director will also act in an information and advisory capacity to the Board and will be responsible for implementing Board policies in the day-to-day operation of the school. All personnel decisions concerning the Executive Director will ultimately be the responsibility of the Board. The Governing Board's representative in connection with the day to day operation of the School will be the Executive Director who consults with Connections on the day to day operation of the school, subject to oversight and control by the Governing Board in accordance with the terms set forth in the Statement of Agreement.

IV.B PARENTAL AND STUDENT INVOLVEMENT IN DECISION-MAKING

To promote student success, CalCA Central Coast will strive for a high level of parental involvement. This will extend beyond the central role parents play in their own children's day-to-day learning and allow parents/guardians to also be integrally involved in shaping CalCA Central Coast and making certain that it fulfills its overall mission. Parents will have the opportunity to serve on the Governing Board. Parents, staff, and students may also serve in ad hoc work groups and committees as needed to advise the Board or the school administration on specific matters of interest and concern, including through their membership in Club Orange, a parent support organization for schools support by Connections.

In keeping with the state's new accountability strategies under the Local Control Funding Formula, CalCA Central Coast will engage the school community in the development and review of the school's LCAP. This process will include soliciting feedback from parents. One route for parent feedback will be the annual Parent Satisfaction Survey (More information is provided in Section VIII.A).

²⁹ Position title used in the Statement of Agreement

Since the school's goal will be to provide all parents with the opportunity to be informed about and participate in school level decision-making, information about the Board meetings, agendas, and activities will be readily available to all families. For example, all agendas as well as contact information for Board members, are posted on the school website. In addition, CalCA Central Coast will provide for ongoing interaction with parents via electronic feedback tools and regular parent surveys. The Governing Board typically holds its meetings telephonically to ensure that the community has the ability to easily attend meetings. Parents and members of the public can attend the Board meetings via teleconference. Regular meetings of the Board are held according to the schedule adopted by the Board, and the agenda for regular meetings are posted on the website and at any physical location where the meeting will be held at least 72 hours in advance. Board meetings are recorded and the recordings are posted on the school's website in accordance with requirements of Education Code § 47604.1.

Parents may participate in CalCA Central Coast in many ways, including:

- **Parents Involved in Planning the School:** Parents of prospective students will be offered multiple ways to provide input on the planning of the school prior to opening. Prospective parents are invited to attend multiple Information Sessions. Parents are represented on the School Advisory Committee, which is designed to gather input from parents on key school issues such as the Local Control and Accountability Plan, as well as the specialized academic programs such as the English Learner and academic intervention programs.
- **Parent Representation on the Board:** The bylaws provide for a minimum of one position to be held by a parent. The parent position could be a parent or guardian of a student currently enrolled, formerly enrolled, or intending to enroll at the school. These parent members benefit from intensive Board training geared toward making them optimally effective representatives of parent interests. Parent Board members will be encouraged to seek officer positions and may be appointed to provide close review/feedback on key documents such as the School Handbook, Parent/Learning Coach Agreements, and other materials for parents before full Board action.
- **Public Comment:** Parents may make public comments at public Board meetings.
- **Community Coordinators:** The school may create volunteer positions for parents called Community Coordinators. In either this more formal volunteer role, or through informal engagement between families, parent volunteers will play a critical role in the school by developing a vibrant and active school community to serve the needs of families distributed across a wide geographic region. In addition to facilitating family get-togethers and participating in formal field trips, the parent volunteers and/or Community Coordinators serve as an important communication link between families and the school, ensuring that school staff are attuned to parent community needs and vice versa.
- **Parent Club:** Parents can also join an exciting club that brings together parents of prospective students who reach out to their local communities to spread the word about CalCA Central Coast and provide support and encouragement to parents. This Parent Club has similarities to a Parent Teacher Organization (PTO) in a traditional school setting.

- **StarTrack and Course Ratings:** As mentioned previously, parent input will be gathered on an ongoing basis via StarTrack ratings for lessons. On every lesson in the curriculum, and on the home page for each Learning Coach, is a StarTrack rating box inviting ratings on a five-star scale and an opportunity to provide text feedback.

IV.C SCHOOL SERVICES CONTRACT

CalCA Central Coast plans to contract with Connections for educational services, specifically to provide the virtual educational program outlined in this charter including a wide variety of other educational and administrative services. The Statement of Agreement details the respective roles of the Governing Board and Connections (also described in Section VII.I and Exhibit F). The non-profit Board will operate the charter school and maintain responsibility for ensuring that the charter school program meets all educational, fiscal, and programmatic goals laid out in this charter. The non-profit Board will regularly review Connections' services to ensure it is meeting the required accountability standards. The non-profit Board has the right to terminate its contract with Connections if Connections does not meet its performance obligations and if it is unable to cure such deficiency after being given reasonable notice. The sample Statement of Agreement in Exhibit F describes in detail the relationship between the Board and Connections. The non-profit Board is a completely independent entity from Connections. The IRS conducted a rigorous review of the organization in order to make the decision to award tax exempt status to the charter school corporation (see Exhibit E). By conferring this status to the non-profit Board, the IRS validated the independence of the school from Connections.

IV.D GOVERNANCE FOR SUCCESS

The governance structure has been designed to ensure success for CalCA Central Coast. The non-profit Board is the legal entity that holds the charter. This independent Board has overall governance authority over the charter school. The Board adds additional members based on the criteria outlined in the Bylaws. The Board Members embrace the roles and responsibilities of an effective charter school Board. The Governing Board represents a diverse array of experiences and qualifications including parents, educators, business and community leaders who are committed to deliver high-quality, highly accountable virtual schools in California.

The Board will ensure that the school receives input in decision making from all stakeholders: the district, parents, staff, and other community members. The Board will have the authority to contract with Connections, and Connections has a proven record of success in supporting public virtual schools. Connections will support the educational program, the technological infrastructure, and supports various operations of the school.

Connections will be able to leverage its significant resources to the benefit of the school. This partnership, along with the oversight and guidance of the school district, will create a charter school that sets new standards of excellence in the virtual school arena. This, in turn, provides a stable high quality virtual educational choice for families in Santa Barbara County and the surrounding counties.

V. HUMAN RESOURCES AND SAFETY

V.A QUALIFICATIONS OF SCHOOL EMPLOYEES

Describe the standards that will be used in hiring teachers, administrators, and other school staff, including, but not limited to the general qualifications for the various categories of employees the school anticipates hiring and the desired professional backgrounds, depth of experience, and other qualities to be sought in their selection. [Ref. California Education Code §47605(b)(5)(E)] Show how those qualities will help the school implement its vision, and how they will satisfy any requirements for fully qualified teachers under state or federal law. The qualifications should be sufficient to ensure the health and safety of the school's faculty, staff, and students. Identify positions that will be regarded as "key" in each category and specify the additional qualifications expected of individuals assigned to those positions. Include an assurance that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(5)]

CalCA Central Coast will strive to offer a work environment that provides opportunities for each employee to maximize their potential and meet the highest performance standards. Incorporated in this organizational culture will be core values:

- We value creativity in all aspects. We expect and support employees to be creative with their ideas, their work environment, and their approach to their jobs.
- We value the health and comfort of our employees.
- We will recognize and reward exceptional performance.
- We will be available to answer questions or take suggestions from any employee.
- We appreciate employees' ideas. We firmly believe the person doing a job is in the best position to think of ways of doing it more easily, efficiently, and effectively.
- We value and support education and expect everyone to undertake life-long learning.
- We expect everyone to work very hard, but we value family above all else. We will always work to make sure that we provide the flexibility and support in our work environment so that our employees can attend to family emergencies and educational needs.

Teacher Certification

The school will employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, as required by state law for charter schools. The school will also monitor and, when required, adhere to California's implementation of federal qualification guidelines for teachers under Every Student Succeeds Act (ESSA) or its successors. ~~These teachers will teach the core academic courses in mathematics, language arts, science, and history/social studies.~~ These teachers will be responsible for overseeing the students' academic progress in the core subjects and for monitoring grading and matriculation decisions as specified in the school's operational policies.

All credential documents will be maintained on file at all times and are available, upon authorizer request, for inspection.

In rare circumstances, such as when a student or small group of students select a course that does not warrant a full-time teacher, the CalCA Central Coast may utilize the teaching resources of International Connections Academy (iNaCA), a fully accredited online private school. The school may also employ non-California-credentialed instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the virtual environment. ~~Instructional staff without California credentials may assign grades and evaluate student progress in non-core or non-college preparatory courses and activities, such as some electives, or if retained as a short term substitute. In addition,~~ instructional support staff may provide support for a credentialed teacher, ~~such as when implementing in person lab instruction.~~ All staff members will possess experience and expertise appropriate for their position within the school, as outlined in the school's staffing plan and the school's adopted personnel policies.

Staff Recruitment

The school will recruit staff through a variety of channels, including traditional methods for posting job opportunities, plus networking with area charter schools and charter school organizations; outreach via enrolled families; and special outreach to teachers and administrators who are seeking a more flexible or alternative environment.

Human Resource Issues

In accordance with the law and in keeping with its goals of providing exceptional talent in the service of California children and their families, CalCA Central Coast will assure adherence to clear guidelines regarding such human resource issues as equal opportunity employment, harassment, personnel files, and other legally required issues. All of these issues will be documented in the Employee Handbook that is available to staff as part of the hiring process as well as available at any time through Connexus.

Staff Qualifications

CalCA Central Coast will set the following experience and qualifications standards for personnel:

- **Principal and/or Site Administrator** – This professional should hold an advanced degree and an administrative credential. He or she should have a minimum three years management or administrative experience; a former principal or teacher is ideal. This professional must be technology literate and have good communication skills. She or he must be able to build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school.

- **Teaching Staff** – Teachers ~~in core or college preparatory subjects~~ hold an active California teaching credential (or other document issued by the California Commission on Teacher Credentialing) as required by state law for charter schools. Teachers must have a Bachelor's degree. The school prefers to hire teachers with teaching experience, ideally three or more years. Teachers must be skilled at teaching a standards-based curriculum and incorporating innovative approaches to instruction. Teachers should demonstrate good communication skills and be technology literate. The school pays special attention to applicants who have experience in individualized instruction, virtual teams, and distance education. Teachers responsible for providing Special Education services ~~have experience and/or~~ hold a valid California certification in Special Education. Additionally, EL teachers are qualified to teach EL students, as required by applicable state law, and have experience teaching EL students. EL teachers are also sought who are bilingual.
- **Administrative Support Staff** – These staff members are responsible for daily administrative tasks such as answering phones and emails, receiving visitors, entering data into the online student information system, scheduling appointments, generating reports, performing enrollment, attendance and registrar duties, executing state reporting duties, assisting administrators and teachers with administrative tasks, filing, and other duties as assigned. These staff members have excellent communication and interpersonal skills and work well as part of a team.
- **Community Coordinators** – CalCA Central Coast may recruit parent volunteers situated in different geographic areas to organize and facilitate extracurricular, social, and other enrichment activities for families who live near one another. These Community Coordinators are recruited based on interest, time availability, and community contacts rather than educational background or professional experience. CalCA Central Coast will provide specialized training and tools to assist them in their efforts. Participation as a Community Coordinator, if the school needs them, is completely voluntary.

Virtual Education Support Center

Teachers will have access to a variety of curriculum and instructional resources and support staff through Connections' virtual Education Support Center (also known as the Education Resource Center or ERC). This support system includes a mix of dedicated and shared-use personnel who deliver support to CalCA Central Coast. This support not only provides the CalCA Central Coast community with unparalleled level of educational expertise and experience, but also enables CalCA Central Coast to expand support for students and parents beyond the traditional school day.

The array of services will include:

- School support helpdesk to answer teacher questions regarding the platform, curriculum, assessments, or general instructional support questions;

- Instructional consultation support for teachers in personalizing learning, implementing multi-tiered instruction, using supplemental instructional support programs, engaging and motivating students, and differentiating instruction; and
- Assessment support services including assistance with the selection of testing instruments, test creation, test preparation strategies, and the analysis and use of test data.

Staffing Plans

CalCA Central Coast will develop staffing plans and recruit and hire sufficient staff so that the school can meet any legally required student-to-teacher ratios for California. The projected budget will be developed each year based on the required student-to-teacher ratio in place for that year. The school will comply with applicable California regulations regarding the student-teacher ratio. The staffing plans will also identify how many administrative and support positions are available at the school each year and will lay out the allocation of staff between all of the CalCA schools for that year.

Staff Training

Prior to the opening of school each year, CalCA Central Coast will provide a complete training program for program teachers, the school Leadership Team, and other staff who have direct contact with students. Training topics will include the curriculum, technology, monitoring student performance, and virtual school instructional techniques. Throughout the year, staff members will have multiple opportunities to participate in professional development activities for the school as well as opportunities to collaborate with teachers at other schools supported by Connections nationally. Teachers will have daily access to curriculum specialists for “just-in-time” training on particular curriculum issues. The teachers and school leaders also may provide their own informal ongoing professional development.

Connections Professional Learning Sessions

Connections will provide CalCA Central Coast teachers with ongoing professional development activities throughout the year, delivered by the Connections’ Academic Training and Support Services team. Teachers will be required to attend sessions virtually on topics such as:

- Using effective teaching practices and communication skills for a virtual environment,
- Implementing specific research-based instructional strategies,
- Utilizing the state and national standards to inform instruction,
- Using technology to engage students in collaborative learning activities, and
- Using data to guide instruction.

The School Leadership Team will develop a systematic approach to professional development for all staff. Topics for trainings will be selected based on school goals, student performance data, national initiatives in education, and research-based best practices. Connections offers these trainings monthly.

Foundations for Teaching at a School Supported by Connections

Research on effective professional development indicates that professional development must be intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning.

CalCA Central Coast's newly hired teachers will be enrolled in Connections' Foundations of Instruction course to transition from teaching in a brick-and-mortar school to teaching in a virtual school. Teachers will learn about the school year cycle and associated tasks, and become familiar with instructional tools, reports, and resources in Connexus that are used to engage and support learners. Returning teachers have courses assigned that provide updates on tools and resources, and engage them in deeper learning about how to be an effective teacher in an online school environment.

Professional learning sessions will include an evaluation survey to elicit teacher and administrator feedback. Audits, evaluations, and in person meetings will be used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

Professional learning will be:

- **Intensive** – Participants will identify the purpose of educational practices and examine how they can be implemented in the virtual environment. Participants will collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning science research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level will strengthen these connections.
- **Connected to Practice** – Following each session, participants will apply what they have learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio data view, a virtual portfolio which allows them to document their attendance and upload resources related to their professional learning.

Teaching in a virtual environment offers flexibility and allows for a greater level of professional learning throughout the school year. Although designated professional development days will have a specific focus, additional professional learning support will be available on a daily basis. Teachers

will have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner. CalCA Central Coast will receive multiple levels of support from the Connections' Academic Training and Support Services team, including the School Support Teacher Help Desk. Connections will provide a team of specialists dedicated to meeting the needs of the school.

Beginning with the 2019-20 school year, and after completion of the foundational topics covered during the first year, teachers will participate in Connection's systematic multi-year professional development plan. Connections takes a "flipped learning" approach to professional development which requires teachers to view a video and/or read an article or complete a pre-session activity prior to attending the synchronous professional learning session. This "flipped model" approach provides teachers with background on the session topic so that the actual session can focus on practice and application of new skills and concepts. After each session, teachers will upload an "artifact" to their professional learning e-portfolio demonstrating how they are using their professional learning to personalize instruction, implement new instructional strategies, make data-driven decisions, and reflect on their teaching practices. The e-portfolio requires teachers to provide evidence of their learning, based on the objectives of the professional development session. School leaders provide teachers with feedback on their artifacts following the sessions.

Descriptions of Professional Learning Sessions (PL 100, PL 200 and PL 300)

Second year teachers and new school staff will participate in Connections' Professional Learning (PL) 100 series which focuses on:

- Making data-driven instructional decisions;
- Identifying risk factors that may require more intensive instructional interventions;
- Monitoring student performance based on data available at different points in the school year; and
- Providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning.

Training emphasizes the "instructional shifts" required to support the level of rigor demanded by the California Common Core State Standards, next generation assessments, and college and career readiness expectations. During these professional learning sessions, teachers will be placed into virtual groups (e.g., chat pods, breakout rooms) for discussion and application activities with grade level/subject area teachers, when possible.

Third-year teachers and school-based staff will participate in the Professional Learning (PL) 200 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multi-tiered intervention, and the role of mastery and transfer. PL 200 sessions engage teachers in thinking more critically about the topics presenting during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas.

In the PL 300 series, teachers of students in grades K-5 will be grouped by grade band K-2 and 3-5 instead of by subject area since most teachers in these grades are teaching all subject areas. CalCA Central Coast will also provide time during the PL 300 sessions to focus on specific content areas. The facilitator will be able to guide discussions by asking targeted questions for content areas such as math and science. Teachers will discuss research and strategies for topics such as: providing feedback, engagement, developing grit, and motivating students.

In addition to these required professional learning sessions, CalCA Central Coast will take advantage of a number of “Optional Professional Learning sessions” offered by Connections. These sessions will be made available to all teachers who seek to expand their professional knowledge. Each topic will be designed for specific content area teachers and grade level teams and will include strategies for effectively and actively engaging students in the learning process. These sessions are delivered synchronously but are recorded and available to any teachers that are not able to attend the session during the scheduled time.

As a continuation of synchronous online professional development sessions, teachers will be expected to continue the conversation within their vertical and horizontal Professional Learning Communities (PLCs). This allows for true application of new strategies and resources as teachers strive to personalize instruction and make data-driven decisions. Professional development sessions use evaluation surveys and collaborative tools to elicit teacher and administrator feedback. Audits, evaluations, and meetings will be used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

Professional Learning Communities (PLCs)

CalCA Central Coast will implement school-based Professional Learning Communities (PLCs). In addition, the school will have a virtual, robust Professional Learning Community Resources portal in Connexus which will list professional development opportunities as well as message boards, recorded LiveLesson sessions, shared resources, and more. The portal will be dedicated to shared values and vision, collaboration, shared decision-making, collective creativity, and supportive and shared leadership. Teachers will connect to the latest educational conferences, webinars, online courses, professional organizations, and research/education updates. Teachers will follow pertinent school news and announcements through weekly issues from Connections’ Human Resources’ Communications team.

Additional Professional Learning Resources

During the school year, ongoing professional development sessions will also be offered based on teacher feedback from surveys completed after professional learning sessions, and other needs as identified by the School Leadership Team at CalCA Central Coast. In addition, these resources will be available to all school staff to support their professional learning.

- **The School Interactive Program Handbook:** The Program Handbook is a resource for teachers and school personnel to use all year. It contains policies, procedures, and “how to” components that aid the teachers on a day-to-day basis. These “how to” components will also have accompanying on-line tutorial segments that visually demonstrate each process.
- **Teacher Central:** Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students.
- **Shared Content:** Shared Content is a collection of libraries sorted by content area that contain teacher-created instructional resources. These resources are tagged by course, grade, unit title, lesson title, key words, and other relevant data so teachers can easily upload or download them for implementation with students.
- **Instructional Support Database:** The Instructional Support database provides teachers with resources that provide students with additional practice with the skills and standards covered in the curriculum. These resources can be used with students at any intervention level when skill deficiencies become evident in English Language Arts/Reading, Math, Science, and Social Studies.
- **The Scoop:** All teachers will receive a weekly electronic newsletter that highlights improvements to the curriculum and Connexus, teacher tasks associated with the School Year Cycle, new procedures, shared tips, and community-building activities.

Additional training in health and safety areas may be included as needed to comply with the school’s health and safety policies or with state law.

V.B COMPENSATION AND BENEFITS

Provide an explanation of how the school will structure employee compensation. Describe the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, and/or federal social security; or how the school will create a system of its own to accommodate employees' retirement funding. Include the specific positions to be covered under each system and the staff designated to ensure that appropriate arrangements for that coverage are made. [Ref. California Education Code §47605(c)(5)(K) and Criteria for Review; CCR-5,§11967.5.1(f)(11)]

The Governing Board will approve a compensation plan for teaching staff. The plan will include the base salary as well as additional compensation incentives. A salary range for the various teaching positions will be determined based on research of market compensation and financial considerations. Employment offers will be based on specific criteria including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases will be based on the factors described herein.

The staffing plan will be approved annually as part of the budget, and then in addition, the Board will also review and ratify changes to the staffing through a revised and updated staffing report provided at each Board meeting. The staffing report will include such information as position/title, base salary, bonus potential, career ladder position, a resume for all new hires, new hire start dates, promotion/position changes, a list of departing employees and the reason for each departure.

Teaching Positions

Teachers may receive an annual salary increase and incentives contingent upon performance of the individual and the school. The Board will have the ability to adjust annual increase percentages in the event that the school does not meet financial expectations, state allocations are reduced, or required spending targets are not being met.

Teachers can also apply for the following career ladder opportunities. The career ladder levels which may earn additional compensation will be as follows:

- Coordinator Teacher – base plus 4%
- Lead Teacher – base plus 9%
- Specialist Teacher—base plus 12%
- Master Teacher – base plus 15%

Non-Teaching and Administrative Positions

A salary range will be determined based upon research of market compensation and financial considerations. Initial employment offers will be based on specific criteria, including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases and incentives will be based upon performance.

Shared Services

The Board will enter into a shared services agreement which allows the school to employ a wide range of staff, while allocating the costs of the teaching and administrative services among its “sister” non-classroom based charter schools, which currently includes CalCA Central, CalCA North Bay, CalCA Ripon, and CalCA Capistrano. Under this arrangement, staff serving CalCA Central Coast students may be logging in from within the service area of CalCA Central Coast (Santa Barbara County and surrounding counties) as well as from other locations. Shared services maximize the school’s ability to offer a wide range of online offerings and to employ a geographically diverse and experienced staff. Administrators who are shared routinely travel between the schools. This staffing plan maximizes quality, increases course offerings, maximizes resources, and assures the financial stability of the school.

Retirement

The Board intends to elect to participate in the State Teachers’ Retirement System (CalSTRS) for credentialed staff, including credentialed teachers and credentialed administrative positions which support the instructional program (eligibility for participation in CalSTRS is based on CalSTRS guidelines). The Board and administration will coordinate such participation, as appropriate, with the social security system or other reciprocal systems. For participation in the STRS systems, CalCA Central Coast will make appropriate arrangements with a county office of education to ensure proper reporting and pay that county office a reasonable fee for the provision of such services. The Orange County Department of Education currently handles STRS reporting for all of the CalCA schools.

The current option for other staff at CalCA Central Coast will be participation in the federal Social Security system. This option may be required by law for any staff members who are not eligible to participate in a state retirement system that is a replacement for social security (such as STRS). Staff members may also have access to other school-sponsored retirement plans according to policies developed by the Governing Board and adopted as the school's employment policies. The Board will retain the option to elect participation in the Public Employees’ Retirement System, but has no plans to do so at this time.

The school and Board will also retain the right to create its own retirement system, within the parameters allowed by law, to provide equivalent retirement benefits to its employees. The Board will ensure that there is a process to identify which staff qualify for which retirement systems and ensure that all staff members are fairly covered.

Benefits

CalCA Central Coast will provide an extensive benefits package which currently includes:

- Comprehensive health benefits (medical, dental, vision, prescription drug coverage);
- Health Care Flexible Spending Account and Dependent Care Flexible Spending Account;

- Employer paid life insurance, accidental death and dismemberment insurance, short term disability insurance, and long term disability insurance;
- Voluntary supplemental programs (life insurance, critical illness, accident insurance, discounted auto insurance, discounted homeowners insurance, discounted renters insurance, pet care discount program);
- Paid time off;
- Employee Assistance Program (resources for seniors, emotional well-being, parenting and child care, and pet care among other resources);
- Retirement savings plan;
- Tuition programs (payment for qualifying courses taken at American Public University or reimbursement for qualifying courses taken at another institution of higher education, currently up to \$5,250 per calendar year);
- Travel assistance;
- Identity theft program; and
- Health advocate (a resource for employees to find health specialists, help transfer medical records and explain coverage among other services).

This robust health insurance policy will be provided to eligible teachers and administrative staff. Other benefits for employees will be detailed in the Employee Handbook and Benefits Guide, published annually.

V.C RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Provide, as applicable, a description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. [Ref. California Education Code §47605(b)(5)(M) and Criteria for Review; CCR-5, §11967.5.1(f)(13)]

Return Rights

If an employee leaves district employment to work at the charter school, the collective bargaining agreements and Board policies of that district will govern the return rights of such employees.

CalCA Central Coast may negotiate with a district to “loan” employees who would then retain their status and benefits through the district, but who would work under CalCA Central Coast’s employment policies. Neither the district nor the charter school are obligated to agree to such a loan, but may do so if mutually agreeable. If a district employee is working at CalCA Central Coast, the school will notify the district prior to March 15 of each year, if any such employee is not going to be re-employed by the school the following year.

Exclusive Public Employer

Subject to the shared services agreement entered into by and between all schools supported by Connections in California, the non-profit corporation which operates CalCA Central Coast will be deemed the exclusive public school employer of the employees of the charter school for the purposes of Educational Employment Act [Chapter 10.7 (commencing with section 3540) of Division 4 of Title 1 of the Government Code] [Ref. California Education Code section 47605(b)(6)].

V.D HEALTH AND SAFETY

Describe the procedures that the school will follow to ensure the health and safety of students and staff, including how the school will provide for proper immunization, as well as vision, hearing, and scoliosis screening for students; the development of a school safety plan, which shall include the safety topics listed in subparagraphs Education Code § 32282(a)(2)(A)-(J); and the steps the school will take to ensure that criminal background checks are collected from all school personnel. [Ref. California Education Code §47605(c)(5)(F) and Criteria for Review; CCR-5, §11967.5.1(f)(6)]

Describe how the school will maintain safety on the school campus, including, but not limited to, disaster preparedness, visitor procedures/security and emergency drills. Also describe how the school will maintain a learning environment free of sexual harassment in accordance with applicable federal requirements. If district facilities will be requested for use by the charter school, include a statement that the school will require that all students and parents comply with school district safety policies on the school campus, and that the school will enforce the policies to the full extent possible. Describe how staff will receive training and how safety-related information will be communicated to parents and students.

The Governing Board for CalCA Central Coast has adopted a comprehensive set of health, safety, and risk management policies, which will be implemented by the school. These policies will be reviewed regularly by the Governing Board to ensure they meet the needs of the school.

The policies and procedures address and/or include, but are not limited to, the following topics:

- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in an independent study program of a California public school;
- Policies relating to preventing contact with blood-borne pathogens and providing training to employees on such prevention;
- A policy regarding staff requirements and training in CPR, first aid and/or emergency response;
- Policies relating to the administration of prescription drugs and other medicines;
- A policy that if the school has a permanent facility, it will have received state Fire Marshal approval and will have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, and that the school will maintain appropriate facility compliance documents on file;
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace;

- A requirement to comply with the employee criminal background check requirements for employees, contractors, and volunteers, per California Education Code sections 44237, 45125.1 and 35021.1;
- A policy regarding health screenings for students, such as vision, hearing, etc.;
- Policies regarding visitors to any school facility and/or school activities, and other school security issues;
- Policies to ensure the school is in compliance with federal sexual harassment prevention guidelines and is maintaining a learning and work environment that is free from sexual harassment, which are posted on the school's website, which are posted on the school's website;
- ~~—~~
- Policies regarding safe student use of the Internet and prevention of cyberbullying; and
- A policy requiring mandatory annual training for school staff, and other persons working on behalf of the school who are mandated reporters, on child abuse, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 and per California Education Code section 44691.

These policies will be incorporated, as appropriate, into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and Governing Board policies. Staff members will receive regular training regarding safety issues, including Internet safety, child abuse and harassment prevention. The Health and Safety Policies will be available at any time from the school upon request. In addition, the Governing Board has adopted a Suicide Prevention Policy, which is also posted on the website along with all other applicable information required under Education Code § 234.6.

Pursuant to AB 1747 (2018), CalCA Central Coast will develop a school safety plan, which will include the topics listed in California Education Code section 32282(a)(2)(A)-(J). The school safety plan will be reviewed and, if needed, updated by March 1 every year by CalCA Central Coast.

V.E DISPUTE RESOLUTION

Provide a description of the procedures to be followed by the charter school and the chartering authority ~~entity granting the charter~~ to resolve disputes relating to provisions of the charter. Describe how the costs of such a dispute resolution process, if needed, will be funded. [Ref. California Code §47605(~~cb~~)(5)(N) and Criteria for Review; CCR-5, §11967.5.1(f)(14)]

In the event of a dispute between CalCA Central Coast and CJUSD regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, this

will be specifically noted in the written dispute statement. Within 30 days of sending written correspondence, or longer if both parties agree, the Executive Director of CalCA Central Coast and the CJUSD Superintendent, or their designees, will meet and confer in an attempt to resolve the dispute. The designees must be identified and confirmed in writing. If this joint meeting fails to resolve the dispute, the charter representative and the district representative will meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution. The mediation will incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed, the process involving assistance of a third party mediator will conclude within 45 days from commencement.

All mediation costs and all other costs associated with dispute resolution will be shared equally by CalCA Central Coast and CJUSD. The school is entitled to receive funds throughout the term of the charter. In the event of a dispute between the school and the district, the district will not be permitted to withhold, as a remedy or otherwise, any funds received on behalf of the charter school.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the district indicates in writing that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils, the district is not required to be referred to mediation, but reserves the right to take any action it deems appropriate to ensure the safety of students. The school reserves the right to seek legal redress for any such actions under the law.

This dispute resolution process may be clarified as needed. Any and all necessary additional details will be included in the Memorandum of Understanding (MOU) with CJUSD (See Exhibit G).

In addition to these processes, the Governing Board, in collaboration with Connections, will develop, adopt, and maintain updated policies and procedures for resolving internal and external disputes and grievances. These procedures will be included in the School and Employee Handbooks. The school will adopt a Uniform Complaint Procedure, the school's formal complaint procedure, which will be posted on the school website and referenced in the School Handbook (see Exhibit B).

CJUSD agrees to refer all complaints regarding the school's operations to the CalCA Central Coast staff and/or Governing Board for resolution in accordance with the school's adopted policies.

All disputes or complaints that are not resolved by the school in accordance with its complaint procedures and which are related to the school's provision of Special Education services, including complaints regarding the initial placement or enrollment of students with disabilities in the school, will involve the school's SELPA, which is expected to be the El Dorado Charter SELPA.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

VI.A STUDENT ADMISSION POLICIES AND PROCEDURES

Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including any proposed timetable or calendar and the extent to which the school will develop a random lottery process, where applicable. Include assurance that the charter school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability. [Ref. California Education Code §47605(~~cb~~)(5)(H), §47605(~~cd~~) and Criteria for Review; CCR-5, §11967.5.1(f)(8)]

Outreach and Recruitment

CalCA Central Coast will actively recruit families that represent the full cultural, demographic, and socioeconomic range of California communities. In order to leverage the additional visibility of other CalCA schools and to address the mobility of 21st century families, the school may use the name “California Connections Academy” or “CalCA” for outreach purposes.

CalCA Central Coast will use a variety of means to inform families about its services and provide them an opportunity to enroll including:

- **Website:** Connections, as one of the services provided to the school, will maintain a website (www.connectionsacademy.com) with a special link to CalCA Central Coast school information. The website will contain information about the school, its learning approach, and its curriculum. The site will also contain a regularly updated set of Frequently Asked Questions and their answers. The site will include enrollment information and procedures, required postings such as the LCAP and a link to the SARC, and many useful tools for prospective students and their families.
- **Telephone/e-mail information service:** CalCA Central Coast will, through its contract with Connections, maintain a toll-free information line and an email information service (info@connectionsacademy.com) to answer parents’ questions about the charter school.
- **Information Sessions:** CalCA Central Coast will conduct multiple Information Sessions for families throughout the counties served to assure that families from a variety of communities are able to attend. Some or all of these Information Sessions may be virtual, meaning that families attend the session from home via their computers. CalCA Central Coast will use these sessions to provide a complete array of information about its program including its curriculum, teaching methods, technology resources, and testing requirements.

- **Direct outreach:** CalCA Central Coast may conduct direct mail campaigns announcing the charter school to families with children throughout Santa Barbara County and its contiguous counties. In a typical mailing, CalCA Central Coast will send out a postcard inviting parents to attend an Information Session, visit the website, and/or contact the call center. CalCA Central Coast will also use email to communicate with people who approach CalCA Central Coast and request information. Email correspondence will include valuable information to help prospective families understand if the program is a right for them.
- **Community and youth services partnerships:** As part of its outreach process, CalCA Central Coast will provide information about the charter school to community, family, and youth-serving organizations such as Boys and Girls Clubs; seek partnerships with parent groups, and organizations for young actors, dancers, and athletes.
- **School district referrals and outreach:** CalCA Central Coast will take every opportunity to brief school district administrators and guidance personnel on CalCA Central Coast as an alternative for students who might benefit from individualized instruction in a non-classroom setting.
- **Media outreach:** CalCA Central Coast will make use of paid media, including television, radio, digital and/or print advertisements. The school will also take full advantage of the local media's interest in promoting community events relevant to residents in order to inform parents about informational sessions for the California Connections Academy schools and to raise awareness of this school in particular.
- **Parent referrals:** Parent referrals are important to the enrollment at CalCA Central Coast, and the school will work closely with families so they can share their positive experiences with their friends and neighbors.
- **Online and Social Media Marketing:** CalCA Central Coast will utilize search engine marketing such as paid search "pay-per-click" advertising, online display advertising, and search engine optimization. The school will use social media opportunities such as blogging and social networks such as Facebook, Instagram, and Pinterest to interact with families with an interest in learning from home.

Nondiscrimination in Admissions

CalCA Central Coast will not discriminate against pupils on the basis of gender, gender identity, gender expression, race, ethnicity, religion, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, learning disability or handicap, or any other characteristics referenced in California Education Code section 220 in its education programs or activities including its admissions policies and procedures.

No Tuition

As a public school, CalCA Central Coast will not charge tuition or any fees that are prohibited. Outreach communications and the School Handbook will inform families that the school is tuition-free. The School Handbook (see Exhibit B) will contain Board-approved policies regarding fees including statements about any allowable fees, as well as explanations about how the school provides a free public school program.

Non-sectarian

As a public school, the charter will be non-sectarian in its programs, admission policies, employment practices, and all other operations.

Place of Residence

Admission to the charter school is not determined according to the place of residence of any pupil, or his or her parent or guardian, within California, except for such restrictions or preferences that are required or allowed by law. As an independent study school, geographic restrictions are required and will be followed by the school. Students are only eligible to attend if they provide evidence of residency within the counties served by the school. Students are eligible to enroll in CalCA Central Coast if they reside in one of the following counties: Santa Barbara, San Luis Obispo, and Ventura, Students who reside in and Kern County are also considered eligible under state law but may be enrolled in CalCA Central Coast or a different CalCA school based on the enrollment patterns approved by the Board.

Admission Methods and Eligibility Criteria

Through its recruitment/marketing and application guidance activities, CalCA Central Coast will regularly disclose full details about its program and encourage families to carefully consider its academic and parental involvement demands before applying. CalCA Central Coast will also provide tools (such as an online self-quiz, contact with other parents and contact with a Connections counselor if desired) to help parents decide whether CalCA Central Coast is truly the right fit for their children and themselves.

In accordance with admission and enrollment rules for California charter schools, minimal information is requested of parents in order to submit an application for enrollment.

This means that there are additional tasks which must be completed in order for the student to complete registration and start school, including meeting all eligibility guidelines and any enrollment or re-enrollment deadlines for the school. These additional tasks may include such things as completing online information forms, providing various documents such as proof of residency, proof of age, a Master Agreement for independent study, and immunization records or exemption information for the student.

~~Parents must agree to and uphold Admissions requirements include the expectation that parents complete all enrollment and placement activities in a timely and complete fashion. This includes signing and upholding~~ all necessary school-family agreements (such as an Independent Study Master Agreement as shown in Exhibit C and/or the PLCA in Exhibit D). Students are subject to the age and geographic restrictions for California public school admission and funding. The school's policies regarding age eligibility will be included in the School Handbook (see Exhibit B).

CalCA Central Coast complies with all laws establishing the minimum and maximum age for public school enrollment for purposes of ADA funding. Students with an existing IEP are subject to Education Code § 51745 (c) which requires that the IEP state that independent study is an appropriate educational setting for the student.

Timetable/Lottery

~~As a non-classroom based school, CalCA Central Coast will be able to accommodate all eligible students who may wish to attend. Enrollment~~ Enrollment (and re-enrollment) for the following school year generally opens on or around March 1. The CalCA Central Coast enrollment team will assist parents in completing the required enrollment tasks and in meeting state-mandated enrollment requirements. ~~On or around June 1 of each year, parents will be able to confirm their intent to enroll in the school, and the student's enrollment can be completed. However, if~~ demand for enrollment exceeds the school resources, the Board will ensure that students are admitted in a fair and transparent manner. In order to accomplish this, the Board may set an enrollment cap and ~~then develop and~~ implement a detailed public lottery procedure in accordance with California Education Code section 47605 (ed)(2)(B). The Board also would address any applicable federal requirements for the lottery process.

In accordance with California Education Code section 47605 (ed)(2)(A) and section 47605 (ed)(2)(C), CalCA Central Coast, in partnership with CJUSD, will make every reasonable attempt to accommodate all the students who wish to attend the charter school. ~~Since the school anticipates that it will be able to accommodate all eligible students who apply during the enrollment window, development of a more detailed public lottery process is not necessary at this time. If the school~~ The school's adopteds a lottery process, ~~it will conform~~s to all applicable federal and state requirements regarding how to weight or exempt various types of applicants and how to hold the lottery.

In the event of a lottery, preference shall be extended in the following order of priority:

1. Existing pupils
2. Children of current CalOPS employees (including any employee offered a position for the upcoming school year)
3. Siblings of existing pupils
4. Pupils who reside within Cuyama Joint Unified School District

Once ~~a student starts attending CalCA Central Coast enrolled, students will be considered they~~ become "existing pupils of the charter school" for purposes of any lottery and for determining sibling preference. They therefore have admission priority as enrolled students and are exempt from any lottery, as long as they submit all updated registration documents in a timely manner and continue to meet the school's eligibility requirements in subsequent enrollment periods.

Enrollment Window

The Board may annually select a date to close enrollment to the charter school. Typically, enrollment for the school year will close shortly after the beginning of the second semester. The public website will list the date that enrollment closes for that school year. The school reserves the right to admit a student to the school after enrollment closes, upon approval of the exception by the Executive Director or designee. For example, students moving from another geographic area who attend a different school supported by Connections may be allowed to transfer after the open enrollment window has closed. The Board may also set a time frame(s) to accept applications in order to determine if a lottery will be necessary.

VI.B NON-DISCRIMINATION AND RACIAL BALANCE

Describe how the charter school will ensure a ~~racial and ethnic balance~~ of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, as defined by the evaluation rubrics in Section 52064.5 ~~among its students~~ that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. [Ref. California Education Code §47605(~~cb~~)(5)(G) and Criteria for Review; CCR-5, §11967.5.1(f)(7)]

The CalCA schools typically reflect the statewide ~~racial and ethnic~~ demographic balance, and CalCA Central Coast will actively work to do the same. Through extensive community outreach and full disclosure about the school's program, CalCA Central Coast expects to attract those students and families who are most committed to student success in a virtual school setting. The eligibility requirements for admission do not discriminate, and allow any family access to the school.

In addition, CalCA Central Coast will develop administrative procedures to ensure that the school's outreach, recruitment, and enrollment procedures do not discriminate against students based on physical, mental, emotional, learning disability or handicap, or any other legally protected classification. As part of that process, CalCA Central Coast will provide parents with a clear and accurate picture of the CalCA Central Coast learning experience so they can make the most appropriate choices for their children.

CalCA Central Coast will utilize a broad reaching student recruiting effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, linguistic, academic and socioeconomic backgrounds. In particular, the school will focus on achieving a student population reflective of the geographic areas served, including students with disabilities, and English Language learners. In order to accomplish this, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations aid in this process. Information is included on the public website which describes how the school serves students with disabilities. During information sessions or outreach to communities which speak languages other than English, the school may provide translators and/or informational materials in other languages. More details of the schools outreach program are described above in Section VI.A. racial, ethnic, and socioeconomic backgrounds. In addition, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations aid in this process.

Connexus allows accurate collection and analysis of the school's demographic data. The data collected in this way will be used to generate reports to the Board, CJUSD, and the California Department of Education. It may also be used to evaluate and modify the school's outreach and

recruiting strategies when necessary.

VI.C PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

As applicable, describe the public school attendance alternatives for students in the district who choose not to attend the charter school. At a minimum, specify that the parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. [Ref. California Education Code §47605(c)(5)(L) and Criteria for Review; CCR-5, §11967.5.1(f)(12)]

District students who choose not to attend the charter school may attend other district schools or may pursue an inter-district transfer in accordance with existing district enrollment and transfer policies. More information about district attendance alternatives is available from the district administrative offices.

If a pupil who is subject to compulsory full-time education pursuant to Education Code § 48200 leaves the charter school without graduating or completing the school year for any reason, CalCA Central Coast will notify the Superintendent or designee of the school district of the pupil's last known address within 30 days, and shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

No CJUSD student will be required to attend CalCA Central Coast. Students enrolled in the charter school have no right to admission in a particular school of any LEA as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

VI.D SUSPENSION/EXPULSION PROCEDURES

Describe the procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). [Ref. California Education Code §47605(b)(5)(J)] Include a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively. Identify the procedure by which students can be suspended or expelled and the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights. Explain how the charter school will take into account the rights of students with disabilities in regard to suspension and expulsion. Outline how policies and procedures regarding suspension and expulsion will be periodically reviewed and, when necessary, modified. Outline the process for notifying the school district in the case of suspension or expulsion of a student. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(10)]

~~Describe the procedures by which students can be suspended or expelled. [Ref. California Education Code §47605(b)(5)(J)] Include a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively. Identify the procedure by which students can be suspended or expelled and the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights. Explain how the charter school will take into account the rights of students with disabilities in regard to suspension and expulsion. Outline how policies and procedures regarding suspension and expulsion will be periodically reviewed and, when necessary, modified. Outline the process for notifying the school district in the case of suspension or expulsion of a student. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(10)]~~

CalCA Central Coast will establish suspension and expulsion policies. As part of final confirmation during enrollment for both new and returning students, parents/guardians will check a signature

box confirming they have been provided access to and agree they are bound by the terms of the handbooks, including suspension/expulsion procedures.

Handbooks (General and supplement applicable to CalCA Central Coast—see Exhibit B) will be available in Connexus and updated as needed. The policies may be modified at any time, as necessary, by action of the Board. The school's discipline, suspension, and expulsion policies will be in accordance with students' rights and with applicable law.

As a charter school, the delineated suspension and expulsion offenses contained in California Education Code section 48900 et. seq. are not applicable to the school. However, the Board will review those sections of California Education Code and utilize similar guidelines when they are deemed appropriate to the desired disciplinary environment of the school.

Code of Conduct

Appropriate conduct will be expected of all students. The student's code of conduct will be explained in the School Handbook (see Exhibit B) and will include steps to be followed in the event of misbehavior.

Academic Honesty

Academic Honesty will also be detailed in the General Handbook and CalCA Central Coast Handbook Supplement (see Exhibit B). The school regards academic honesty as key to its mission, and academic honesty is essential in the virtual environment. It is expected that students adhere to the Honor Code throughout the year and that all schoolwork submitted in order to meet course or class requirements represents the original work of the student.

All individuals involved with the school will be important contributors to upholding the academic honesty of the school and will be held accountable for violations of the principles of academic integrity. Any form of academic dishonesty will cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own work.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not post assessments, assignments, answers to assessments or assignments, or any other Connections curricular materials on any media that can be seen by other students or other third parties.
- Students must not give or receive unauthorized assistance on assessments.
- Learning Coaches must not give excessive assistance on assessments.
- Students must not present any forged document or signature to the school.
- Learning Coaches must not present any forged document or signature to the school.

Board Policies

CalCA Central Coast will follow formal due process procedures to deal with the discipline of students. Students will be guaranteed due process of law as required by the Fourteenth Amendment to the Constitution. The discipline policies will be developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and to ensure due process for the student. The School Handbook (see Exhibit B) including the discipline policies will be approved by the Board and will be reviewed regularly. The Board will review the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

Suspensions or expulsions for children designated as exceptional will follow all appropriate state and federal policies, regulations, and laws. If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described herein for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days per school year or upon any recommendation for expulsion, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student, but does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

Suspension (not more than ~~nine~~10 days)

The Executive Director or grade level principal, following the due process protocol, may suspend students for up to ~~nine~~10 days. A suspension consists of removal or restriction of access to school activities including access to Connexus. The student will be expected to continue their schoolwork during this time. Violations that may lead to suspension include, but are not limited to the following breaches of conduct, whether committed electronically or in person:

- Violation of academic honesty code,
- Unexcused absence due to truancy,
- Bullying or harassment,
- Abusive or threatening language or conduct,
- Vandalism,
- Theft and robbery,
- Harassment or sexual harassment,
- Violation of acceptable use policy, and
- Repeated violations of any discipline issue.

The due process protocol that will be included in School Handbook includes first convening an informal hearing with the student, parent/caretaker, grade level principal or assistant principal, and other staff members as appropriate. The grade level principal (or assistant principal if designated) will inform the student and parent/caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present his or her version of the occurrence.

If the principal (or assistant principal if designated) determines that the incident(s) justifies suspension, written notice will be provided to the student and his/her parent/caretaker. The student will be provided all due process as required by law. The principal (or assistant principal if designated) has the authority to make a decision to suspend a student for up to 10 days. The exact protocols to ensure due process are subject to change via changes to the Board-approved School Handbook and/or Board-approved discipline policies.

Upon the request of a parent/guardian or the affected student, the school shall provide access, either directly or indirectly, to a student who has been suspended from school for two or more schooldays for disciplinary reasons, the assignments that the student would otherwise have been given during that time period. If an assignment that is requested and turned in by the student according to the school's procedures, either upon the student's return to school from suspension, or within the timeframe originally prescribed by the teacher or the school's protocols, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class

Expulsion

For more serious violations (see below) or for conduct that requires suspension of ~~more than 10~~ or more days or expulsion, the expulsion process will be used.

A student may be expelled by the Executive Director after providing an opportunity for a hearing before a neutral school official appointed by the school's Governing Board (the "Hearing Officer"). At a minimum, the Hearing Officer will comply with the "neutral officer" requirements under Education Code section 47605(c)(5)(J)(ii)(II).

~~The Executive Director or grade level principal may suspend the student for up to 10 days while the expulsion process continues especially if a serious offense, such as those listed, occurs. The Executive Director may request that final expulsions will be decided by the Governing Board or a~~

~~designated expulsion committee.~~ Suspensions or expulsions for children designated as exceptional will follow all appropriate state and federal policies, regulations, and laws.

Violations that may lead to expulsion include, but are not limited to any behavior that indicates that a student is a serious threat to the safety of others in the school, including possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, possession of or sale of controlled substances or paraphernalia at the school or at any school-sponsored event.

The due process protocol for expulsions as described here will be incorporated in the School Handbook. The process starts with the grade level principal. If the grade level principal believes that a student has committed an offense that might require expulsion, the principal may suspend the student for ~~up to nine~~ 10 days pending further proceedings and/or a Board or Expulsion Committee hearing. During this time, the principal will refer the case to the Executive Director, who may then request a hearing by the Board, or the appropriate Expulsion Committee, to discuss the possible expulsion of the student. If the Executive Director determines that a student's conduct may warrant expulsion, the Executive Director will provide timely written notice to the parent/caretaker of the student of its determination and the student's right to a hearing.

Such notice includes:

- (1) the date, time and location of hearing;
- (2) a description of the incident(s) and charge(s) that is are subject of the hearing;
- (3) a description of student's right to a fair opportunity to present their version of the incident(s), present testimony and evidence, call witnesses, cross-examine witnesses and be represented by counsel or an advocate;
- (4) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; and

- (5) a description of the hearing process, which shall be adjudicated by neutral officers, and explanation of the consequences of an expulsion.

At this hearing, the allegations and supporting evidence will be reviewed. As described in the above notice, at the hearing, the student will have a fair opportunity to present their version of the incident(s), present testimony and evidence, call witnesses, cross-examine witnesses and be represented by counsel or an advocate.

The student will have the right to present their version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel.

The Board or Expulsion Committee, through the Executive Director, will provide notification to the student and parent/caretaker of the Board or Expulsion Committee's decision and discipline determination. The decision of the Board or Expulsion Committee is final.

The exact protocols to ensure due process for expulsions will be subject to change via changes to the Board-approved School Handbook and/or Board-approved discipline policies.

Due Process

The School Handbook (see Exhibit B) and Board policies will lay out the due process for students with disciplinary issues. The discipline process will have three levels: Warning, Suspension, and Expulsion. A warning will be issued when a student has demonstrated a breach of conduct but is not as serious as those listed for suspension or expulsion. A warning will ultimately result in written documentation that becomes part of the student's school record. Due process for suspensions and expulsions will include informing students and parents of the charges, of their rights, and of the due process protocols, holding hearing(s) with appropriate persons/parties, allowing the student and parents to present their version of the occurrence, and written documentation of the results. Examples of the current due process protocols are described previously in this application.

In compliance with applicable law, no student shall be involuntarily removed (e.g., disenrolled, dismissed, transferred, or terminated) by the school unless the parent or guardian of the pupil has been provided written notice of intent to remove at least five schooldays before the effective date of the action. The written notice shall inform him or her of the right to request a hearing before the effective date of the action. If a hearing is requested, the student will remain enrolled until the school issues a final decision.

Notification

The Board will be notified, in closed session or confidential correspondence as appropriate, of any expulsion decisions. Designated school district staff will be notified in a timely way of any expulsions by a designated member of the CalCA Central Coast staff. In addition, the school will

include data regarding suspensions and expulsions in reports to the state. Documentation of student discipline will be maintained in the student's school records.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

VII.A BUDGETS

Provide a detailed proposed first-year operational budget, including startup costs, that includes: Reasonable estimates of all anticipated revenues and expenditures necessary to operate the school – including special education; Budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels, including salary and benefit assumptions. Also provide cash flow and financial projections for the first three years of operation; and plans for establishment of a reserve. [Ref. California Education Code §47605(hg) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)]

CalCA Central Coast will annually develop a budget which will be submitted each year of operation to CJUSD by the deadline established by the state. This deadline may be earlier if mutually agreed to between the charter and district in order to allow adequate time for review, but in no case will it be later than July 1 each year, in accordance with California Education Code section 47604.33. CalCA Central Coast adheres to the charter school requirements of the state's Local Control Funding Formula (LCFF) statutes including compliance with LCAP requirements (see also Section VIII.A.).

Budget Development

The Executive Director, working with ~~Connections and~~ the school's Director of Business Services, will prepare and submit a proposed budget for the upcoming fiscal year to the Governing Board at a regularly scheduled meeting. The Board will review and modify the budget as needed. Following Board approval, this preliminary budget will be submitted to CJUSD staff in keeping with timelines outlined in the MOU and any legally required timelines. A copy of the preliminary budget will also be submitted to the County Office of Education following approval by the Governing Board. A revised school budget will typically be developed, adopted, and submitted to CJUSD following adoption of the state's annual budget and the start of the school year.

Fiscal Year

The fiscal year for CalCA Central Coast will be July 1 through June 30, as stated in the corporation Bylaws (see Exhibit E).

Budget Highlights and Assumptions

The attached five-year budget, which starts with the 2018-19 school year, will demonstrate a school with sound financial planning (see Exhibit H).

Cash Inflows and Reserves

Revenue will be based on conservative estimates of available ADA funding and conservative attendance estimates. Enrollment figures will be based on the projections for school growth based upon enrollment history for CalCA Central Coast, enrollment history for other California Connections Academy schools, and thorough market analysis.

Under the state Local Control Funding Formula, the general purpose revenue includes three sources: the Education Protection Act funds, the state aid portion, and the local in-lieu of property tax payments. The LCFF revenue amount for the 2018-19 school year budget has been derived from an LCFF calculator which uses estimated state certified target per pupil funding rates, the school's base rate (using the sponsoring district past base rate information), the anticipated annual cost of living adjustment, any "gap closure" rate, and the school's projected demographics.

Estimates of the rates and the methods of calculation of LCFF revenue will be obtained from agencies such as the California Department of Education, the California Charter School Association, the Fiscal Crisis and Management Assistance Team, and School Services of California. Lottery funds are estimated conservatively. CalCA Central Coast will be eligible for Federal Title funds and accesses these programs annually after the first year in operation. Assuming the school is a member of the El Dorado Charter SELPA as the school intends, the school will receive state and federal special education revenue directly from the SELPA. If other state categorical programs are available, the school will apply for those whenever eligible. Current funding sources outside of LCFF revenues are included in the budget (see Exhibit H).

Cash Outflows

Expenditure distributions are designed to ensure that the majority of funds are spent on instruction related costs, and will therefore meet the requirements for full funding.

The program provides for the following:

- **Teaching and administrative staff:** Staff budgets and staffing numbers will be prepared to meet requirements for full funding. This budget provides for a student to teacher ratio of 25:1 or less. This ratio aligns with the state's charter school pupil-to-teacher ratio for an independent study program. Should these ratios require that an adjustment be made, and the Governing Board reserves the right to apply for a waiver with the appropriate agencies. Complete benefit packages will be assumed at approximately 25% of salary. Payroll taxes and STRS contributions will be included, using the state's STRS contribution rate chart. The costs for certain teaching and administrative services, including salary and benefits, may be shared or allocated as appropriate with CalCA Central Coast's sister schools through the shared services agreement.

- **High quality instructional program including materials and technology tools:** Costs for these items will be determined through the Statement of Agreement and the annually adopted fee schedule for instructional materials supplied by Connections~~budget with Connections~~. A number of the school's expenses will be directly drawn from the fee schedule. The budget will show each type of expense and the method for calculating it (for example, per student, per teacher, or percent of revenue). The fee schedule will include fees for all of the instructional materials. In addition to complete lesson plans provided for every subject, additional materials will be provided, which may include such items as high-quality electronic textbooks, online licensed content, interactive lesson components, synchronous instruction tools, science and art kits, and state of the art technology training, test preparation and assessment tools. Note that due to fluctuations in available funding in California and funding allocation requirements, certain adjustments may have to be made to the regular Connections program. These will be determined by agreement between the Governing Board and Connections. Connections will provide Connexus that includes, among other things, a student information system, lesson scheduling tools, accountability tools, webmail, instant messaging, chat, video and audio streaming for selected lessons and a school and local activities message board/forum.
- **Facility:** The school will be sharing office space with its sister schools in order to establish both operational and financial efficiency. This administrative facility will include offices for the site administrator and administrative staff, as well as conference rooms, student records storage and other storage space. A remote virtual teaching model will be used for the majority of the instruction. In this model, subject to approval by their grade level principal, most teachers will spend time working at home (elsewhere other than the office) in accordance with the school's work at home policy. Connections will provide computers, Internet access, and technical support for staff who work from the office, and will also support the hardware needed to effectively work from home for all employees. Due to the shared services model employed to more efficiently serve students, the school will use a cost allocation model with the other CalCA schools to offset the cost of its administrative office facility. The total office space rental costs will include the square footage costs, while utilities, phone and internet are budgeted separately.
- **Special Education:** The CalCA Central Coast budget will include expenditure items to provide for special education staff and services to fully meet the needs of students with disabilities. The charter plans to be an LEA in the El Dorado Charter SELPA and will work with that SELPA regarding fiscal arrangements and reporting.
- **Administrative costs:** While the school will have a full range of administrators and administrative support staff as employees, in addition, the school will contract with Connections for many administrative services. These services will be shown in categories in the budget and will include such general administrative services as enrollment, records management, human resources, payroll services, accounting, facility

management, regulatory reporting support, general administration and oversight, marketing services, financing services, student and parent satisfaction assessment, Board support and resource services, authorizer liaison services etc. In addition to the high-quality, turn-key educational program, Connections will offer administrative support services to assist the school. Examples of items covered in the educational administrative services are: education program design, analysis, and revision; curriculum planning and selection services; school handbook development; professional development planning; school leader development; and so forth.

- **Other operational costs:** The school will budget for many other expenses necessary for school success such as teacher professional development, copier costs, student testing and assessment, loaned technology for students, technology support costs, insurance, audit fees, legal fees, banking costs, dues and memberships, STRS reporting fees, Board training, district oversight fees, and so forth. Each of these is shown in detail on the budget. The audit fees will include the cost of annual tax filing for the 501(c)(3) corporation.
- **Oversight fees:** Expenses related to the sponsoring District include the 1% District oversight fee. The details of the fiscal arrangement and the distribution of responsibilities will be included in the MOU with CJUSD (See Exhibit G), along with any District services that may be agreed upon on a fee-for-service basis.

The budget will be prepared to maximize cost efficiency and to leverage the resources available through CalCA Central Coast's relationship with Connections, as well as through the relationship with the other California Connections Academy schools, with the goal of maximizing the amount of funds that are spent on items that directly support student learning. All items in the budget will be directly linked to essential elements of the educational program described in this charter and are components of a successful virtual school model. The majority of the school's resources will be directed to the places where they will have the most impact on students (i.e., applied to the teaching staff and to the curriculum).

Overall Cash Flow

Connections will provide human resources, administrative, financial, accounting, and payroll services. The services to be provided will be explained in the Statement of Agreement between CalCA Central Coast and Connections. ~~Since this will be provided as a turn-key program, many of the school's expenses will be either paid to Connections (such as fees for access to Connexus, curriculum, and so forth), will be paid for salary and benefits under the allocation model of the shared services agreement with the other CalCA schools, or will be reimbursed by the school to Connections (such as travel, facility costs, and so forth).~~ The charter school will be invoiced monthly by Connections for all of the agreed upon costs. The invoices will be reviewed by the Governing Board Treasurer and the Director of Business Services prior to payment to Connections and will also be approved by the full Governing Board as part of the regular Board agenda.

Connections has considerable experience supporting public virtual schools and has gained expertise in dealing with the unique aspects of public school funding including funding in California. In order to protect the CalCA Central Coast charter school from experiencing cash flow problems as a result of delays in state or local funding, arrangements will be made to allow the charter school to pay the invoices *only if the school has sufficient funds available at that time*. The school must pay for services rendered as soon as funds become available, but there will be no demand for payment if sufficient funds have not yet been received by the school. Therefore, due to this favorable arrangement between the charter school and its partner, any additional delays in state payments, such as have been imposed in the past by California on all public schools, will have limited negative effect on the charter school.

The Governing Board and school leadership are aware of the challenges of the state's past multiple and complex deferrals of payments which may be applied to public schools including charter schools. However, for the reasons listed herein, rather than needing to develop detailed cash flow analyses and seek outside financing, the charter school will rely on its arrangement with Connections to provide short term financing during times when cash is not received from the public revenue sources. This ability to obtain financing at a reasonable rate is one of many advantages offered to the school by Connections.

Due to potential variability of state and federal funding and the annual expenditures of the charter school, CalCA Central Coast and Connections will agree to negotiate, in good faith, a reduction in the fees, as needed. If the school's expenditures are projected to exceed its funding and would result in a cumulative net asset deficit on its audited financial statements, with the reduction in fees, the school will have positive net assets. Any reduction in fees will be limited to the year for which such reduction is negotiated, except if otherwise noted. Connections will not be entitled to recoup payment of the negotiated underage in future years, regardless of funding availability and/or if the school does not have positive net assets.

Funding Determination

As is required of all non-classroom-based programs, CalCA Central Coast will submit a funding determination application to the CDE by the mandated deadlines. CalCA Central Coast will request a multi-year funding determination by the Advisory Commission on Charter Schools, which is expected to initially give a two-year funding determination for the new school, and which would then allow for full funding for the first two years of operation. During the second year in operation, the school will apply for a funding determination for future years. The budgets will always be prepared to meet or exceed all of the tests required for full funding. In the event that full funding is not granted at any point, the school will work with the California Advisory Commission on Charter Schools and the CDE staff to modify the budget so that the school can receive full funding.

Alternatively, the school may modify its revenue and/or expenditure assumptions to ensure a balanced budget. In the event that full funding is not granted, CalCA Central Coast will submit a revised budget to CJUSD for approval by July 1 or the following fiscal year. The CalCA Central Coast educational program, as outlined in the charter petition, will be of the highest quality. CalCA Central Coast will be committed to providing this full program to its students and also to ensuring that funds are spent to carry out the mission of the school.

VII.B FINANCIAL REPORTING

Describe the systems and processes by which the school will keep track of financial data and compile information needed for the annual statement of receipts and expenditures that is due to the school district.

Financial Reports

CalCA Central Coast's Director of Business Services, ~~in consultation with Connections,~~ will provide regular financial reports to the Board. Following review by the Board, financial data will be reported to the District and the County Office of Education in a manner and timeline detailed in the MOU and in accordance with existing charter school law and district and state policy. In accordance with current legally mandated timelines, the first interim report, which reports on budget and actuals through October 31, will be submitted annually to the District and the County Office of Education no later than December 15 each year. The second interim report, which reports on budget and actuals through January 31, will be submitted annually to the District and the County Office of Education no later than March 15 each year. An annual update of certain school expenditures will be provided on or before July 1 as part of the LCAP, in accordance with California Education Code sections 4760~~45~~.33(a) and 47606.5.

As per California Education Code section 42100, on or before September 15 of each year, the Board will approve, in the format prescribed by the State Superintendent of Public Instruction, an unaudited annual statement of all receipts and expenditures for the preceding fiscal year. This statement will then be filed with CJUSD by September 15 and will be sent to the County Office of Education and the California Department of Education following certification by CJUSD.

Financial data for the charter school will be reported to the state via the District, except in cases where the law requires charter schools to report directly to the state. For example, the year-end unaudited actual financial report will be approved by the Board and submitted by CalCA Central Coast to CJUSD and the County Office of Education by the agreed upon deadlines each year, who will in turn submit it to the state. In other situations, such as the annual independent audit, the school will submit copies directly to the District, the County Office of Education, and the California Department of Education, among other parties, as required by law.

School financial records will be accessible to CJUSD as the authorizing agency at any time, upon request. The school responds promptly to such requests.

Fiscal Policies

The Board will adopt strong fiscal policies, including adequate internal control policies, and will require that Connections maintain adequate internal control policies and practices. In order to ensure responsible fiscal management, CalCA Central Coast will consult with its independent auditor over the design of these policies. As part of the Board's responsibilities, oversight over these policies and the internal controls will occur.

Attendance Accounting

Accurate attendance accounting is crucial to the fiscal well-being of an independent study charter school. In order to minimize risks to the school's revenue, CalCA Central Coast will utilize accurate and sophisticated systems for documenting student attendance. CalCA Central Coast's attendance accounting procedures will comply with California Independent Study requirements, and with the district's requirements for certifying the charter school's ADA. In addition, CalCA Central Coast will transfer all attendance data to a state approved attendance accounting program (e.g., Aeries) in order to generate the data required for the state's Principal Apportionment Data Collection forms. Alternatively, the attendance accounting data may be supplied in a format and level of detail similar to the Aeries program to allow efficient certification of the charter school's ADA.

VII.C INSURANCE

Agree that the school will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. [Ref. Criteria for Review; CCR-5, §11967.5.1(c)(3)(C)]

Under the terms of the Statement of Agreement, the school will be named as additional insured for the 2018-19 school year and will continue with the arrangement in future years. (Connections will maintain general liability insurance and the school will be named as additional insured under such policy.) The school will have the following levels of coverage, among others.

Note that annually CJUSD will also be issued a certificate of insurance as an additional insured, if required through the MOU (see Exhibit I for a sample of the current certificates of insurance):

- Commercial General Liability: \$1,000,000 per occurrence, \$2,000,000 aggregate;
- Automobile: \$1,000,000;
- Excess umbrella liability: \$5,000,000; and
- Worker's Compensation: Complies with current statutory limits in accordance with California Labor Code.

The Board has obtained a Director's & Officer's Liability policy that provides \$1,000,000 in coverage. The certificate of insurance is included in Exhibit I.

CalCA Central Coast and its vendors will maintain and keep in force such insurance or self-insurance as Worker's Compensation, Liability, and Property Damage, as protect it from claims under Worker's Compensation Acts and also such insurance or self-insurance as protect CalCA Central Coast from any other claims for damages for personal injury, including death, and claims for damages to any property of CalCA Central Coast, or of the public, which may arise from school operations, whether such operations be by CalCA Central Coast or by any subcontractor or anyone directly or indirectly employed by any of them.

VII.D ADMINISTRATIVE SERVICES

Describe the structure for providing business/administrative services (including, at a minimum, personnel transactions, attendance accounting; accounting, and payroll) that reflects an understanding of school business practices and expertise needed to carry out administrative services or a reasonable plan and timeline to develop and assemble such practices and expertise. For any contract services planned to serve the school, describe the criteria and procedures for the selection of contractors. [Ref. California Education Code §47605(hg) and Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]

The Executive Director, with the assistance of Principals, will manage the school's day to day operations as its administrative manager, including supervising certificated and non-certificated personnel. The Director of Business Services and the Board Treasurer will manage budgeting and accounting for the school. The CalOPS administrative team may utilize contracted data management technology and related services from Connections, as consistent with the Statement of Agreement.

~~Under the Statement of Agreement (see Exhibit F), the Governing Board's representative in connection with the day-to-day operation of the school will be the Executive Director who works in consultation with Connections as further set forth in the Statement of Agreement. While the Governing Board will maintain overall control over personnel, Connections will provide human resource and payroll services for staff. In addition, accounting services will be provided by Connections staff with oversight and monitoring by the Director of Business Services and the Board Treasurer. The partnership between the Board and Connections can be severed, according to the terms of the Statement of Agreement (see Exhibit F), by the Board if Connections is not meeting the Board's expectations.~~

VII.E FACILITIES

Describe the types and potential location of any facility/ies needed to operate the size and scope of educational program proposed in the charter. If (a) specific facility/ies has/have not been identified, provide evidence of the type and projected cost of the facility/ies that may be available in the location of the proposed charter school(s). Facilities plans must reflect reasonable costs for the acquisition or leasing of facilities to house the charter school. [Ref. California Education Code §47605(hg) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(D)]

As a virtual charter school, CalCA Central Coast will not require a physical facility for day-to-day learning. Students can work from the setting of their families' choice, such as the home or a supervised community location. The school may also arrange for the use of temporary facilities for

short term face to face activities, such as state testing or science wet labs. As a non-classroom-based charter, the school will not be eligible to request facilities from the District under Proposition 39 regulations.

Staff members log in and work to support students in a variety of ways, using a combination of both office based as well as home based support. It is anticipated that most staff members will work from remote locations.

Administrative support may be provided from various locations in accordance with various contracts for administrative services. Funds for administrative facilities and services are incorporated into the school budget.

If CalCA Central Coast needs to open a new office facility at some point in the future, it would plan to locate such a facility within the geographic boundaries of CJUSD, or within Santa Barbara County, if it can be documented that it is not possible to locate within CJUSD boundaries.

In the future, the school reserves the right, under the terms of California Education Code section 47605.1(c), to open resource centers if there is a need for them as determined by input of staff and families, and if allowable by law. CalCA Central Coast will provide all required notification to the district and county of classroom facilities that the charter school establishes.

VII.F TRANSPORTATION

Provide a description of the arrangements, if any, to be made for transportation of students, including expected level of need, proposed contracts, and adequate types and levels of insurance.

Students at CalCA Central Coast will not require transportation services for regular school activities. While the school will help facilitate local extracurricular and recreational activities among CalCA Central Coast students and their families, the families will be responsible for providing their own transportation for these activities. The school will assist families with arranging transportation to the greatest extent possible, and will comply with all legal requirements that may apply for transportation for students with special needs in order to access special education services. The only school event that will require students to report somewhere other than their home or immediate neighborhood is state- or school-mandated examinations, which students must take at proctored locations.

If CalCA Central Coast provides transportation for any special event, school administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under California state law. Any parent or guardian (or their designee) transporting students in their car to school organized events will sign appropriate waivers/release forms if required by school policy. The School Handbook (Exhibit B) will also discuss parental responsibility for transportation to school events.

VII.G AUDITS

Describe the manner in which annual, independent financial audits, as required by law, will be completed by December 15 following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the school district. [Ref. California Education Code §47605(c)(5)(l) and Criteria for Review; CCR-5, §11967.5.1(f)(9)] Additionally, describe who will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance. Outline, as applicable, the process for providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may designate. [Ref. Criteria for Review §11967.5.1(f)(9)]

Annual Independent Audit

CalCA Central Coast will be audited annually by an independent, certified public accounting firm according to the guidelines applicable to public charter schools in California.

The Board will commission the audit and engage an auditor with experience in public school finance. The cost of the independent audit will be borne by CalCA Central Coast. Copies of the audit will be submitted to the District, the County Office of Education, the state controller's office, the California Department of Education, and any other agency required by law within 180 days of the end of the fiscal year and in no case later than December 15 of each year. The Governing Board may appoint a standing or ad hoc Audit Committee to engage the auditor, review the audit, and make decisions on resolving any audit findings.

Audit Exceptions and Deficiencies

The CalCA schools have not historically had audit findings, exceptions or deficiencies. A copy of the annual audit, including any auditor's findings will be forwarded to the Board, or if appointed, to a standing or ad hoc Audit Committee of the Governing Board. If so appointed, the Audit Committee would review any audit exceptions or deficiencies and then report to the Governing Board with recommendations on how to resolve them. This report would include timelines and deadlines for resolving the exceptions or deficiencies. The Board then would report to CJUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Section V.E. The District may elect, at its own cost and expense, to have its accountants review the audit exceptions and deficiencies.

VII.H CLOSURE PROTOCOL

Provide a detailed description of the procedures to be used in the case of a decision by School District or State Board of Education to revoke the school's charter, a decision by the school district not to renew the charter, or a decision by the school voluntarily to close, including plans for a final audit of the school; disposition of net assets; communication of the closure to parents and staff; and maintenance and transfer of student records. [Ref. California Education Code §47605(c)(5)(O)]

In the event that CalCA Central Coast ceases operation for any reason, CalCA Central Coast and its Governing Board will be responsible for school closure procedures and will cooperate with CJUSD and the California Department of Education to the extent necessary to provide an orderly return of the students to their local schools or a school of choice. CalCA Central Coast will follow the charter school closure procedure regulations from the California Department of Education [CCR-5 §11962]. In the event of school closure and election by the Board to wind up and dissolve the corporation, disposal of any net assets remaining after the liabilities of the charter school have been paid or otherwise addressed shall occur in accordance with applicable law and the corporation's Articles of Incorporation and Bylaws, including:

- 1) The return of any grant funds and restricted categorical funds to their source as required by the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, and
- 2) The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

The decision on distribution of the school's assets will be made by the Governing Board. If CalCA Central Coast does not have sufficient assets to pay all of its bills at the time it ceases operation, neither CJUSD, the Santa Barbara County Department of Education, nor will the CDE be responsible for its unpaid bills.

Other Closure Procedures

- The decision to close the charter school will be documented by an official action of the school's Governing Board and the District's Governing Board. The action will identify the reason for closure. A notice of school closure will be sent to CJUSD, the California Department of Education Charter School Unit, the County Office of Education, the school's SELPA, and the State Teachers' Retirement System, the accrediting body WASC, the University of California a-g office, the NCAA, as well as all other agencies as required. This notice will contain all relevant and required information, including the effective date of closure.
- Parents/guardians and students will be notified in writing and will be provided with or have access to student information or records necessary to facilitate transfer to another school.

- Other school districts that may need to provide services to the charter school students may be notified in writing.
- The school's Governing Board or its designee shall create a list of students in each grade level and the classes they have completed, together with information on the students' district of residence.
- A process for transfer of student records, all state assessment results and any special education records will be established and followed. In addition, a plan for the maintenance of school and student records for a reasonable period of time following the closure will be made. All student records will be turned over to the students' district of residence, when known, unless otherwise agreed in the adopted plan. Personnel records will be transferred or maintained as required by law.
- As stated, CalCA Central Coast will handle closing out all affairs related to the charter school. This will include dissolution of the corporation only if necessary and appropriate.
- An independent audit of the school will be completed as quickly as feasible, but not later than six months following closure of the school to determine the net assets and liabilities of the charter school.
- Any required final financial or other reports will be submitted to the CDE and other applicable agencies.
- Copies of all financial and attendance records will be provided to the sponsoring district according to state and federal requirements, unless otherwise agreed upon by both the Board and CJUSD's Governing Board.
- If financial liabilities are incurred during the closure procedures, CalCA Central Coast will be fully responsible for payment of these, according to the Board adopted financial plan.

VII.I SCHOOL ~~MANAGEMENT~~ SERVICES CONTRACTS

~~If the proposed charter school intends to enter into a contract with an education management organization (EMO), include the following:~~
~~A description of the proposed contract including roles and responsibilities, performance evaluation measures, payment structure, conditions for renewal and termination, and investment disclosure;~~
~~A draft of the proposed management contract;~~
~~A description of the firm's roles and responsibilities for the financial management of the proposed charter school and the internal controls that will be in place to guide this relationship;~~
~~A list of other schools managed by the school management company, including contact information; and~~
~~A summary of the company's history and philosophy, past results of its school management efforts, and background on its corporate leaders.~~

Roles and Responsibilities

The Statement of Agreement with Connections, will cover the following services and a sample is provided in Exhibit F:

- Licensing of Connections' curriculum for use by CalCA Central Coast;
- Access to resources and assistance designed to enhance teacher effectiveness in creating Personalized Learning Plans for each student, as required to meet or exceed any educational standards established by the State of California or otherwise required by the authorizer;
- Access to student assessment tools in order to facilitate and support administration of ongoing evaluation efforts;
- Certain instructional services and personnel as permitted by California law;
- Access to assignment management and tracking tools, including Connexus;
- Communication via multiple technologies, including phone, webmail, and chat;
- Access to technology tools for students, teachers, and other school staff;
- Training materials for Learning Coaches and teachers;
- Student record management;
- Special needs accommodations of the curriculum;
- ~~Other administrative services; and~~
- ~~Trademark license rights to use of the Connections registered trademark as part of the school name, as well as rights to use of other trademarks in communicating the school's mission to parents, students, and the general public.~~

~~The Statement of Agreement will outline the respective roles and will be developed in accordance with California law. The Statement of Agreement will outline the respective roles of the Board and Connections. Under the agreement, Connections will maintain responsibility for providing many aspects of the virtual educational program outlined in this charter, while the Board will maintain full responsibility for governance and oversight of Connections. The Board will also be responsible for evaluating the performance of Connections in other operations of the charter school. In order to evaluate performance, the Board will request, and Connections will provide, all appropriate data, both financial and educational. Performance data will be collected, analyzed and reported in keeping with the terms of this charter, and will also be tied to state and federal accountability standards. The Statement of Agreement will also contain language to comply with California Education Code section 49073.1 regarding digital storage of student records.~~

Financial Reporting and Controls

The school's budget is developed and managed by CalCA Central Coast staff and approved by the school's Governing Board. Connections provides some administrative and fiscal support services.

CalCA Central Coast staff, plus the Board Treasurer and Board will be responsible for reviewing, evaluating, managing, and/or approving these items, and for providing them (through their designees) to the appropriate state and local agencies (see also Section VII.B.).

~~Connections and CalCA Central Coast will work together to ensure that financial reporting and budget development occur within all district and state required timelines.~~

~~Connections will provide the administrative and fiscal services to prepare the financial documents, and the Board Treasurer and Board will be responsible for reviewing, evaluating and approving these items, and for providing them (through their designees) to the appropriate state and local agencies (see also Section VII.B.).~~

Term, Termination, and Renewal of Service Contract

In order to promote the charter school's mission of delivering an education program that is of high quality and is accountable, detailed language regarding termination and renewal of the Connections and CalCA Central Coast relationship will be included in the Statement of Agreement. In order to provide a stable educational program for CalCA Central Coast families, the term of the agreement covers the term approved for the charter~~five years of the charter approval~~. The agreement will be renewable.

While termination is not desirable, the Statement of Agreement will provide for several different reasons that termination could occur. For example, the Board may terminate its agreement with Connections if it determines Connections has not performed as expected or if it determines that Connections has failed to provide educational services that meet California independent study requirements. Connections may terminate the agreement if CalCA Central Coast does not meet its financial obligations to Connections. Either party may terminate if there is breach of contract. The breaching party would be given an opportunity to respond and cure, and written notification is required at all times. In addition, both parties can terminate if they agree in writing to do so. In order to minimize disruption of students and staff, any termination would be planned to occur at the end of an academic year if possible.

Payments

Payments will be made by the charter school to Connections under the terms of the Statement of Agreement. Payments will be made to Connections on a periodic basis, and while invoices are typically due within 30 days of approval by the Governing Board, the actual payment timeline may be extended to account for the timing of receipt of revenue by the charter school from state, local, and private agencies.

~~Connections Background and Experience~~

~~Connections will provide a broad range of services including complete integrated, state standards-aligned curriculum; technology; the education management system, teacher training and support;~~

~~and administrative support. In the 2017–18 school year, Connections is supporting 35 full-time virtual public schools in 27 states. Connections Education LLC is accredited by AdvancED,³⁰ and was re-accredited in June of 2015 with the overall scores exceeding AdvancEd’s average score for all of the schools and corporations they accredit. The program was first granted accreditation in 2005 and in June 2015 was approved for renewal, awarding Connections extremely high “Index of Educational Quality (IEQ)” scores that are significantly above the AdvancED network average.~~

~~Connections’ Teaching and Learning Impact score was 341.18 (AdvancED Network Average score = 274.14), only surpassed by its Leadership Capacity score of 347.50 (AdvancED Network Average score = 296.08). The AdvancED reviewers praised Connections for its “culture and commitment focused on student learning (that) permeates throughout the Connections Education organization.” AdvancED further noted that “Connections Education’s quality assurance processes and data-driven culture leads to systemic, systematic, and sustainable continuous improvement.” Descriptions of Connections executive staff backgrounds and qualifications are also included in Section I.C.~~

³⁰ Accreditation agency serving 32,000 public and private schools and districts <http://www.advanc-ed.org/>

VIII. CHARTER SCHOOL ACCOUNTABILITY, RENEWAL AND REVOCATIONS

Include a statement reflecting the conditions under which the charter may be revoked and/or may not be renewed. [Ref. California Education Code §47607]

VIII.A ACCOUNTABILITY REPORTS

In order to ensure adequate progress towards renewal of the charter, CalCA Central Coast will compile and provide a Local Control and Accountability Plan to CIUSD as well as to any other required agencies as required by law (currently found in California Education Code section 47606.5). The format and evaluation of the report or plan will adhere to state laws (currently laid out in California Education Code sections 52064, 52064.1 and 52064.5). Additional information regarding the LCAP is found in Section III.A. The LCAP will include any state required elements, including a summary of progress towards the goals developed for the LCAP, and may include other optional data, such as:

- Summary data showing student progress toward the goals and outcomes specified in Section III.A from the assessment instruments and techniques in Section III.C.
- An analysis of whether student performance is meeting the goals specified in Section III.A. This data may be displayed on both a school-wide basis and by subgroups, which are disaggregated by numerically significant racial and ethnic and other categories.

Additional accountability measures related to the charter school's performance are listed herein and may be included in the SARC, the California School Dashboard, and/or other accountability reports:

- Data on the level of parent involvement in the school's governance (and other aspects of the school, where applicable) and summary data from an annual parent and student satisfaction survey;
- Data regarding the number of staff working at the school and their qualifications;
- Information on the racial, ethnic, and socioeconomic composition of the school, and a demonstration of whether the school implemented the means listed in charter Section VI.B to achieve a racially and ethnically balanced student population;
- Information regarding the school's outreach and admissions practices during the year and data regarding the numbers of students enrolled;
- Data on the number and resolution of disputes and complaints under the school's Uniform Complaint Procedures;
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally; and
- The annual audit and other relevant financial information.

In addition to meeting any requirements of the state, in particular for the LCAP, CalCA Central Coast will work with CJUSD to jointly develop content, evaluation criteria, timelines, and process for any additional accountability reports.

When needed, these arrangements will be laid out in the MOU with CJUSD, which will be reviewed annually.

The school and District may also jointly develop an annual site visitation process and protocol to enable the District to conduct its oversight responsibilities, gather information needed to confirm the school's performance and compliance with the terms of this charter. If the school does not have a local administrative office facility, the school and District may meet at the District office as part of the annual oversight process.

VIII.B TERM OF THE CHARTER

The term of the charter will be five years, commencing on the first day of the fiscal year following the date that the charter is approved by the CJUSD Governing Board, and expiring five school years later, unless renewed. This charter is not intended to expire prior to the end of the fifth school year following the approval. Notwithstanding the above, as provided for by Education Code 47607.4, the initial term of the charter shall be extended by two years, and thus shall expire on June 30, 2026.

VIII.C OVERSIGHT AND RESPONSE TO INQUIRIES

CJUSD may inspect or observe any part of the school at any time, but will provide reasonable notice to the Executive Director or Site Administrator, to the extent practicable prior to any observation or inspection. CJUSD will provide such notice at least three working days prior to the inspection or observation unless the school's Governing Board or Executive Director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by CJUSD without the consent of the Governing Board, which shall not be unreasonably withheld.

The school agrees to promptly respond to all reasonable inquiries, including requests for financial records, from the District, County Office of Education, or the California Department of Education.

VIII.D REVOCATION

Prior to commencement of revocation proceedings, CJUSD and CalCA Central Coast will first endeavor to resolve any dispute under the dispute resolution process set forth in Section V.E. If, following the completion of that process, the Governing Board of the District believes it has cause to revoke this charter, the District agrees to notify the Governing Board of the school in writing,

noting the specific reasons for which the charter is in danger of being revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

In accordance with California Education Code section 47607(~~fe~~)(1) and 47607.3, the following items may be considered violations that could lead to revocation or non-renewal of the charter:

- Failure to meet or pursue the pupil outcomes identified in the charter;
- A material violation of any of the conditions, standards or procedures set forth in the charter;
- Failure to meet generally accepted accounting principles;
- Fiscal mismanagement; and
- Violation of the law.

CalCA Central Coast and CJUSD will agree to follow the interventions explained in California Education Code section 47607.3 regarding failure to meet established criteria for one or more student subgroups~~pupil outcomes~~. If the charter school disputes the cause(s) for revocation, the dispute procedures listed in Section V.E will apply. Notwithstanding any other provision of this charter, the District shall comply with applicable laws and regulations regarding revocation proceedings.

All attempts will be made to avoid school closure due to revocation in the middle of a school year.

In the event that the school is closed, the closure protocols and processes as described in Section VII.H will be followed.

VIII.E RENEWAL AND AMENDMENT PROCESS

The Governing Board of CalCA Central Coast may request from the CJUSD Governing Board a renewal or material revision of the charter at any time prior to expiration. However, renewal requests ideally should be presented by the school to the district no later than 120 days prior to the expiration of the charter. The CJUSD Governing Board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in the California Education Code section 47605(b) and CCR Title 5, Section 11966.4.

Renewals will be for the term length required by law~~a period of five years~~, as is currently specified in California Education Code ~~section-sections~~ 47607 and 47607.2 (a)(1).

The charter may be materially revised at any time using a process similar to the renewal process. Any material revision of the charter requires an amendment that must be approved by the Governing Board of the charter granting authority. Non-material amendments to the charter may occur by approval of the charter school Governing Board and notification to CJUSD. CalCA Central Coast and CJUSD must agree on whether an amendment is material or non-material. The charter school agrees to contact the District Superintendent when any amendment, either material or non-material, is proposed. The charter school and CJUSD do not anticipate that language regarding

student performance, student outcomes, school finances or any other elements of the LCAP or its annual updates will constitute or create material revisions to the charter.

IX. IMPACT ON THE CHARTER AUTHORIZER

Provide information regarding the potential effects of the charter school on the school district, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects. [Ref. California Education Code §47605(g)]

IX.A CJUSD'S MISSION

CJUSD's mission is "to create a learning environment, which encourages all members of Cuyama Valley to expand their intellectual, creative, and social horizons and to provide each student with quality education programs and facilities which enable students to excel academically, vocationally, and in life."³¹

The school will support and enhance this mission by providing each student with a Personalized Learning Plan which challenges individual students to excel and succeed through a differentiated educational path. When students work at a challenging but realistic level that fits their educational needs and goals, they develop academic confidence, feel positive about their school experience, and in turn realize their potential and are empowered in their success. This allows students to become contributing citizens in a diverse and global society. CalCA Central Coast also promotes strong parent partnerships and offers a safe learning environment for all students.

IX.B BENEFITS

There are many benefits that CJUSD will receive through sponsoring CalCA Central Coast. One of the most significant benefits is being able to serve students that were underserved or not being served within the community. Providing access for students to fully qualified teachers and to innovative, interactive 21st century curriculum from a partner who has demonstrated success meets the goals and mission of CJUSD. It also provides an opportunity for CJUSD to reengage students in a charter sponsored by CJUSD who may have chosen other virtual or charter opportunities.

The District will provide supervisory oversight as required by law, in exchange for an oversight fee of up to 1% of the portion of the charter school's annual public revenue, as defined in California Education Code section 47613 (f). The definition of which staff functions constitute District oversight will be included in the MOU (see Exhibit G).

CalCA Central Coast will represent an outstanding virtual educational choice for families in Santa Barbara County and contiguous counties and this will build awareness of CJUSD's innovative approach to learning. Increased awareness of CJUSD will be of benefit to CJUSD's own community outreach efforts.

³¹ <http://cuyamaunified.org/content/file/Parent-Student%20Handbook.pdf>

IX.C FACILITIES

CalCA Central Coast will have no negative impact on the district with respect to facilities. As a non-classroom-based program, CalCA Central Coast will not be eligible for facilities under Proposition 39. The school will agree to comply with all applicable laws related to jurisdictional limitations to the locations of its facilities and any legally required notices regarding school sites.

IX.D ADMINISTRATIVE SERVICES

The CalCA Central Coast staff and Connections will cooperate fully with District staff in the preparation and reporting of all required data and financial information. The District and the charter school may enter negotiations during the MOU process to provide services to the charter school. Neither party is obligated to provide or accept such services, but may do so by mutual agreement. The Superintendent or designee of the District will be authorized to negotiate and enter into an agreement to provide services to the charter school.

IX.E CIVIL LIABILITY EFFECTS

Since the school will be operated by a non-profit public benefit corporation, CalCA Central Coast will be legally independent from CJUSD. In addition, CalCA Central Coast will maintain adequate insurance coverage to further limit liability of the district. Internal dispute processes will be in place to decrease the incidence of legal disputes. Both CalCA Central Coast and Connections will retain services of attorneys familiar with charter school legal issues to prevent legal problems from arising.

X. ASSURANCES

This assurances page is intended to be signed by a duly authorized representative of the applicant and submitted with the full charter application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for California Connections Academy Central Coast, is true to the best of my knowledge and belief; and further I understand that if awarded a charter, the School:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(~~de~~)(1)]
2. The California non-profit public benefit corporation which operates California Connections Academy Central Coast will be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act [chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.] [Ref. California Education Code Section 47605(~~cb~~)(6)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(~~cd~~)(1)]
4. Will not charge tuition or other prohibited fees. [Ref. California Education Code Sections 47605(~~ed~~)(1) and 49010 et seq.]
5. Will admit all eligible students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process in accordance with admissions preferences as laid out in the charter. [Ref. California Education Code Section 47605(~~ed~~)(2)]
6. Will comply with all laws establishing the minimum and maximum age for public school enrollment and funding. [Ref. California Education Code Section 47612(b), 47610(c)]
7. Will not discriminate against any student on the basis of ethnic background, national origin, gender, gender identity, gender expression, or disability or any other basis protected by law. [Ref. California Education Code Section 47605(~~ed~~)(1)]
8. Will not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). [Ref. California Education Code Section 47605(e)(4)(A)].
9. Will not request a student's records or require a parent, guardian, or student to submit the student's records to the school before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)].
10. Will not encourage a student currently attending the charter school to disenroll or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This paragraph shall not apply to actions taken by the

- charter school pursuant to the procedures by which student can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. [Ref. California Education Code Section 47605(e)(4)(C)].
11. Will comply with Education Code Section 47605(e)(4)(D) by posting the appropriate notice on the charter school's website and providing a copy to a parent or guardian as required.
- 8.12. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- 9.13. Will notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the school without graduating or completing the school year for any reason, and the school shall, upon written request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code § 47605(~~ed~~)(3)]
- 10.14. Will, on a regular basis, consult with its parents and teachers regarding the school's education programs. [Ref. California Education Code § 47605(~~de~~)(2)]
- 11.15. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. Criteria for Review, section 11967.5.1(f)(5)(C)] and including the criminal record background check and summary required by Ed Code 44237.
16. Will ensure that teachers in the school (as defined in this charter) hold a California Commission on Teacher Credentialing certificate, permit, or other document required for the certificated assignment, equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(~~ll~~)] The school will also insure that copies of these credentials will be kept on file at the school and available for inspection upon request. The school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district, and shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.
- 13.17. Will at all times maintain all necessary and appropriate insurance coverage.
- 14.18. Will comply with any applicable jurisdictional limitations and requirements set forth in the Education Code. [Ref. California Education Code §§ 47605 & 47605.1]
- 15.19. Will submit an annual accountability plan to the authorizer as laid out in California Education Code § 47606.5.

- ~~16-20.~~ Will follow any and all other federal, state, and local laws and regulations that pertain to the operation of the charter school.
- ~~17-21.~~ Will comply with all regulations regarding independent study programs that are applicable to charter schools.
- ~~18-22.~~ Will comply with all state audit and other state reporting requirements for charter schools.
- ~~19-23.~~ Will comply with all applicable portions of the Elementary and Secondary Education Act and the Every Student Succeeds Act.
- ~~20-24.~~ Will comply with the Public Records Act.
- ~~21-25.~~ Will comply with the Family Educational Rights and Privacy Act.
- ~~22-26.~~ Will insure that meetings of the Governing Board for the school shall comply with the applicable sections of the Ralph M. Brown Act and Education Code Section 47604.1.
- ~~23-27.~~ Will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- ~~24-28.~~ Will respond to all inquiries regarding records, both financial and other, and will provide access to the district to such records.

[Signature on following page]

Assurances signature page:

Signature

Date

Dr. Richard Savage

Printed Name

Executive Director

Title

EXHIBITS

- A Personalized Learning Plan Samples
- B General School Handbook 2017-18 & California Connections Academy School Handbook Supplement
- C Master Agreement (Sample)
- D Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) (Sample)
- E Articles of Incorporation, Bylaws, and 501(c)(3) Status
- F Statement of Agreement (Draft)
- G Memorandum of Understanding (Draft)
- H Business Plan, including Budgets and Cash Flow Narrative
- I Insurance Certificates (Samples)
- J Charter Petition Signatures



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)

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

References:
March 31, 2003

American National Red Cross – www.redcross.org; American Red Cross

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APPENDIX A FORMS

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

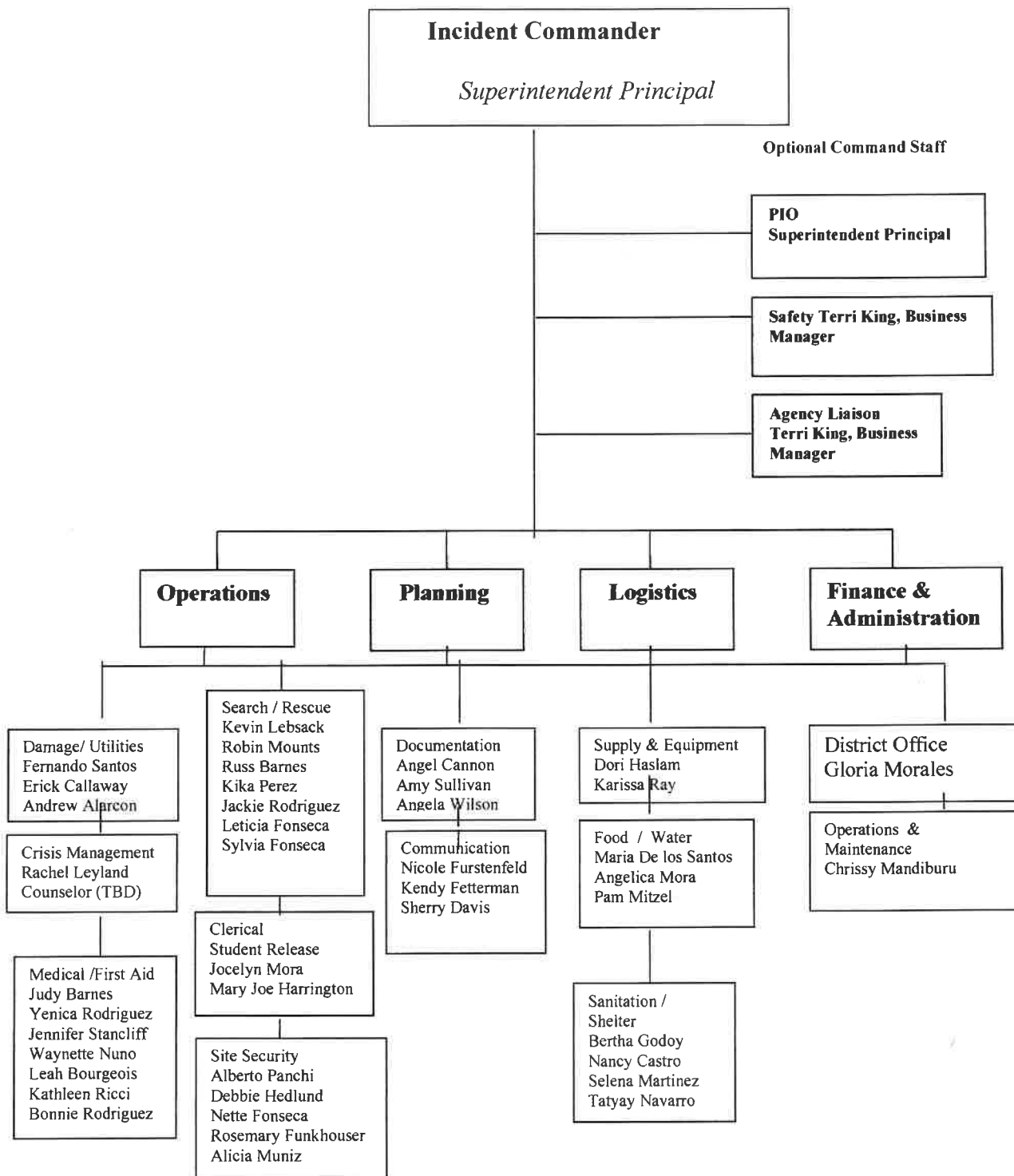
The Logistics function of SEMS supports emergency operations by coordinating personnel, assembling and deploying volunteer teams, providing supplies, equipment and services, and facilitating communications among emergency responders. Within the Cuyama Unified School District Plan, site logistical needs 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.

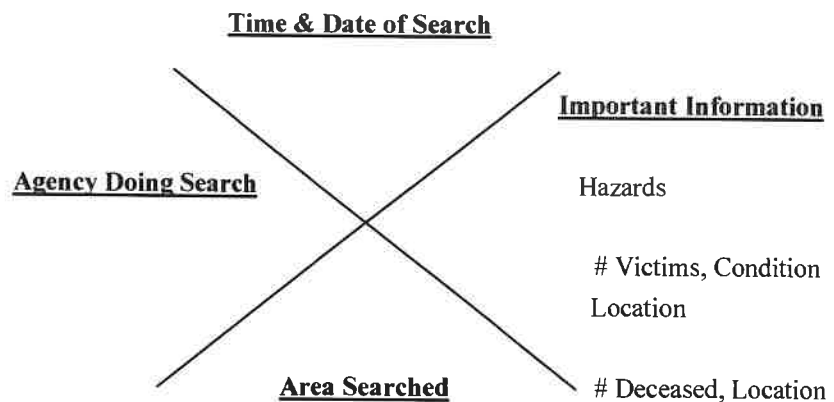
Search Team Leader

- 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

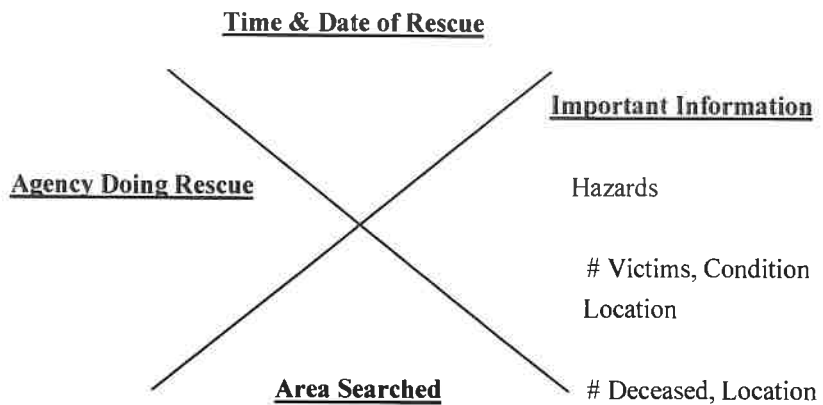
- Search for victims under the direction of the Search Team Leader.
- Act as Rescue Team Member as directed.
- Assist as directed by the Incident Commander.

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 you 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:

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-ups 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

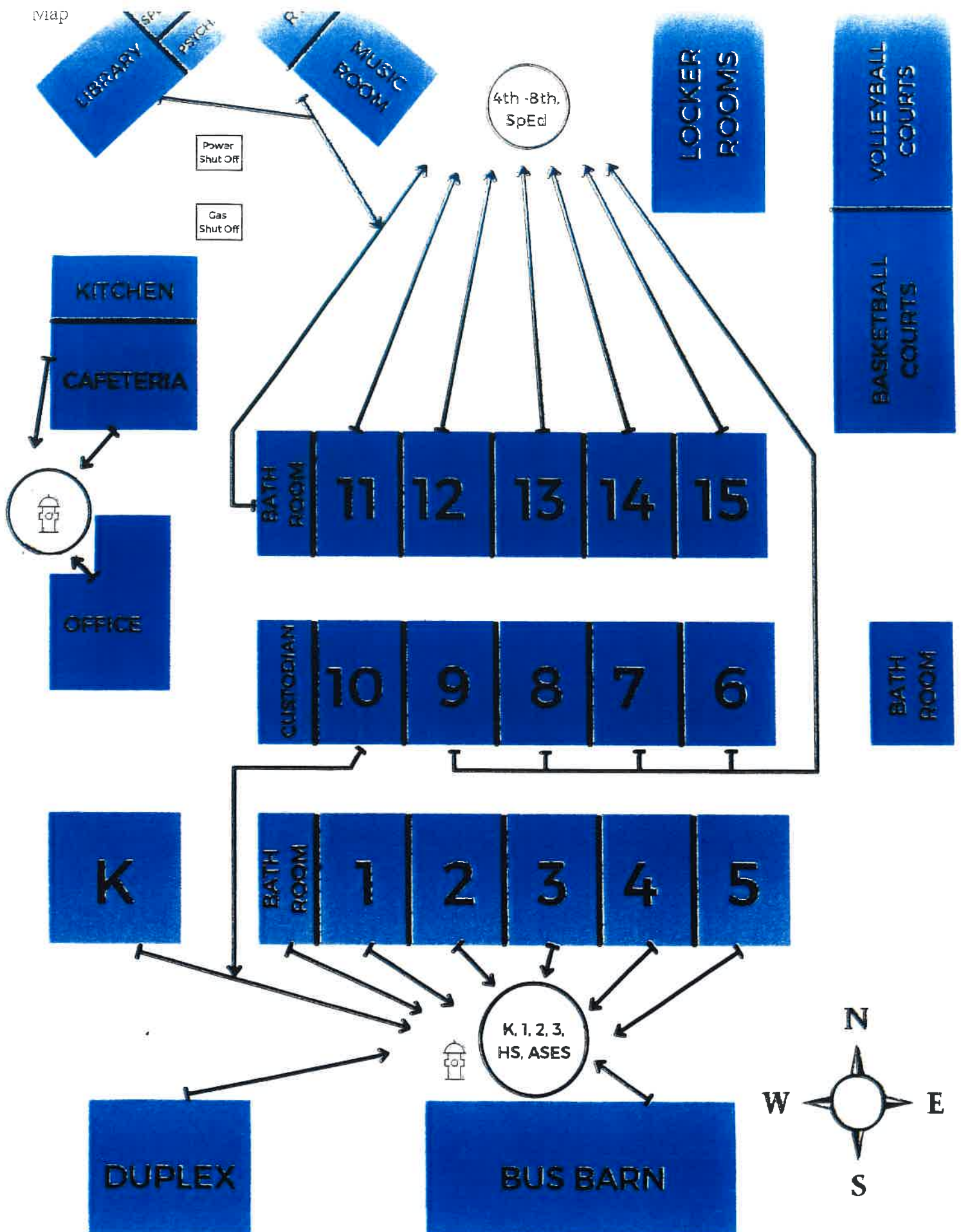
Cuyama Valley Recreation District

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:

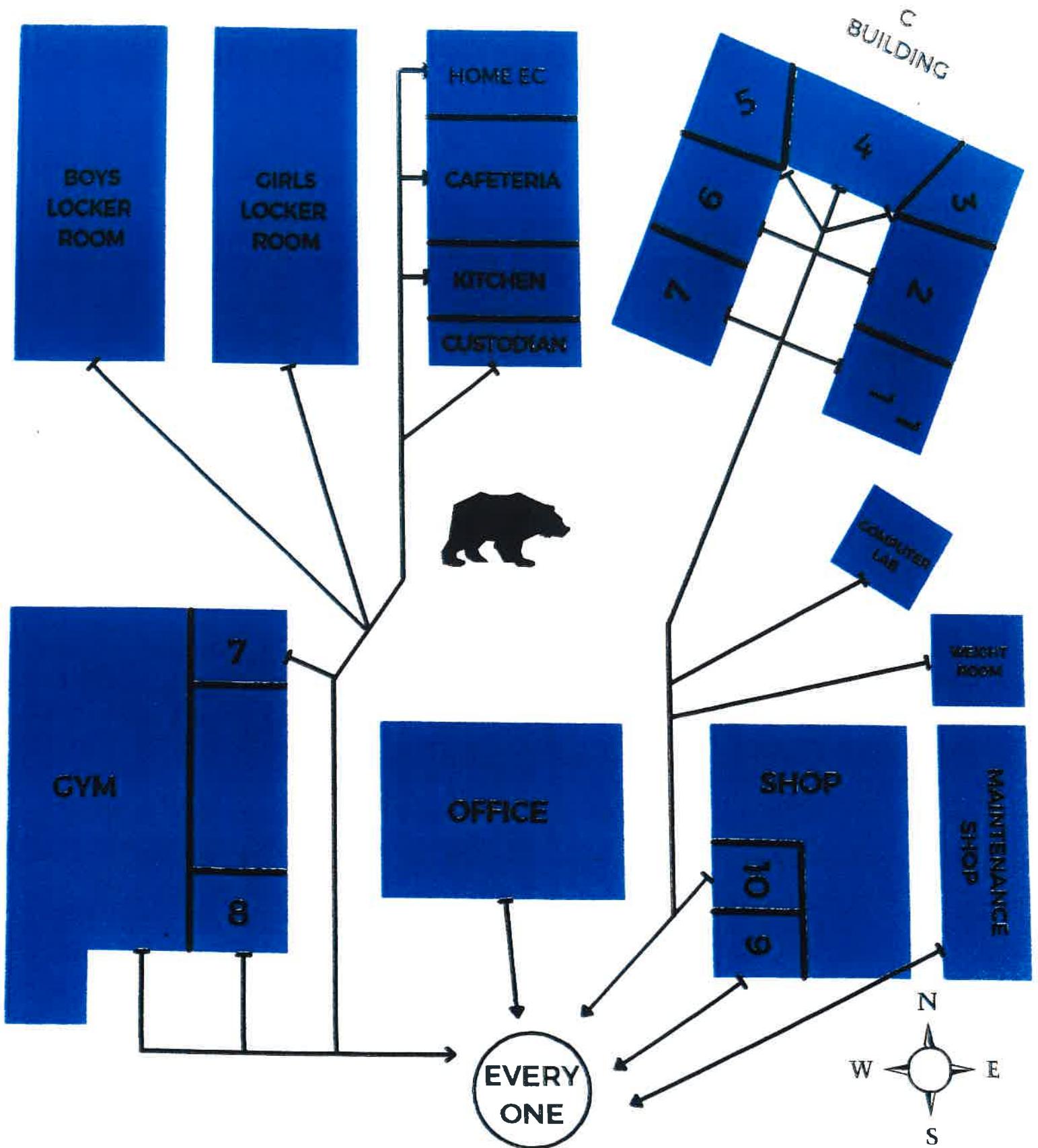
- **Cuyama Elementary School (Primary)**
- **Cuyama Valley Recreation District**



BASKETBALL
COURTS

SOFTBALL
FIELD

Map



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

School Name	Cuyama Unified School District		
School Address	2300 Highway 166		
	New Cuyama CA 93254		
School Phone	661-766-2482	Location Code	
District			
Superintendent	<i>Alfonso Gamino</i>		661-766-4103
Principal	<i>Alfonso Gamino</i>		661-766-4103
Teacher In Charge	<i>Kevin Lebsack</i>		661-766-2293
School Secretary HS	<i>Jocelyn Mora</i>		661-766-2293
School Secretary Elementary	<i>Mary Jo Harrington</i>		661-766-2642
School Custodian	<i>Liz Alarcon</i>		
Superintendent & Public Information Officer			661-766-4103
Business Manager			661-766-4104
Maintenance & Operations Director			
Director of Special Education			
District Nurse			
District Safety and Disaster Coordinator			
Director of Technology			
Director Child Nutritional Services			
Non-District			
Fire And Medical Emergencies			911
Air Pollution Control District			805-961-8800
California Highway Patrol			800-835-5247
County Department of Health Services			805-681-5100
Gas Company	<i>PG&E</i>		800-743-5000
Electric Company	<i>PG&E</i>		800-743-5000
Local Fire Station	<i>Santa Barbara County Fire Station</i>		661-766-2469
Local Hospital	<i>Marian Medical Center Santa Maria</i> <i>Cottage Hospital Santa Barbara</i>		805-739-3000 805-682-7111
Local Police/Sheriff Dept	<i>Santa Barbara Sheriff Department</i>		661-766-2310
Water Company	<i>Cuyama Valley Service District</i>		661-766-2780
Poison Control Center			800-222-1222
Industrial Injuries			800-121-8379
Santa Barbara Emergency Operation Center			805-681-5526

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EMERGENC

FIRE DEPARTMENT
POLICE DEPARTMENT
AMBULANCE 9-911

9-911
9-911

NON-EMERGENCIES

FIRE DEPARTMENT
POLICE DEPARTMENT

661-766-2469
661-766-2310

SCHOOL DISTRICT

MAIN PHONE LINE
Principal Alfonso Gamino
DISTRICT MAINTENANCE DEPT SHOP
M/O CELL Fernando De Los Santos
M/O CELL Eric Callaway
M/O AFTER HOURS CELL

661-766-2293
661-766-4103
805-245-3122
661-433-5496

OFFICE OF EMERGENCY SERVICES

Santa Barbara County Emergency Services 805-681-5526

UTILITIES

Cuyama Community Service District.....661-766-2780
Pacific Gas and Electric800-7435000

CHP ROAD CLOSURES.....800-427-7623

BOMB THREAT PACKET

BOMB THREAT CHECKLIST

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:

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?

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:

1 box face masks	1 axe
1 rope	1 pickaxe
1 large tarp	1 small
folding	
1 box disposable gloves (Large)	1 hacksaw
1 box disposable gloves (Medium)	1 - 4-ton jack
18 orange safety vests	1 hatchet
4 pairs of leather work gloves	1 bolt cutter
17 disposable emergency blankets	1 whistle
4 safety goggles	1 shovel
5 adult size safety hard hats	
3 child size neck braces	
3 adult size neck braces	
2 rolls duct tape	
2 rolls yellow caution tape	
1 roll electrical tape	
3 flashlights	
8 snap green glow sticks	
1 bag of assorted small tools	
3 small first aid kits	
1 medical kit	
1 portable handheld radio	
1 shovel	
1 crowbar	
1 hammer	
1 pipe wrench	

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:

1 box disposable gloves (Medium)	1 mouth barrier
1 box face masks	1 tube activated charcoal
3 extra-large wound dressings	1 tube glucose
Various band aids, gauze, tape	Ziploc bags
1 bottle hydrogen peroxide	blood pressure cuff
1 bottle eye wash	1 can antiseptic spray
scissors	

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

FORM A – EMERGENCY HAZARD ASSESSMENT SUMMARY

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

FORM B – BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

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.]

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:

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? known?	Y or N	If yes, how, who if
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?

FORM D
INJURED AND MISSING PERSON'S REPORT

FORM D – INJURED AND MISSING PERSON’S REPORT

School _____

Room Number _____

Teacher’s Name _____

Date _____

INJURED		
Name	Type of Injury	Location

MISSING PERSONS	
Name	Last Seen Location

[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"/>	_____
Hazardous Materials	<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"/>	_____
Physical Hazards	<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

FORM G – EMERGENCY DRILL RECORD

School _____

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 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 _____ 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 January 13, 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: _____
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 th Grade/Lower Grades)	1
Middle School through High School Services	
Response to Intervention (RTI) Teacher (6 th -12 th 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.

**BEFORE THE GOVERNING BOARD OF THE
CUYAMA JOINT UNIFIED SCHOOL DISTRICT
COUNTY OF SANTA BARBARA, STATE OF CALIFORNIA**

Determination of Seniority Among Certificated)	
Employees With Same First Paid Date of)	Resolution No. 2022-002
Service ("Tie-Breaker Resolution"))	
_____)	

WHEREAS, the Governing Board anticipates that it will be necessary to reduce or eliminate certain particular kinds of services effective at the close of this school year; and

WHEREAS, the Governing Board has determined that as between certificated employees who first rendered paid service to 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 certificated employees who first rendered paid service to the District on the same date, shall be as follows and will be applied in the priority order indicated:
 - a. CTC issued teaching and/or special service credentials, authorizations and certificates held (Credentialing)
 - b. Bilingual Cross-cultural Language and Academic Development (BCLAD) certification
 - c. Other types of authorization for instruction of English Language Learners besides BCLAD, including Cross-cultural Language and Academic Development (CLAD) certification
 - d. Special Education Needs
 - e. Experience
 - f. Training
 - g. Competence
 - h. Evaluations
 - i. Extracurricular Activities

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 January 13, 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: _____
Whitney Goller

Title: BOARD PRESIDENT

Cuyama Joint Unified School District

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

January 13, 2022

Personnel Activity Report

Hires:

Increase in Hours (Temporary increase for the 2021-2022 and 2022-2023 school years – one-time funding) using ESSER II funding allocation. The extra hours assigned started on July 1, 2021.

	Name:	Position:	Current Assigned Hrs.	Temp. Hours	Total Hours
1.	Andrew Alarcon	MOT II.	2.75 Hours	4.0 hours.	6.75 hours



Van Do-Reynoso, MPH, PhD Director
Brennan Janssen, CPA Chief Financial Officer
Peggy Sutton, MA, PPA, RH Deputy Director
Dawn Eisenhardt Deputy Director
Dana Goodale, LCSW Interim Deputy Director
Polly Halden, MD, MPH Medical Director
Henning Ansorg, 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 Ansorg, MD
Public Health Officer
County of Santa Barbara


Van Do-Reynoso, MPH, PhD
Public Health Director
County of Santa Barbara

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

EXECUTIVE DEPARTMENT
STATE OF CALIFORNIA

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

Cuyama Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	Cuyama Elementary School
Street	2300 Highway 166
City, State, Zip	New Cuyama, CA 93254
Phone Number	(661) 766-2642
Principal	Mr. Alfonso Gamino
Email Address	agamino@cuyamaunified.org
School Website	
County-District-School (CDS) Code	42-75010-6045389

2021-22 District Contact Information

District Name	Cuyama Joint Unified School District
Phone Number	(661) 766-2482
Superintendent	Mr. Alfonso Gamino
Email Address	agamino@cuyamaunified.org
District Website Address	www.cuyamaunified.org

2021-22 School Overview

Cuyama Elementary is a rural school serving students from a forty mile radius, covering three counties. It is located in the scenic Cuyama Valley, educating kindergarten through eighth grade students taught by seven highly qualified teachers, one intervention teacher, and one special education teacher. Three instructional assistants work closely with teachers to address student needs through our distance learning program.

Cuyama Elementary School is dedicated to the ideals of academic excellence and to the personal and social development of our students. Academic integrity is fostered in a climate which respects the unique needs of each individual. Our students develop a positive self-image, respect for the rights of others, and the ability to communicate effectively, think critically, meet challenges, and accept responsibility. Cuyama has the following expectations consistently reinforced in all classrooms and areas of the school: Be Responsible, Excel Together, Actively Participate, Respect All, and Safety First.

Our staff is continually looking to meet the needs of our students, thirty percent of whom are English Learners, and eighty-three percent who are socioeconomically disadvantaged. Meeting those particular students' needs have been a focus of staff professional development. One of Cuyama Elementary's greatest strengths is the small class sizes. Students are respected learners at our school and develop personal connections with staff.

Family involvement is increasing at Cuyama Elementary. Many parents are active members in School Site Council, the English Learners Advisory Committee, the District Advisory Council, and the Parent's Club. There is a high participation rate in parent-teacher conferences and campus events. We are continually seeking avenues to encourage more family support.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
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2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Cuyama Joint Unified School District chooses its texts and materials from the list most recently adopted by the State Board of Education. Students have textbooks from the most current lists and textbooks are aligned with the California Common Core State Standards. The district, in accordance with the Williams Review, has ensured that all students have all textbooks and materials, and that they may take them home. Cuyama Joint Unified School District adopted a new English Language Arts curriculum in 2016, Mathematics in 2015, and is piloting new History/Social Science curriculum in the 2019-2020 school year. We still begin examining Science curriculum as it becomes available.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8 Collections California 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015	Yes	0%
	K-5 California Journeys 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015		
Mathematics	6-8: McGraw Hill, California Math Adopted 2015	Yes	0%
	K-5: McGraw Hill, My Math Adopted 2015		
Science	McGraw Hill Science Adopted in 2002	No	0%
	Prentice Hall Science Explorer		

	Adopted in 2002		
	Glencoe Science Adopted in 2007		
History-Social Science	Teacher's Curriculum Institute (CTI) Social Studies adopted by the California State Board of Education Adopted in 2017 Cuyama School Board adopted the TCI for the district to start using program for the 2021-2022 school year Teacher's Curriculum Institute Adopted in 2017	No	0%

School Facility Conditions and Planned Improvements

Cuyama Elementary School is situated on 20 acres, and includes two large grassy playgrounds and fifteen regular classrooms. A new science lab for middle school was completed and the school received a new roof and paint in 2003. Additionally, new doors were installed to meet handicapped regulations, and the fire alarm system has been upgraded. New playground equipment was installed for the upper grades in the spring of 2002 and new playground equipment was installed for the primary grades in the summer of 2013. The driveway and parking lot was repaved in the summer of 2017. There is a Head Start Pre-School program housed on campus. There is space for baseball, soccer, football, and track activities, as well as a cafeteria/auditorium for performance events.

Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 89 and 100 percent on the 15 categories of our evaluation, with an overall percentage of 90.

Year and month of the most recent FIT report

September 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
Interior: Interior Surfaces	X			Some patchwork in hall of kindergarten room.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Boys and girls restrooms need ceiling patch work.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems
Structural: Structural Damage, Roofs	X			No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Need gopher control.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents have several excellent opportunities to participate in their student's education. Formal parent-teacher conferences are held annually, with informal conferences held as student needs arise. Parents may join the School Site Council (SSC), District Advisory Council (DAC), and the English Language Advisory Committee (ELAC). All parents are welcome at the yearly

2021-22 Opportunities for Parental Involvement

meetings, and may contact the school office for dates. Cuyama Elementary School has an active Parent's Club which meets the first Monday of each month. Many campus events are planned with parent engagement in mind. These include the Winter Program, Eighth Grade Dinner and a Show, Halloween Parade, and LCAP input sessions. In 2020-2021, we canceled the Winter Program and the Eighth Grade Dinner due to the Covid-19 Pandemic and the district offering a distance learning rigorous instructional program. A school garden is in the planning and early implementation stages and parents have been and continue to be an integral part of this learning lab. Parents are encouraged to be active participants in their child's education. It is expected that the garden planning will continue in 2021-2022 once students are back for in-person instruction.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			

Foster Youth
Homeless
Socioeconomically Disadvantaged
Students Receiving Migrant Education Services
Students with Disabilities

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Safety Plan

A Site Emergency Plan (Revised January 2021) adopted on January 14, 2021, is on file, and earthquake, fire, and lockdown drills are held regularly. While we pride ourselves on our safe community, we ensure that emergency response procedures are in place. Faculty, staff, and students are trained to exit the school buildings safely. Staff and administration worked collaboratively to develop an updated lockdown procedure with successful implementation. Classified staff members are also trained to assist in case of an emergency. Staff is on duty and assigned to monitor all students both in classrooms and on the playground.

The safety of students and staff is the primary concern of Cuyama Elementary. The school is aware of and complies with laws and regulation regarding hazardous materials. Laboratory supplies are carefully housed, and their use is diligently monitored. A regularly scheduled maintenance program ensures classrooms, restrooms, and other facilities are kept in good condition.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,670	\$2534	\$9136	\$66,550
District	N/A	N/A	10,908	\$63,296
Percent Difference - School Site and District	N/A	N/A	-17.7	5.0
State			\$12,600	\$70,720.
Percent Difference - School Site and State	N/A	N/A	-31.9	-6.1

2020-21 Types of Services Funded

These are the types of programs and services funded that support and assist students:

- Title 1 (supports socio-economically challenged students)
- Title 2 (teacher training and professional development)
- National School Lunch program
- Low Performing Schools Grant
- Tobacco Use and Prevention
- Mandate Block Grant
- Teacher Induction Program (TIP)
- After School Education and Safety Grant (ASES)
- Frontier Grant (ASES transportation)
- Multi-Tiered Systems of Support Grant (MTSS)

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Professional Development

Based on student data evaluation and teacher input, the focus for 2020-2021 was developing teacher skills in the area of social-emotional learning, with the main emphasis being on Universal Design for Learning (UDL). Support has been provided by the Santa Barbara County Office of Education in the form of individual coaching, after school workshops, and conference attendance. Grade level span monthly meetings are conducted to reflect on practice and student data, with the opportunity for colleagues to provide support to each other. Grade level meetings and Professional Development was conducted via Zoom for the 2020-2021 school year.

Teachers meet frequently to discuss data via Zoom. In moving forward with the 2021-2022 school year, educators are continuing to deepen their knowledge of UDL, and discovered more about the Social Emotional Learning components of UDL. One-on-one coaching is still a practice, along with after school workshops. Several teachers are part of the Multi-Tiered Systems of Support (MTSS) team and have attended training in positive behavioral supports.

Cuyama Elementary School has continued to develop and deepen practices with on-going professional development in the realms of MTSS, Social Emotional Learning, and UDL for the 2020-2021 and 2021-2022 school year. With the advent of distance learning, as necessitated by COVID-19, professional development was added to better support teachers utilizing this new model. Seminars on Zoom and Seesaw have been implemented, along with one-on-one coaching sessions provided by the Santa Barbara County Office of Education.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Cuyama Valley High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	Cuyama Valley High School
Street	4500 Highway 166
City, State, Zip	New Cuyama, CA 93254
Phone Number	(661) 766-2293
Principal	Mr. Alfonso Gamino
Email Address	agamino@cuyamaunified.org
School Website	
County-District-School (CDS) Code	42-75010-4231205

2021-22 District Contact Information

District Name	Cuyama Joint Unified School District
Phone Number	(661) 766-2482
Superintendent	Mr. Alfonso Gamino
Email Address	agamino@cuyamaunified.org
District Website Address	www.cuyamaunified.org

2021-22 School Overview

Cuyama Valley High is much more than a school; it is a community. This School Accountability Report Card (SARC) highlights our current achievements and outlines our plans for improvement. We strive to establish a closer relationship with our students and parents as we strengthen the ties between school and community. We invite greater involvement from all stakeholders in an effort to showcase the energy and professional dedication of the faculty and staff. Our teachers' continued training in technology, curriculum, social emotional learning, and classroom strategies will ensure that students are prepared for the challenges and promises of tomorrow.

An intense focus on academic achievement is evident at Cuyama Valley High School. The faculty remains committed to serving the needs of all students. Becoming a vital center for learning that provides the best educational choices for all students in our attendance area is our most important goal. Our attendance during the 2020-2021 school year remained high even though we were doing distance learning. With an honest appraisal of the entire school program, teachers are building a dynamic environment that prepares all students for the ever-changing demands of our society.

Our District

Cuyama Joint Unified School District serves a community centrally located in the beautiful Cuyama Valley, a remote northeastern section of Santa Barbara County. The area is very rural with farming and natural resources the key industries. It is the District's philosophy that public education is of fundamental importance to a free society and to the continued development of democratic values, individual liberty and an appreciation for cultural diversity in society. The District's objective is to provide the guidance and resources necessary to insure an environment conducive to learning. In order for education to succeed, there must be an ongoing partnership between parents, students, educators, and the community. It is important to emphasize that the goal of our educational system is not to supplant parental responsibilities throughout the learning process. Rather, it is the policy of the District to foster parental participation in order that an educational climate is created which reinforces and fosters the positive and healthy development of the child. The District's first goal is to provide each student with the basic skills necessary to participate and function effectively in society. The District is committed to the goal of achieving academic excellence through a program of instruction and experiences which offers each child an opportunity to develop to the maximum of his or her individual capabilities.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Cuyama Valley High School is in the process of updating all curriculum, selected from the most recent list of standards-based materials adopted by the State Board of Education. New English Language Arts curriculum, aligned with Common Core State Standards (CCSS) was adopted in the 2016/2017 school year. New mathematics curriculum, aligned with the Common Core State Standards, was adopted for the 2018/2019 school year.. Science curriculum will be purchased as soon as it becomes available. A history/social science program was piloted for the 2018/2019 and 2019/2020 school year. Staff will analyze the success of the program, and look to adopt the curriculum, based on student achievement data.

Year and month in which the data were collected

December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections California 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015	Yes	0%
Mathematics	Integrated Mathematics I (Big Ideas Learning) Adopted in 2018	Yes	0%

	Integrated Mathematics II (Big Ideas Learning) Adopted in 2018		
	Integrated Mathematics III (Big Ideas Learning) Adopted in 2018		
	Integrated Mathematics IV (Big Ideas Learning) Adopted in 2018		
Science	Biology (Glencoe) Adopted in 2007	Yes	0%
	Chemistry (Glencoe) Adopted in 2007		
	Earth Science (Glencoe) Adopted in 2007		
	Physics (Glencoe) Adopted in 2008		
History-Social Science	Teacher's Curriculum Institute (TCI) History Alive	Yes	0%
	State Board of Education approved in 2017 Piloted for Cuyama School District in 2019/2020 Cuyama Board adopted for the 2021-2022 school year		
Foreign Language	Discovering French I (McDougall Littell) Published in 2001	No	0%
	Discovering French II (McDougall Littell) Published in 2001		
	Spanish Que Tal? (McDougall Little) Published in 2001		
Health	Glencoe health (Glencoe/McGraw-Hill) Published in 2007	Yes	0%

School Facility Conditions and Planned Improvements

In addition to regular classrooms, Cuyama Valley High School has an administration building, library, full kitchen and cafeteria, industrial arts classrooms, and multipurpose gymnasium that are safe, clean, and provide adequate space for student and community activities. We have a computer classroom, a weight room, and tennis courts. The main campus was built in 1957.

Improvements have occurred with the passing of a local bond. Over the past two years, there has been asbestos removal, new flooring installed in all the classrooms and office, the demolition of the swimming pool and construction of new outdoor basketball courts. The electrical system was completely replaced in 2020.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district used a facility survey instrument developed by the State of California Office of Public School Instruction. The results of this survey are available at the school office or district office.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 86 and 100 percent on the 15 categories of our evaluation.

Year and month of the most recent FIT report

September 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Electrical and HVAC systems need upgrading.
Interior: Interior Surfaces	X			No apparent problems.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Termite infestation in kitchen/life skills building.
Electrical	X			Electrical system was upgraded in 2021.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Sewer and drain lines need repair or replacing.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Need gopher control.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Career Technical Education Programs

Cuyama Valley High School is dedicated to preparing students to be successful whether they choose to further their education or enter the workforce. The CTE courses fit well with academic courses. Agriculture Chemistry, Agriculture Biology, and Agriculture Physics have been A-G approved. Most CTE courses are A-G approved, so that all students have as many options as possible available to them upon graduation. For the 2020-2021 school year, the agriculture pathway is in place since the 2019-2020 school year. Students are evaluated through a skills assessment upon the completion of agriculture courses. Kendy Fetterman is the primary representative of the advisory committee with local agriculture industries represented on the committee.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are encouraged to be active participants in their child's education. They are encouraged to attend yearly parent-teacher conferences, Back to School Night, and the many sporting events and campus activities. During the 2020-2021 school year, most of the events were conducted virtually due to the Covid-19 pandemic. Parents can be a part of School Site Council, District Advisory Council, and ELAC/DELAC committee, and are welcome to become volunteers on campus and at school events once the Covid-19 protocols are lifted. Our parents also attend and participate in input sessions for the LCAP that are held throughout the year.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			

Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Safety Plan

A School Safety Plan (Revised January 2021), board approved January 2021, is on file, and earthquake, fire, and lockdown drills are held regularly now that in-person instruction has resumed in 2021-2022. While we pride ourselves on our safe community, we ensure that emergency response procedures are in place. Faculty, staff, and students are trained to exit the school buildings safely. Teacher responsibilities regarding student safety are reviewed during each school year. Classified staff members are also trained to assist in case of an emergency. Staff is on duty and assigned to monitor all students both in classrooms and on the school grounds.

The school is aware of and complies with laws and regulations regarding hazardous materials. Laboratory and chemical supplies are carefully housed, and their use is diligently monitored. A regularly scheduled maintenance program ensures classrooms, restrooms, and other facilities are kept in good repair.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19259	\$2577	\$16682	\$58089
District	N/A	N/A	\$10908	\$63296
Percent Difference - School Site and District	N/A	N/A	41.9	-8.6
State			\$12600	\$70720
Percent Difference - School Site and State	N/A	N/A	27.9	-19.6

2020-21 Types of Services Funded

These are the types of programs and services funded that support and assist students:

- Title 1 (supports socio-economically challenged students)
- Title 2 (teacher training and professional development)
- National School Lunch program
- Low Performing Schools Grant
- Tobacco Use and Prevention TUPE)
- Teacher Induction Program (TIP)
- Multi-Tiered Systems of Support (MTSS)

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Professional Development

For the 2019-2020 school year, after examining student data and gathering teaching input, it was determined that staff development would focus on Universal Design for Learning (UDL) and social-emotional learning. Support has been provided by the Santa Barbara Office of Education with one-on-one coaching and after school workshops, along with conference attendance. Teachers meet frequently to discuss data. In moving forward with the 2020-2021 and 2021-2022 school years, educators are continuing to deepen their knowledge of UDL, and have added discovering more about the Social Emotional Learning components of UD especially now that our students spent close to 1.5 years on a distance learning program due to the Covid-19 pandemic. One-on-one coaching is still a practice, along with after school workshops. Several teachers are part of the Multi-Tiered Systems of Support (MTSS) team and have attended training in positive behavioral supports.

Cuyama Valley High School has continued to develop and deepen practices with on-going professional development in the realms of MTSS and UDL for the 2021-2022 school year. With the advent of distance learning, as necessitated by COVID-19, professional development was added to better support teachers utilizing this new model. Seminars on Zoom and Canvas have been implemented, along with one-on-one coaching sessions provided by the Santa Barbara County Office of Education. All SBCEO PD will be conducted in person for the 2021-2022 school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10