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: Jovani Ojeda

SAR Team 2 Leader: *Russ Barnes*

SAR Team 2 Members: *Jessica Barboza, Jennifer Quesada*

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.

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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.
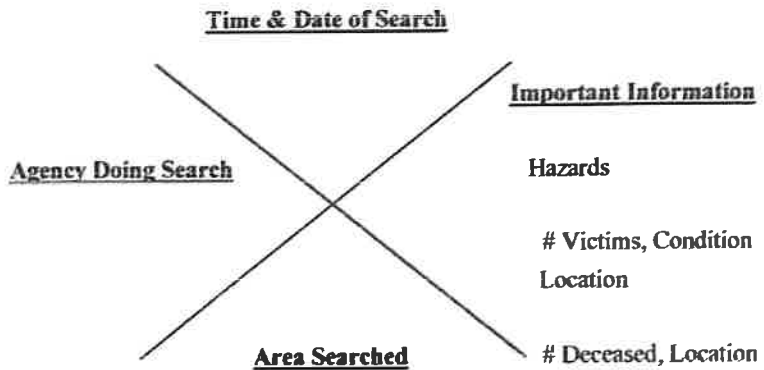
Search Team Leader

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

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- 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.

Time & Date of Search

Important Information

Agency Doing Search

Hazards

Victims, Condition
Location

Area Searched

Deceased, Location

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.

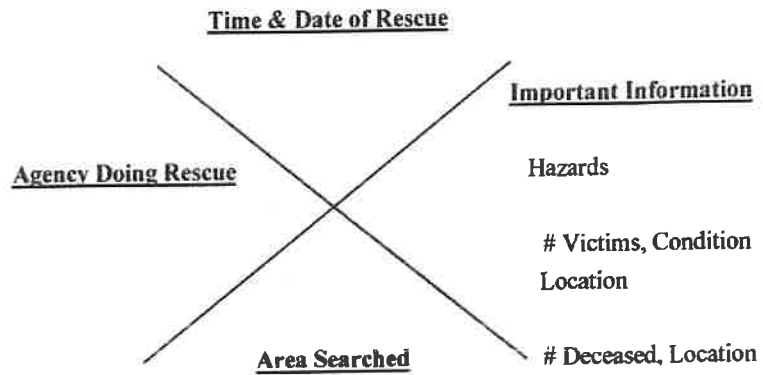- Assist as directed by the Incident Commander.

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.

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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.

Time & Date of Rescue

Agency Doing Rescue

Important Information

Hazards

Victims, Condition

Location

Area Searched

Deceased, Location

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: Cesar Uribe (Elementary School), Daniel Cortes, and Eric Callaway (High School)

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.

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- 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

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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.) & Alicia Muniz (HS)

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

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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: *Alleigh Cortes (CVHS)*

Mary Jo Harrington (Elem.)

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.

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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.

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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 & Angelica Mora

Food & Water Team Member: Pam Mitzel (Both) & Tatyay Navarro (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.

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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 Elem.): Liz Alarcon

Sanitation / Shelter Team Leader (HS): Lillian Hernandez

Sanitation / Shelter Team Member:

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.

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- 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.

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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) & Selina Martinez (Elem.)

Site Security Team Member: Nette Fonseca, Rosemay Funkhouser

Site Security Team Member: Yenica Rodriguez

Site Security Team Member: Kimberly Rivera (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

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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.

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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 <u>will not</u> 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.)

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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.

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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 <u>will not</u> 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.

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: <u>Following the "All Clear", do not release students, or take any actions until instructions are received.</u>

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."

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 you 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.

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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).

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 Badges: All permanent employees of the Cuyama Unified School District 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.

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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.

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.

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**

Map

Cuyama
Elementary School

Cuyama Headstart
Preschool

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BASKETBALL
COURTS

SOFTBALL
FIELD

C
BUILDING

5

4

3

6

7

2

1

BOYS
LOCKER
ROOM

GIRLS
LOCKER
ROOM

HOME EC

CAFETERIA

KITCHEN

CUSTODIAN

COMPUTER
LAB

WEIGHT
ROOM

7

8

GYM

OFFICE

SHOP

10

9

MAINTENANCE
SHOP

EVERY
ONE

N
W E
S
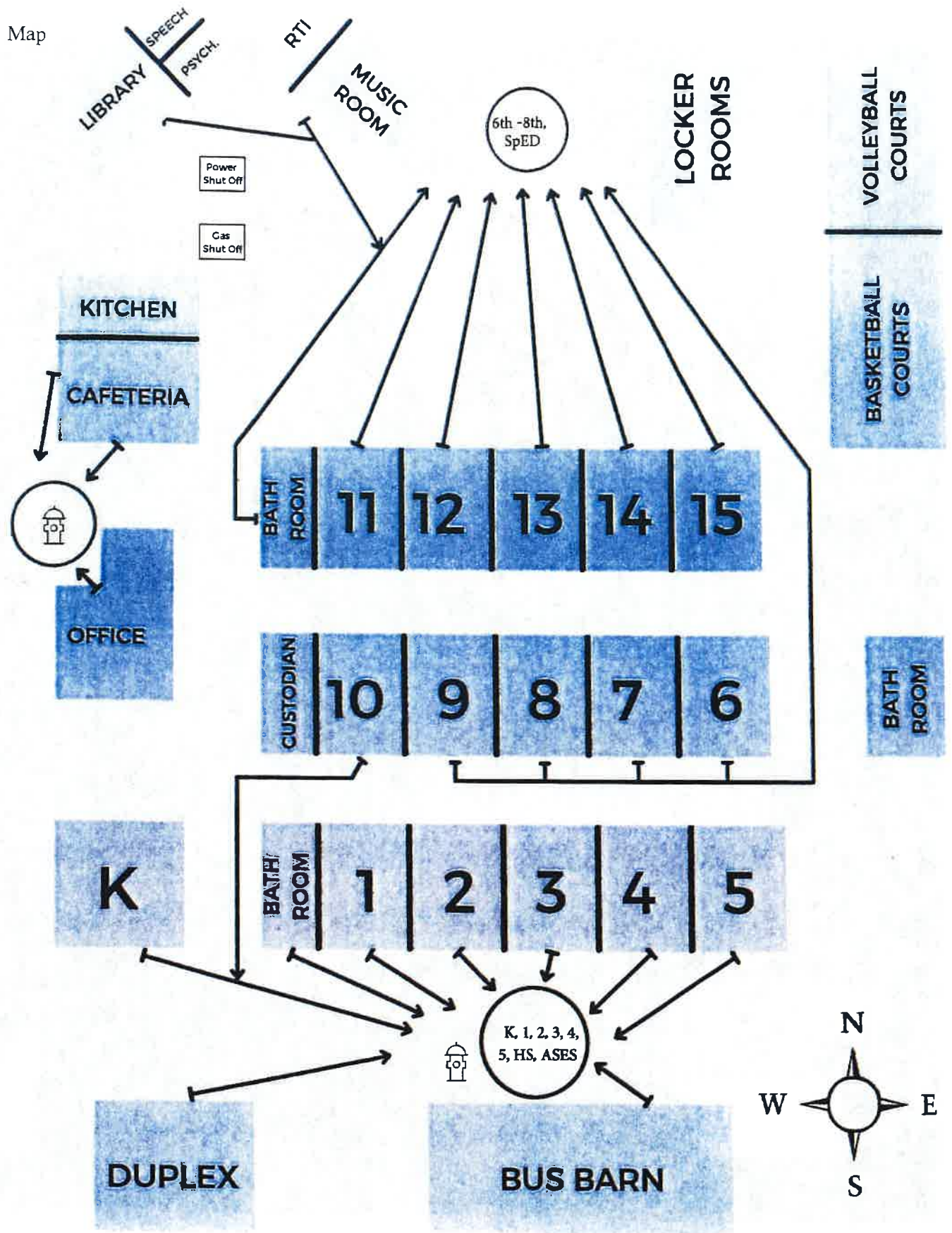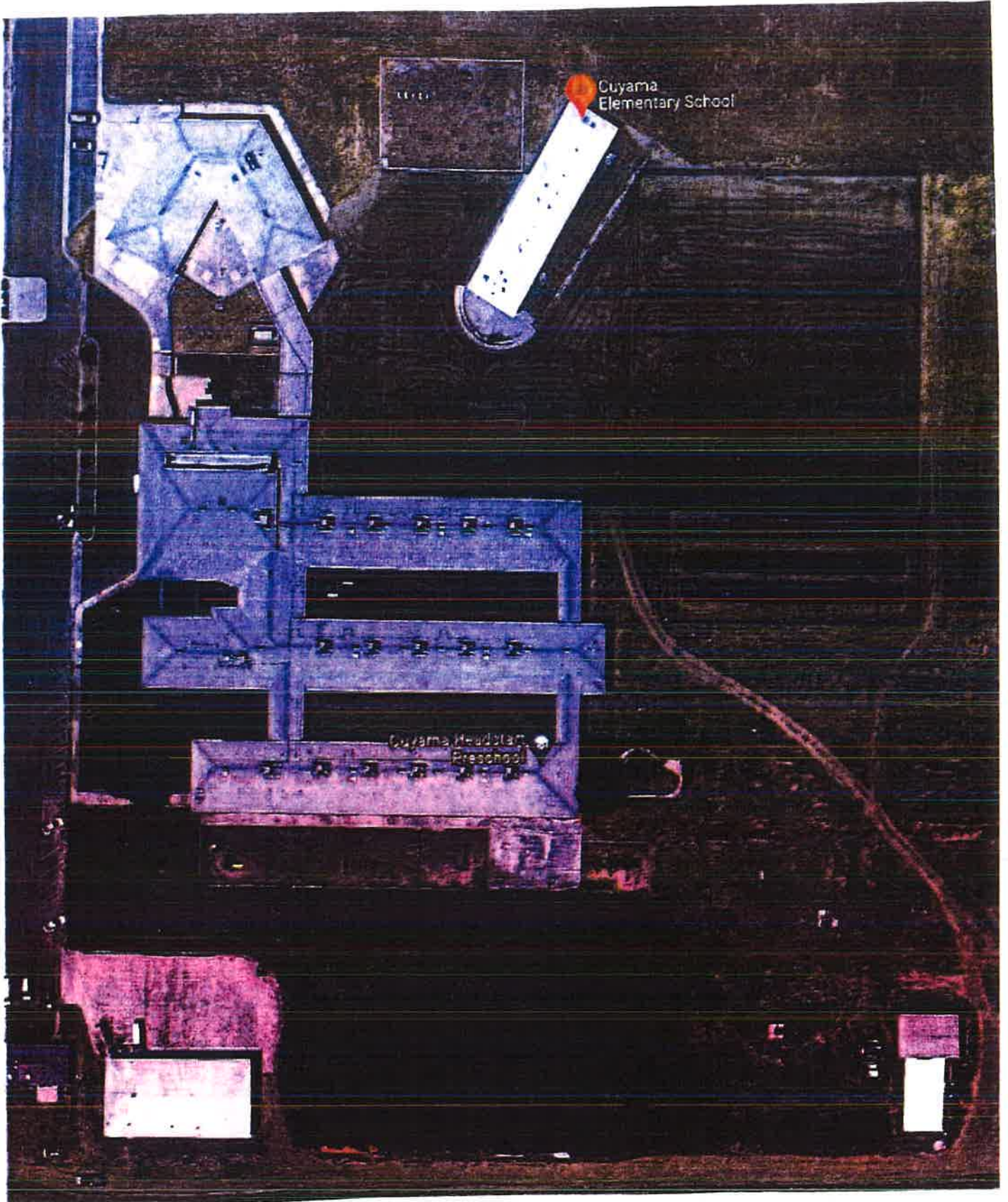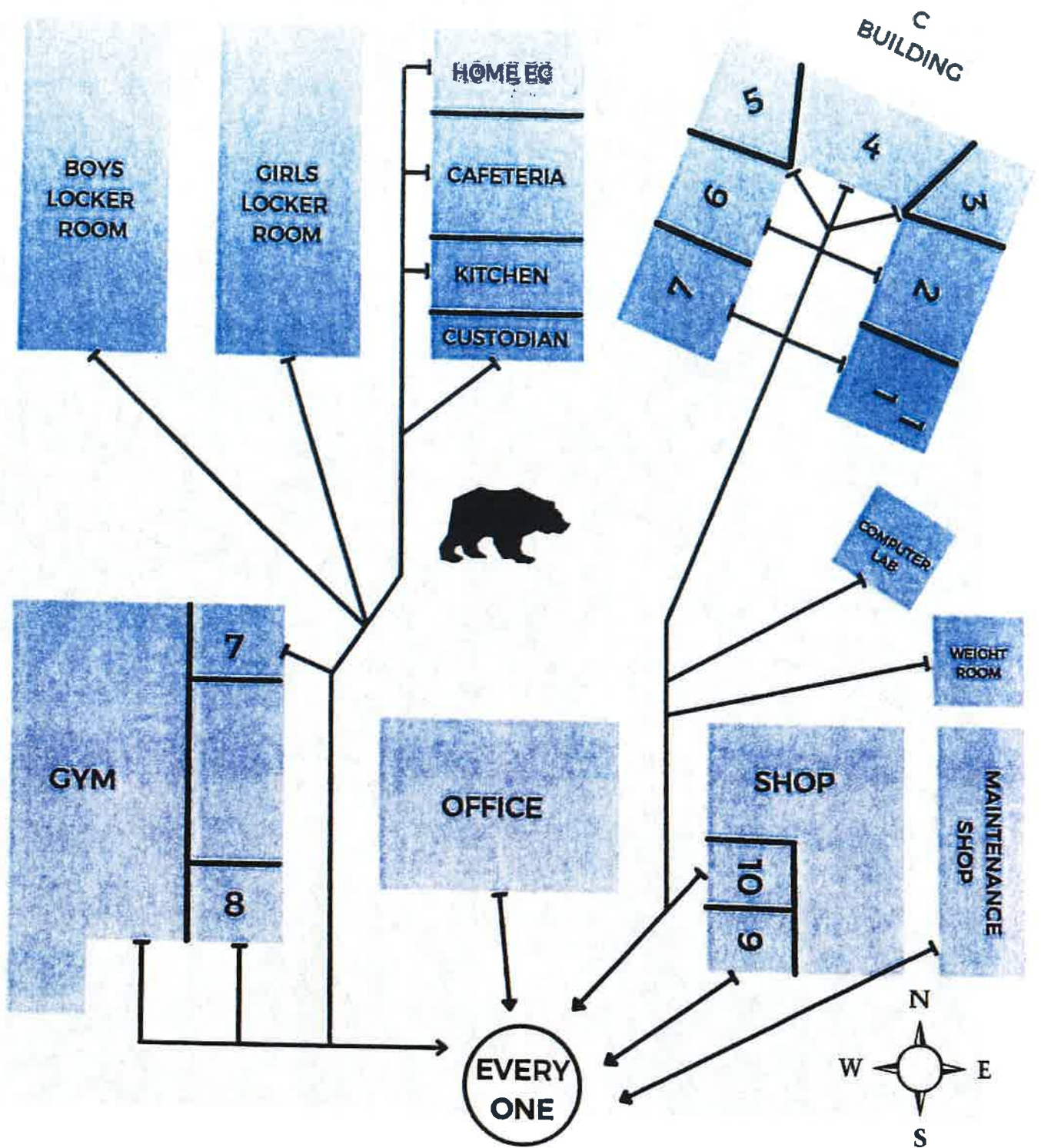
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Evacuation Procedures for Special Needs Students and Staff

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	*Alfonso Gamino*	*661-766-4101*
Principal	*Alfonso Gamino*	*661-766-4101*
Teacher In Charge	*Kevin Lebsack*	*661-766-2293*
School Secretary HS	*Alleigh Cortes*	*661-766-2293*
School Secretary Elementary	*Mary Jo Harrington*	*661-766-2642*
School Custodian	*Liz Alarcon*	
Superintendent & Public Information Officer		*661-766-4101*
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	*PG&E*	800-743-5000
Electric Company	*PG&E*	800-743-5000
Local Fire Station	*Santa Barbara County Fire Station*	661-766-2469
Local Hospital	*Marian Medical Center Santa Maria*	*805-739-3000*
	Cottage Hospital Santa Barbara	*805-682-7111*
Local Police/Sheriff Dept	*Santa Barbara Sheriff Department*	661-766-2310
Water Company	*Cuyama Valley Service District*	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	9-911
POLICE DEPARTMENT	**9-911**
AMBULANCE 9-911	

NON-EMERGENCIES

FIRE DEPARTMENT	661-766-2469
POLICE DEPARTMENT	661-766-2310

SCHOOL DISTRICT

MAIN PHONE LINE	661-766-2293
Principal Alfonso Gamino	661-766-4103
DISTRICT MAINTENANCE DEPT SHOP	
M/O CELL Fernando De Los Santos	805-245-3122
M/O CELL Eric Callaway	661-433-5496
M/O AFTER HOURS CELL	

OFFICE OF EMERGENCY SERVICES

Santa Barbara County Emergency Services	805-681-5526

UTILITIES

Cuyama Community Service District.................661-766-2780	
Pacific Gas and Electric 800-7435000	

CHP ROAD CLOSURES...800-427-7623

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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:_____

_____

_____

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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

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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?*

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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

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EMERGENCY BIN INTERIOR LAYOUT

Dimensions:

(The Emergency Supply Lists contained in the following section are lists of current Inventories)

Emergency Supply at each of the sites:

<u>Emergency supplies in yellow container in the nurse's office:</u>

1 box face masks
1 rope
1 large tarp
folding
1 box disposable gloves (Large)
1 box disposable gloves (Medium)
18 orange safety vests
4 pairs of leather work gloves
17 disposable emergency blankets
4 safety goggles
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

1 axe
1 pickaxe
1 small

1 hacksaw
1 - 4-ton jack
1 hatchet
1 bolt cutter
1 whistle
1 shovel

<u>Emergency supplies in clear tote in the nurse's office:</u>

2 manual breathing assistance bags

6 adult neck braces

Various band aids, tape and gauze

8 disposable emergency blankets

<u>**Emergency supplies in red tote in the nurse's office:**</u>

10 blankets
4 large tarps

<u>**Emergency supplies in large red medical bags in the nurse's office:**</u>

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

<u>**Emergency supplies in school classrooms:**</u>

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 <u>only</u> during a crisis or disaster. <u>They are not for use on field trips or for routine first aid supplies during the year.</u> 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.

Cuyama Joint Unified School District Instructional Continuity Services Plan

Introduction

Natural disasters, pandemics, and other unforeseen disruptions can cause extended closures of schools, jeopardizing the continuity of education for students. The instructional continuity plan (ICP) is an essential component of the comprehensive school safety plan, ensuring that, even in the event of a disaster or major disruption, students' education is not interrupted. The plan addresses strategies for continuing learning, whether through remote methods or other alternative instructional models, while also maintaining the safety, well-being, and mental health of all stakeholders. The following key elements of the Cuyama Joint Unified School District Instructional Continuity Plan is designed to ensure that learning can continue during extended school closures.

1. Purpose and Scope of the Instructional Continuity Plan

The primary goal of the Cuyama Joint Unified School District ICP is to ensure that learning continues in a meaningful and accessible way when physical school attendance is disrupted. This document serves as the guide for the superintendent, teachers, students, and families to navigate educational continuity during times of crisis, including natural disasters (e.g., hurricanes, wildfires, earthquakes) or other emergencies (e.g., pandemics, infrastructure failure). The scope of this plan includes:

- Remote Learning Models: Alternatives to in-person learning such as online, hybrid (is available), and digital resources.
- Communication Protocols: Ensuring clear, consistent communication with students, families, and staff.
- Support Systems: Addressing student well-being and academic support during times of disruption.
- Infrastructure and Resource Management: Ensuring that students have the necessary tools (e.g., devices, internet) for continued learning.
- Assessment and Monitoring: Evaluating student progress and adjusting learning plans as necessary.

2. Key Components of the Plan

A. Communication Strategies

Effective communication is crucial for keeping all stakeholders informed during a crisis. The ICP outlines the following communication protocols:

- Emergency Notifications: The Cuyama Joint Unified School District will utilize a variety of channels, such as text messages, emails, social media, and automated phone calls (Messenger), to inform families of school closures or shifts to remote learning.
- Ongoing Updates: Regular updates will be shared regarding the status of the crisis, school re-opening plans, and instructional methods. These updates will also address changes in academic schedules and grading.
- Teacher-Parent-Student Communication: Teachers will utilize communication platforms such as Google Classroom, Zoom, Microsoft Teams, or other district-approved tools to maintain consistent contact with students and families.

- Language Accessibility: Information will be provided in English and Spanish non-English-speaking families, as needed.

B. Instructional Delivery Models

During extended closures, Cuyama district schools will pivot to alternative instructional methods. The ICP provides flexibility in delivery models based on available resources and the severity of the disruption.
- Remote Learning: This may include live instruction via video conferencing tools, asynchronous lessons, recorded lectures, and digital resources. Teachers will deliver lessons according to established schedules, and students will be expected to engage with assignments and assessments remotely.
- Hybrid Learning: For areas where some students can attend in person and others cannot, hybrid models allow a mix of remote and in-person instruction. This hybrid learning model will be explored as a possible option as we only have two school facilities.
- Blended Learning: A combination of in-person and online learning methods, which can be utilized once schools reopen with limited capacity or in situations where a limited number of students are able to attend physically.

C. Curriculum and Instructional Adjustments

Instructional continuity will also require modifications to ensure that the curriculum remains aligned with essential learning outcomes while considering the limitations of remote learning. Key considerations staff will focus on include:
- Prioritizing Essential Standards: The curriculum will focus on the most critical learning standards and concepts, ensuring that essential skills are taught.
- Flexible Pacing: To accommodate the challenges of remote learning, pacing guides will be adjusted to allow for more flexible timelines and to ensure that students are not overwhelmed.
- Differentiation and Support: Teachers will differentiate instruction to meet the needs of all students, including those with special needs (district teachers will collaborate with SBCEO special education staff), English learners, and those requiring remediation or enrichment.

D. Student and Family Support Systems

Support for students' emotional and academic well-being is is a huge focus during disruptions. This ICP includes strategies to address students' diverse needs:
- Mental Health Support: District Counselor, SBCEO counseling support, and outside agencies, as as approved by the district, will provide virtual or phone-based counseling sessions. District will also ensure access to crisis intervention services if necessary.
- Academic Support as available: tutors will be sought, special education staff with the support of SBCEO, ASES staff, and teachers will provide virtual support to students who require additional help. Online resources such as instructional videos, discussion forums may be available.
- Access to Technology: The district will ensure that all students have access to necessary technology, including laptops or tablets, and internet connections. Where needed, the district will facilitate the distribution of hotspots or other means to provide internet access.

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E. Teacher Training and Professional Development

For instructional continuity to be successful, teachers must be equipped with the skills and resources needed for online and hybrid instruction if hybrid instruction is provided. The Cuyama Joint Unified School District ICP includes:
- Ongoing Professional Development: Teachers will receive training on effective virtual teaching strategies, using learning technology systems/platforms, video conferencing platforms, and creating engaging digital content. Professional development will focus on maintaining student engagement, providing timely feedback, and using assessment data to inform instruction.
- Technology Support: Technical support will be provided by Limotta IT and/or any other Technology company the district uses. The technology support will be provided to assist teachers with the use of online tools, troubleshooting technology issues, and ensuring that all instructional platforms are functioning.

F. Monitoring Student Progress and Academic Accountability

Even during disruptions, it is crucial to assess student progress and ensure that learning is taking place. This ICP outlines methods for ongoing assessment and progress monitoring:
- Formative Assessments: Teachers will use a variety of formative assessment methods (e.g., quizzes, polls, discussions) to gauge student understanding during remote instruction.
- Summative Assessments: For major assessments, schools may utilize online testing platforms that are secure and user-friendly.
- Adjustments to Grading: Adjustments to grading policies may be necessary to account for the challenges students face during remote learning. Flexible deadlines, alternative assignments, and a focus on mastery of key concepts will be considered.

3. Continuity of Operations During School Closure

A. Administrative Operations

To ensure continuity of operations, the ICP includes plans for maintaining essential administrative functions during a school closure:
- Remote Administration: School Superintendent and Chief Business Official and other district personnel will work remotely (*If they cannot work safely from a school site), conducting virtual meetings, managing school operations, and coordinating staff and resource allocation.
- Virtual Staff Meetings: Regular virtual meetings will be held to keep staff informed and to provide professional development opportunities.
- Staff Availability: Staff will be available during established hours to assist with student needs, attend professional development sessions, and engage in planning for continued learning.

B. Facilities and Health Considerations

The ICP also includes considerations for when Cuyama Joint Unified School District schools reopen after a disaster or disruption:

- Safety Protocols: Health and safety protocols, such as sanitation procedures, mask-wearing, social distancing, and health screenings, will be put in place based on current health guidance.
- Facility Preparation: The maintenance/bus driver staff will ensure that school buildings are properly cleaned, maintained, and ready for use once students return.

4. Technology and Infrastructure Requirements

For remote learning to be successful, schools must have the necessary infrastructure and tools. The ICP includes the following technology-related strategies:
- Devices and Internet Access: Schools will ensure that every student has access to a device (e.g., laptop, tablet) and reliable internet. For families without internet access, the district will provide solutions such as mobile hotspots or collaboration with local internet service providers.
- Technology Management platforms: A consistent and accessible Platform, such as Google Classroom, Microsoft teams, Zoom, or similar platform, will be used for posting lessons, assignments, and grades. This will ensure that students can access learning materials from home.
- Technical Support: Technical support will be provided by Limotta IT and/or any other Technology company the district uses. The support will be provided to staff and students as available.

5. Evaluation and Improvement

After a crisis, the Cuyama Joint Unified School District will evaluate the effectiveness of the instructional continuity plan to improve future responses. The ICP includes a post-event evaluation strategy:
- Feedback Surveys: Surveys will be distributed to students, parents, and staff to gather feedback on the remote learning experience, including challenges faced and suggestions for improvement.
- Data Analysis: Student performance data will be analyzed to assess the impact of remote learning on academic achievement. This will inform future instructional planning and resource allocation.

Conclusion

The Cuyama Joint Unified School District instructional continuity plan is a vital component of the school safety strategy to ensure that students' education is not interrupted in the face of disasters or other emergencies. By establishing clear communication channels, flexible instructional models, and robust support systems for both students and staff, schools can provide a high level of continuity even during the most challenging times. This plan will ensure that, no matter the circumstance, students will continue to learn, grow, and thrive.

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APPENDIX A   FORMS

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?   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?*

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:

Student Name	Picked up by: Print name	Signature of Person Picking Up	ID Verified By: Initials	Time Out

[Note: Maintain the original in the emergency document file.]

FORM F

DAMAGE ASSESSMENT REPORT

FORM F – DAMAGE ASSESSMENT REPORT

NOTE: <u>Do not</u> 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	☐	☐	☐	☐	_____
Natural Gas Lines and Water Heater/Boiler	☐	☐	☐	☐	_____
Water	☐	☐	☐	☐	_____
Sewer	☐	☐	☐	☐	_____
Phone	☐	☐	☐	☐	_____
Hazardous Materials Custodial chemicals	☐	☐	☐	☐	Chemical Type/Quantity spilled or leaking:
Lab chemicals	☐	☐	☐	☐	Chemical Type/Quantity spilled or leaking:
Asbestos	☐	☐	☐	☐	_____
Lead	☐	☐	☐	☐	_____
Physical Hazards Sinkholes	☐	☐	☐	☐	_____
Construction Areas	☐	☐	☐	☐	_____
Damaged Bld. Matl.	☐	☐	☐	☐	_____
Broken Glass	☐	☐	☐	☐	_____

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.]

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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.

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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.

FORM J

Emergency Procedures and Response Team(s) needed

Emergency Procedure	Response & Team(s)
Animal Disturbance	Lock down
Armed Assault on Campus	Lock down
Biological or Chemical Release	Shelter/Evacuate Bldg./Off site Evac Incident Com direction to teams
Bomb Threat	Bomb Threat Checklist/Incident Com
Bus Disaster	Duck and Cover
Disorderly Conduct	Shelter/lockdown/evacuate Bldg./site
Earthquake	Duck and Cover/Command/teams Search and rescue/others as directed
Explosion/Risk of Explosion	Scenarios/Shelter/evacuate Bldg./Site/Incident Command/Search & Rescue/other teams
Fire in Surrounding Area	Shelter/evacuate Bldg./site/Inc. com
Fire on School Grounds	Evacuate Bldg./Search team//Inc. Com
Flooding	Shelter/Evacuate Bldg./site/Inc. Com Search & Rescue/other teams
Loss or Failure of Utilities/Communication	Incident Com/Utilities team
Motor Vehicle Crash	Incident Com/direct teams
Psychological Trauma	Incident Com/Crisis team
Suspected Contamination of Food or Water	Incident Com/isolate cont. food/water Food/Water team
Threat of Violence	Incident Command may call 911
Unlawful Demonstration	Incident Com/shelter/evacuate Bldg./Off site

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Cuyama Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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) https://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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	Alfonso Gamino
Email Address	agamino@cuyamaunified.org
School Website	www.cuyamaunified.org
Grade Span	K-8
County-District-School (CDS) Code	42-75010-6045389

2024-25 District Contact Information

District Name	Cuyama Joint Unified School District
Phone Number	(661) 766-2642
Superintendent	Mr. Alfonso Gamino
Email Address	agamino@cuyamaunified.org
District Website	www.cuyamaunified.org

2024-25 School Description and Mission Statement

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 six highly qualified teachers, one intervention teacher, and one special education teacher. Three instructional assistants work closely with teachers to address student needs and to try to close the learning gap of students.

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

2024-25 School Description and Mission Statement

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 slowly as we have come out of the Covid-19 pandemic. Many parents are active members in School Site Council, the English Learners Advisory Committee, the District Advisory Council. Active parents also support our students. There is a high participation rate in parent-teacher conferences and campus events. We are continually seeking avenues to encourage more family support. We are working on a schools community implementation 5-year grant to support our students and families as the schools are community hubs.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	8
Grade 1	13
Grade 2	12
Grade 3	17
Grade 4	9
Grade 5	15
Grade 6	6
Grade 7	16
Grade 8	12
Total Enrollment	108

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
Hispanic or Latino	74.1
Two or More Races	1.9
White	23.1
English Learners	24.1
Socioeconomically Disadvantaged	84.3
Students with Disabilities	19.4

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.90	70.00	7.30	56.53	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	3.84	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.50	3.84	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	30.00	4.60	35.48	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.15	18854.30	6.86
Total Teaching Positions	7.00	100.00	13.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.30	72.17	8.10	69.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	27.67	2.70	23.18	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.80	7.21	15831.90	5.67
Total Teaching Positions	6.00	100.00	11.60	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.30	72.17	8.30	66.53	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.10	1.51	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	27.67	3.50	28.07	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.40	3.73	14303.80	5.15
Total Teaching Positions	6.00	100.00	12.60	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "Ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.10	1.60	1.6
Total Out-of-Field Teachers	2.10	1.60	1.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 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, History/Social Science TCI curriculum in the 2019-2020 school year and California Inspire Science curriculum in 2022.

Year and month in which the data were collected	December 2023

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 K-5 California Journeys 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015	Yes	0%
Mathematics	6-8: McGraw Hill, California Math Adopted 2015 K-5: McGraw Hill, My Math Adopted 2015	Yes	0%
Science	California Inspire Science Adopted in 2022 Grades K-5 California Inspire Science Integrated Adopted in 2022 Grades 6-8	Yes	0%
History-Social Science	Teacher's Curriculum Institute (CTI) Social Studies adopted by the California State Board of Education Adopted in 2017	Yes	0%

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

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

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 90-98 percent on the categories of our evaluation.

Year and month of the most recent FIT report				October 2023

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			good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems
Electrical	X			No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Good
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			Grounds in good condition

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).

College and Career Ready
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	42	40	44	40	46	47
Mathematics (grades 3-8 and 11)	21	20	22	15	34	35

2023-24 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	75	75	100.00	0.00	40.00
Female	33	33	100.00	0.00	60.61
Male	42	42	100.00	0.00	23.81
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	55	55	100.00	0.00	34.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	47.06
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	47	100.00	0.00	31.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	12.50

2023-24 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	75	75	100.00	0.00	20.00
Female	33	33	100.00	0.00	12.12
Male	42	42	100.00	0.00	26.19
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	55	55	100.00	0.00	16.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	29.41
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	47	100.00	0.00	17.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	6.25

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	26.32	17.86	26.47	14.29	30.29	30.73

2023-24 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	28	100.00	0.00	17.86
Female	12	12	100.00	0.00	25.00
Male	16	16	100.00	0.00	12.50
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	18	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	11.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	85	100	100
Grade 7	88	94	88	94	94

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.

2024-25 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 meetings, and may contact the school office for dates. Many campus events are planned with parent engagement in mind. These include the Winter Program, Halloween activities, and LCAP input sessions, and schools community input sessions. In 2023-2024, we held a very successful Winter Program and the Eighth Grade Dinner was also a huge success. 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 2023-2024 now that students are back for in-person instruction. In addition, the Santa Barbara Botanical Garden grant will support Cuyama Elementary School in bringing back native Cuyama Valley Plants to our school garden. Parents are also involved in the First 5 early learning network meetings.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	125	120	31	25.8
Female	58	56	13	23.2
Male	67	64	18	28.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	89	87	21	24.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	33	30	9	30.0
English Learners	30	29	8	27.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	102	99	23	23.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	24	23	6	26.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0	1.52	0	1.57	0.6	0	3.17	3.6	3.28
Expulsions	0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (–) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

A Site Emergency Plan (Revised January 2024)adopted on January, 2024, 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. In addition, the district annually reviews the Site Emergency Plan every January of each year. We do have new staff each year and we want to keep the plan updated with our current staff. In addition, we also assign responsibilities to staff members when there is an emergency.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	11	1		
1	19	1		
2	10	1		
3	14	1		
4	6	1		
5	15	1		
6	14	6		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	17	1		
1	12	1		
2	9	2		
3	10	1		
4	15	1		
5	5	1		
6	17	6		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	8	1		
1	13	1		
2	6	2		
3	17	1		
4	9	1		
5	15	1		
6	5	6		

2023-24 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	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	$13670	$4406	$9471	$73250
District	N/A	N/A	$15901	
Percent Difference - School Site and District	N/A	N/A	-50.7	1.7
State	N/A	N/A	$10,771	$78,673
Percent Difference - School Site and State	N/A	N/A	-12.8	-7.1

Fiscal Year 2023-24 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)

* Expanded Learning Opportunities Response to Intervention (RTI) support
* Universal TK early learning program
* After School strategic tutoring
* Community Schools implementation grant in 2024-2025 (I year of a five year implementation grant)

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		$50,757
Mid-Range Teacher Salary		$75,693
Highest Teacher Salary		$105,687
Average Principal Salary (Elementary)		$121,443
Average Principal Salary (Middle)		$132,509
Average Principal Salary (High)		$133,106
Superintendent Salary		$167,660
Percent of Budget for Teacher Salaries	24%	26%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Based on student data evaluation and teacher input, the focus for 2023-2024 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 in person and via Zoom for the 2023-2024 school year.

Teachers meet frequently to discuss data via Zoom and in person at times. In moving forward with the 2024-2025 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 that are planned for the second semester of the year.

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 2023-2024 and 2024-2025 school year. Professional development was added to support teachers working with social emotional students 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Cuyama Valley High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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) https://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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	Alfonso Gamino
Email Address	agamino@cuyamaunified.org
School Website	www.cuyamaunified.org
Grade Span	9-12
County-District-School (CDS) Code	42-75010-4231205

2024-25 District Contact Information

District Name	Cuyama Joint Unified School District
Phone Number	(661) 766-2642
Superintendent	Mr. Alfonso Gamino
Email Address	agamino@cuyamaunified.org
District Website	www.cuyamaunified.org

2024-25 School Description and Mission Statement

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. CVHS held a WASC review in March of 2023 and received a 6-year accreditation with a 3 year review. 2025-2026 will be the 3 year review.

2024-25 School Description and Mission Statement

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 2023-2024 school year remained high eventhough we were dealing with many Covid exposures and students had to stay home for ten days. 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. However, our Chronic Absenteeism even though it has improved, is an issue that the district will continue to focus on for the 2024-2025 school year.

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. In addition, the district will offered parents a Parent Institute for Quality Education Program in 2023-2024, and plan to offer a second one in 2024-2025, to bring the parents to engage with our staff on a more consistent and effective basis.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	16
Grade 10	16
Grade 11	16
Grade 12	15
Total Enrollment	63

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4
Male	55.6
Hispanic or Latino	77.8
White	20.6
English Learners	9.5
Homeless	1.6
Socioeconomically Disadvantaged	84.1
Students with Disabilities	14.3

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.50	31.46	7.30	56.53	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	10.02	0.50	3.84	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	10.02	0.50	3.84	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.40	48.50	4.60	35.48	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.15	18854.30	6.86
Total Teaching Positions	4.90	100.00	13.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.20	56.50	8.10	69.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	23.25	2.70	23.18	11953.10	4.28
Unknown/Incomplete/NA	0.80	20.00	0.80	7.21	15831.90	5.67
Total Teaching Positions	4.00	100.00	11.60	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.60	66.50	8.30	66.53	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	4.75	0.10	1.51	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	18.50	3.50	28.07	11746.90	4.23
Unknown/Incomplete/NA	0.40	10.00	0.40	3.73	14303.80	5.15
Total Teaching Positions	4.00	100.00	12.60	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.50	0.00	0.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	0.00	0.1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.40	0.90	0.7
Total Out-of-Field Teachers	2.40	0.90	0.7

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.30	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 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 2023

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 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	Yes	0%
Science	CA Inspire Biology (McGraw Hill) Adopted in 2022 Chemistry (Glencoe) Adopted in 2007 Inspire Earth Science (McGraw Hill)	Yes	0%

	Adopted in 2007		
	Physics (Glencoe) Adopted in 2008		
History-Social Science	Teacher's Curriculum Institute (TCI) History Alive State Board of Education approved in 2017 Piloted for Cuyma School District in 2019/2020 Cuyama Board adopted for the 2021-2022 school year	Yes	0%
Foreign Language	Discovering French I (McDougall Littell) Published in 2001 Discovering French II (McDougall Littell) Published in 2001 Spanish Que Tal? (McDougall Little) Published in 2001	No	0%
Health	Glencoe health (Glencoe/McGraw-Hill) Published in 2007	Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

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 98 and 100 percent on the 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

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X	HVAC systems need upgrading. Heating system installed in 2022-2023.
Interior: Interior Surfaces	X	No apparent problems.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X	Good
Electrical	X	Electrical system was upgraded in 2021.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X	good
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	good

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).

College and Career Ready
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	43	44	44	40	46	47
Mathematics (grades 3-8 and 11)	0	6	22	15	34	35

2023-24 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	16	16	100.00	0.00	43.75
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	38.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	16	16	100.00	0.00	6.25
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (–) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	26.67	7.14	26.47	14.29	30.29	30.73

2023-24 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	14	100.00	0.00	7.14
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100.00	0.00	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Cuyama Valley High School is dedicated to preparing students to be successful whether they choose to further their education, join the armed forces, 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 2023-20234 school year, the CVHS has three pathways at the school. Students are evaluated through a skills assessment upon the completion of agriculture courses. Angel Cannon is the primary representative of the advisory committee (2023-2024) with local agriculture industries represented on the committee.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	51
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94	94	94	94	94

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.

2024-25 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, FFA meetings/events, and other campus activities. During the 2023-2024 school year, most of the events were conducted in person now that the Covid-19 pandemic concerns have dissipated. Students attend school in person each day. Parents can be a part of School Site Council, District Advisory

2024-25 Opportunities for Parental Involvement

Council, and ELAC/DELAC committee, and are welcome to become volunteers on campus and at school events now that the Covid-19 protocols are lifted. Our parents also attend and participate in input sessions for the LCAP that are held throughout the year. In addition, the district plans to bring the Parent Institute for Quality Education (PIQE) programs to our high school in 2024-2025.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	--	0.0	7.1	31.0	0.0	17.6	7.8	8.2	8.9
Graduation Rate	--	100.0	92.9	65.5	100.0	82.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	14	13	92.9
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	11	11	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	14	13	92.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	67	65	19	29.2
Female	31	30	13	43.3
Male	36	35	6	17.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	51	11	21.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	13	13	7	53.8
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	56	55	15	27.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (–) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	7.94	0	0	1.57	0.6	0	3.17	3.6	3.28
Expulsions	0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

A School Safety Plan (Revised January 2024), board approved in January of 2024, is on file, and earthquake, fire, and lockdown drills are held regularly now that in-person instruction has resumed since 2021-2022 and continuing in 2022-2023, 2023-2024, 2024-2025, and for the foreseeable future. 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.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	10	4		
Science	11	1		
Social Science	12	3		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	3	2		
Mathematics	12	5		
Science				
Social Science	14	3		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	12	3		
Mathematics	14	4		
Science				
Social Science	15	3		

2023-24 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	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	$20614	$6388	$14226	$60228
District	N/A	N/A	$15901	
Percent Difference - School Site and District	N/A	N/A	-11.1	-11.9
State	N/A	N/A	$10,771	$78,673
Percent Difference - School Site and State	N/A	N/A	27.6	-26.6

Fiscal Year 2023-24 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) including tutoring opportunities

* Expanded Learning Program for Response to Intervention
* Academic and Social emotional counseling by a school counselor
* Schools Community Implementation Grant to provide wrap around services at the school
* CTE programs offered through CTE, CTEIG, and SWP grants

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		$50,757
Mid-Range Teacher Salary		$75,693
Highest Teacher Salary		$105,687
Average Principal Salary (Elementary)		$121,443
Average Principal Salary (Middle)		$132,509
Average Principal Salary (High)		$133,106
Superintendent Salary		$167,660
Percent of Budget for Teacher Salaries	24%	26%
Percent of Budget for Administrative Salaries	5%	6%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

For the 2023-2024 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 as well as reading data to drive student instruction. 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 and revise instructional strategies. In moving forward with the 2023-2024 and 2024-2025 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 Covd-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. District also receiving differentiated assistance from SBCEO in the areas of Special Education and ELD student academic performance.

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 2023-2024 school year. With the return to in-person instruction in 2021-2022, 2022-2023, 2023-2024, and moving forward, professional development was added to better support teacher and students by receiving sessions on Social Emotional learning. Most SBCEO PD was conducted in person for the 2023-2024 school year. The in-person PD will continue into 2024-2025 and beyond.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Sierra Madre Continuation High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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) https://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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Sierra Madre Continuation 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	www.cuyamaunified.org
Grade Span	9-12
County-District-School (CDS) Code	42-75010-4230173

2024-25 District Contact Information

District Name	Cuyama Joint Unified School District
Phone Number	(661) 766-2642
Superintendent	Alfonso Gamino
Email Address	agamino@cuyamaunified.org
District Website	www.cuyamaunified.org

2024-25 School Description and Mission Statement

Sierra Madre Continuation High School is an alternative program that strives to provide educational support for students by offering a program designed to meet individualized student needs. Our goal is to make every student successful in obtaining a high school diploma, preparing for the completing the requirements to earn a continuation high school diploma, and/or returning to a traditional high school setting. We make every effort possible to recognize a student's individuality and work with them to improve their potential to have the very best possible future, both personally and as a productive citizen.

Students are offered an individualized approach that requires them to assume more responsibility for their education. A great

deal of thought has gone into establishing a program that provides students with the opportunity to achieve a practical and effective high school education.

Sierra Madre Continuation High School is designed to include students who for reasons of health, social skills, emotional development, or family commitment cannot manage a full-day schedule at the comprehensive high school. Certain characteristics provide us with a better understanding of the fundamental objectives of a continuation/alternative education high school. The characteristics listed below are not all-encompassing, but do help to explain the basic education philosophy of Sierra Madre Continuation High School:

Our highest priority is an individual approach to education. Each student is given as much personal attention as possible.

Guidance and counseling services are present in all aspects of the student's curriculum. Students will assume personal responsibility for their educational growth, and by doing this, will receive more rewarding accomplishments.

The staff believes that the well-planned use of short-term goals and frequent rewards will encourage students to move forward in their education. A strong emphasis is placed on the importance of open and honest actions between adults and students. Students' observations of adults provide one of the most lasting impressions for role modeling. The program had a limited number of students at Sierra Madre for the 2023-2024 school year (a total of 2 students who attended).

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students

2023-24 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.

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2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			7.30	56.53	228366.10	83.12
Intern Credential Holders Properly Assigned			0.50	3.84	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			0.50	3.84	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			4.60	35.48	12115.80	4.41
Unknown/Incomplete/NA			0.00	0.15	18854.30	6.86
Total Teaching Positions			13.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			8.10	69.53	234405.20	84.00
Intern Credential Holders Properly Assigned			0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			2.70	23.18	11953.10	4.28
Unknown/Incomplete/NA			0.80	7.21	15831.90	5.67
Total Teaching Positions			11.60	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (property assigned)	0.00	0.00	8.30	66.53	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.10	1.51	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	100.00	3.50	28.07	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.40	3.73	14303.80	5.15
Total Teaching Positions	1.00	100.00	12.60	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers			0
Misassignments			0
Vacant Positions			0
Total Teachers Without Credentials and			0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver			0
Local Assignment Options			1
Total Out-of-Field Teachers			1

Class Assignments

Indicator	2020-21	2021-22	2022-23
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)			0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Sierra Madre 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. An integrated math program was adopted in 2018. New History/Social Science textbooks will be adopted by the end of the 2020/2021 school year. Science curriculum will be purchased as soon as it becomes available.

Year and month in which the data were collected	December 2023

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 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	Yes	0%
Science	Ca. Inspire Biology (McGraw Hill) Adopted in 2022 Chemistry (Glencoe) Adopted in 2007 Inspire Earth Science (McGraw Hill) Adopted in 2022	No	0%

	Physics (Glencoe) Adopted in 2008		
History-Social Science	Teacher's Curriculum Institute (TCI) History Alive State Board of Education approved in 2017 Piloted for Cuyma School District in 2019/2020 Cuyama Board adopted for the 2021-2022 school year	Yes	0%
Foreign Language	Discovering French I (McDougall Littell) Published in 2001 Discovering French II (McDougall Littell) Published in 2001 Spanish Que Tal? Published in 2001	No	0%
Health	Glencoe Health (Glencoe/McGraw-Hill) Published in 2007	Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

The main campus was built in 1957 and all facilities are in good working order. The electrical system was updated in 2020. In addition to regular classrooms, Sierra Madre Continuation High School has access to an administration building, library, full kitchen and cafeteria, and multipurpose gymnasium that are safe, clean, and provide adequate space for student and community activities. We have a computer laboratory, a weight room, and tennis courts.

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 the 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 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 98 and 100 percent on the categories of our evaluation.

Year and month of the most recent FIT report				October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Sewer lines need repair or replacing, cooling system in gym needs repair. Heating system installed in 2022-2023.
Interior: Interior Surfaces	X			No apparent problems
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.

School Facility Conditions and Planned Improvements

Electrical	X	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X	Good
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	good

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).

College and Career Ready
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.

To protect student privacy, double dashes (–) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)					46	
Mathematics (grades 3-8 and 11)					34	

2023-24 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP 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					

2023-24 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP 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					

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (–) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)			26.47	14.29	30.29	30.73

2023-24 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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					

2023-24 Career Technical Education Programs

Sierra Madre High School students are focused on earning a high school diploma, and either entering the work force, join the Armed Services, or continuing their education. The instructor gives students individualized attention to help students reach their greatest potential and advises them on their future goals. Students are given ample opportunity to prepare for college and careers, which is integrated with their academic work. As Sierra Madre students, attending a shortened school day, they are not enrolled in CTE programs.

2023-24 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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	N/A	N/A	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.

2024-25 Opportunities for Parental Involvement

Parents are encouraged to help their students be prepared for every school day, and to ensure that they attend regularly. Sierra Madre Continuation High School supports parents in their efforts to provide a designated time and place for homework, to seek open communication with teacher(s), and to respond to school requests for conferences. Parents can join the district School Site Council (SSC), district English Language Advisory Committee (ELAC) to become involved with Sierra Madre Continuation High School. The School Site Council and English Language Advisory Committee meet at least four times a year to provide input on the LCAP and the Title I funding expenditures. These are excellent opportunities for parents to be involved in their student's educational experience.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	--			31.0	0.0	17.6	7.8	8.2	8.9
Graduation Rate	--			65.5	100.0	82.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	--	--	--	--
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
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	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions				1.57	0.60	0.00	3.17	3.60	3.28
Expulsions				0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

A Site Emergency Plan (Revised January 2024) and approved by the Board in January of 2024. This plan is on file (and on the Cuyama Joint Unified School District website), and drills for earthquake and fire 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 and are familiar with safe locations on campus. 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 the one classroom, restrooms, and other facilities are kept in good condition.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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				

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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				

2023-24 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	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	$25960	$25860	$100	$66161
District	N/A	N/A	$15901	
Percent Difference - School Site and District	N/A	N/A	-197.5	-15.6
State	N/A	N/A	$10,771	$78,673
Percent Difference - School Site and State	N/A	N/A	-196.3	-17.3

Fiscal Year 2023-24 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
- Economic Impact Aid (EIA)
- Tobacco Use and Prevention
- Mandate Block Grant
- Teacher Induction Program (TIP)
- Multi-Tiered Systems of Support (MTSS)

* Response to Intervention (RTI) - Individualized support during instructional time
* Small classroom setting for personalized attention

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		$50,757
Mid-Range Teacher Salary		$75,693
Highest Teacher Salary		$105,687
Average Principal Salary (Elementary)		$121,443
Average Principal Salary (Middle)		$132,509
Average Principal Salary (High)		$133,106
Superintendent Salary		$167,660
Percent of Budget for Teacher Salaries	24%	26%
Percent of Budget for Administrative Salaries	5%	6%

2023-24 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 Where there are student course enrollments of at least one student.	

Professional Development

For the 2023-2024 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. Teacher frequently reviews data to plan instruction. In moving forward with the 2024-2025 school year, educator will continue to deepen his/her knowledge of UDL, and have added discovering more about the Social Emotional Learning components of UDL. One-on-one coaching is still a practice, along with after school workshops. Teacher participates in the Multi-Tiered Systems of Support (MTSS) and will be expected to attend training in positive behavioral supports.

Sierra Madre Continuation High School has continued to develop and deepen practices with on-going professional development in the realms of MTSS and UDL for the 2023-2024 and will continue to receive support in the 2024-2025 school year. With the return to in-person instruction in 2021-2022, 2022-2023, 2023-2024, and beyond, professional development was added to better support teacher and students by receiving sessions on Social Emotional learning. Most SBCEO PD was conducted in person for the 2023-2024 school year. Sierra Madre Continuation High School teacher participates with one-on-one coaching sessions provided by the Santa Barbara County Office of Education. Sierra Madre had up to (2) students enrolled in the 2023-2024 school year for in-person instruction. We had the Sierra Madre teacher providing personalized instruction to up to (2) students during the 2023-2024 school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10