JOINT INDIAN EDUCATION COUNCIL

-Partnership Members-

Santa Rosa Rancheria Lemoore Union High School District

Central Union Elementary School District

YOU ARE INVITED TO ATTEND and PARTICIPATE

Date: Tuesday, February 15, 2022

Place: Santa Rosa Rancheria

Time 12:30 pm - Lunch is Provided

MEETING AGENDA ITEMS

Guests

All invited to attend and share information and ideas.

Multi-Tiered System of Support (MTSS)

A MTSS is a data-driven, problem-solving framework to improve students' outcomes academically, behaviorally, and socially.

Local Control and Accountability Plan (LCAP) Update and Parent Engagement

Promotion Retention Policies for CUESD & LUHSD

All California School Districts are required to create a procedural system for promoting and/or retaining students.

School Safety Plans CUESD & LUHSD

All California schools must develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process.

School Accountability Report Card (SARC)

Student Activity Data

Native American student participation rate in various school activities will be discussed.

Title VI Funding for Native American Students

The purpose of the funding is to support the Native American students in meeting the same challenging academic achievement standards as all students.

Johnson - O'Malley Funding for Native American Students

The purpose of the funding is to promote culture, language, academics, and school connectedness. The JOM budget is designed and monitored with input from the IEC committee.

Joint Indian Education Committee

Members provide academic, activities, and events updates.

Parents and Public Input

Input is encouraged and welcomed.

JOINT INDIAN EDUCATION COMMITTEE

Santa Rosa Rancheria
Lemoore Union High School District
Central Union Elementary School District

Tuesday, February 15, 2022
Santa Rosa Rancheria Education Center
12:30 p.m.

Indian Education Committee (IEC) Sign-In Sheet
Members and Guests *Voting Members

Printed Name	IEC Position	Representation	Signature
Donzia Morales	*Parent/SRR Rec. Director	Parent	
Noah Ignacio	*Parent	Parent	
Marcos Macias	*Parent	Parent	
Elizabeth Quair	**Alternate Parent (voting member when other not present)	Parent	
Caleb Sisco	*Student Representative	Middle School Student	
Jezavel Facio-Dick	*Student Representative	High School Student	
Anne Gonzales	*Site Administrator	Principal Central Elementary	
Rodney Brumit	*School Employee	Assistant Principal Lemoore High School	
Danny Llamas	*Director of SRR Education Department	Director SRR	
Erica Maldonado	*Employee of the SRR Education Department	Employee SRR	
Davinder K. Sidhu	District Representative (Non-voting Participant)	Assistant Superintendent, Central Union Elementary School District	
Valerie Botelho	Guest	Assistant Principal Jamison High School	
Chuck Gent	Guest	Assistant Superintendent, Lemoore Union High School	

Laura Haney	Guest	Programs Counselor, Lemoore Union High School	
Christina Gonzales	Guest	Principal Stratford Elementary	
Loretta Black	Guest	Coordinator of Student Services	
Cindee Rael	Guest	Coordinator of Curriculum and Instruction	
Tom Addington	Guest	Superintendent, Central Union Elementary School District	
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JOINT INDIAN EDUCATION COUNCIL

Santa Rosa Rancheria ~ Lemoore Union High School District ~ Central Union Elementary School District

Agenda for Tuesday, February 15, 2022
Place: Santa Rosa Rancheria Education Center
Time: 12: 30pm ~ Lunch provided

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1. **Call to Order**
   a. Time
   b. Roll-Call (Sign-In sheet)
   c. Establish a Quorum of Members

   Members:

   3 - Parents of Indian Students: Donza Morales, Noah Ignacio & Marcos Macias
   1 - Alternate Parent (Non-Voting Participant): Elizabeth Quair
   1 - Indian Student, Middle School: Caleb Sisco
   1 - Indian Student, High School: Jezebel Facio-Dick
   1 - Site Administrator: Anne Gonzales
   1 - School Employee: Rodney Brummit
   1 - Director of the SRR Education Department: Danny Llamas
   1 - Employee of the SRR Education Department: Erica Maldonado
   1 - District Representative (Non-Voting Participant): Davinder Sidhu

2. **Additions, Deletions, and Approval of Agenda**

   (A motion was made by _____ and seconded by _____.)
   (All approve. Motion by saying "I".)

3. **Approval of the Minutes from the Previous IEC Meeting (11/16/21)**

   (A motion was made by _____and seconded by _____.)
   (All approve. Motion by saying "I".)

4. **Introductions of Guests**

5. **Multi-Tiered System of Support (MTSS)**

6. **Local Control and Accountability Plan (LCAP) Update and Parent Engagement**

7. **Promotion Retention Policies for CUESD & LUHSD**

8. **School Safety Plans CUESD & LUHSD**

9. **School Accountability Report Card (SARC)**

10. **Student Activity Data**

11. **Title VI Funding for Native American Students**
    Business and Reporting (Budget To Be Provided)
    a. Report given by Lemoore High School District Representative
    b. Review, discuss, and approve as needed

12. **Johnson-O-Malley (JOM) Funding for Native American Students**
    Business and Reporting (Budget To Be Provided)
    a. Report given by CUESD Representative
    b. Budget - Review, discuss, and approval as needed

13. **Joint Indian Education Committee**
    a. Santa Rosa Rancheria (SRR)
    b. Lemoore Union High School District (LHS & Jamison)
    c. Central Union Elementary School District (Central & Stratford)

14. **Parent and Public Input**

15. **Adjournment**
    (Motion was made by _____ to adjourn the meeting at _____pm.)
    (All approve. Motion by saying "I".)

IEC Meeting
11/16/21 Minutes

1. **Call to Order:**
    a. Time – 12:34pm the meeting was call to order by Danny Llamas
    b. Roll Call - Present were:
        i. Dr. Davinder Sidhu, Loretta Black, Cindee Rael, Danny Llamas, Ericka Maldonado, Elizabeth Quair, Chuck Gent, Rodney Brumit, Valerie Botelho, Laura Haney, Anne Gonzales, Christina Gonzales, Donza Morales, Marcos Macias Jr., Caleb Sisco, Jezavel Facio-Dick, Tonya Williams, Joseph Gonzales
    c. A quorum of members was established

2. **Addition/Deletions and Approval of Agenda:**
   Ericka Maldonado made a motion to accept the agenda. Elizabeth Quair seconded the motion. All approved, motion carried.

3. **Approval of the Minutes:**
   Ericka Maldonado made a motion to approve the minutes, seconded by Elizabeth Quair. All approved, motion carried.

4. **Introduction of Guests:**
   Tonya Williams and Joseph Gonzales, Central parents of students in 2nd and 4th grades.

5. **CUESD Student Achievement Data Update**:
   Loretta Black reported on the SEL Fall Screener of students at Central and Stratford School. She reviewed the questions and type of responses from the report and how students were self-reporting to items appraising their understanding of how to function at a school setting. Anne Gonzales reported that questions developed were to address the various developmental ages and based on the CASEL five core areas for youth development. The SEL Questionnaire focused on the five broad for building competence in youth. They are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. She reported information gained from the screener is being used to address student needs or concerns raised based on school site, grade level or issue that may be linked and identified through the data.

   Lemoore High School Student Achievement Data Update:
   Mr. Brumit reported students at LHS are also conducting SEL screeners. He reported with the data students are self-reporting interventions built to address students in an interactive method. LHS conducts this in a pre-post manner for all 9th -12th graders.

6. **Indian Policy**:
   Dr. Sidhu reported that the IPP was approved by the CUSD school board at the last meeting. She informed the council the number changed on the board policy from Board Policy 5125 to Board Policy 6173.5.

7. **Single Plan for Student Achievement:**
Mrs. Rael reported Stratford school is the only school in the Central Union School District that qualifies as a Title 1 campus. She reported that the requirements for funding is a comprehensive needs assessment which involves updates that align with the LCAP.

Christina Gonzales reported the major focus areas for Stratford are ELA/Reading, student attendance and school connectedness. Instructional aides are connected to Title 1 funding as they are in place to support programs.

Mrs. Rael reported that Stratford school was in the process of completing Parent School Compacts during parent conference week.

8. **JOM:**
Dr. Sidhu reported that there is no update at this time as the district is still expecting funds from the state. She also reported CUSD has a new business manager, Teresa Santamaria.

9. **Title VI: Funding for Native American Students:**
Mr. Gent reviewed the current budget and plans for the school year for costs related to guest speakers, transition services for a summer bridge program for 8th graders going into high school and math intervention services for students in grades 6th – 8th at Central school. He discussed a new position to assist students for the purpose of developing four-year plans and making high school years efficient.

10. **Education Committee Reports**:
Danny Llamas reported the SRR Education Department has had a number of activities including the following:
    - A trip to University of Pacific in Stockton
    - Golf Tournament involving 27 teams
    - Paint Night for Native American month projects
    - Native American student conference at CSU, Fresno
    - Financial Classes for adults and youth

    Donza Morales reported the SRR Recreation Department collaborated with Paint Night and activities and classes. She reported that December will be a busy month and there may be some planning for a holiday parade.

    Lemoore Union High School:
    Rodney Brumit reported that LHS just completed progress reports for 2nd quarter. Current focus for the campus is on SEL lessons which take place during designated times in the school day. Mr. Brumit reported the campus is conducting drunk driving awareness and announcements connected to this activity are made every 15 minutes. Tickets are on sale for the winter dance scheduled to be held on Saturday, 12/11/21. High school seniors are submitting baby pictures for the yearbook, financial aid and various college applications are in progress, and an open house in the career center is underway.

In addition to an activities report, Mr. Brumit reported observations being made about this year's student body. He discussed the noted difference of coping skills students present. He stated as a whole, the student body appears stymied and skills are immature now in comparison to past years which is an area of concern for staff. Last, Mr. Brumit also reported the number of COVID cases are still happening and quarantining at times continues to take place. The staff are working hard at trying to get mitigating strategies for keeping students in seat. Students have two full days to work on assignments to ease the stress in getting work in right away.

Mr. Gent reported a purchase of online app called Paper which is used for tutoring and assistance with turning in assignments. He also reported LHS is working on putting together a winter session for credit recovery and after-school on line tutoring takes place Monday through Thursday with live teacher resources.

Jamison High School:
Valerie Botelho reported Trimester 1 was completed as well as parent conferences. Volleyball recently completed and currently students in leadership were working with Senior Citizens in the community. Mrs. Botelho reported attendance incentives for students in 1st trimester were in place and preparation of Trimester 2 reports go out on soon.

Stratford School:
Christina Gonzales reported that parent conferences were taking place during the week of November 14th districtwide. She stated parents were meeting based on preference for in person or via Zoom. Mrs. Gonzales reported student awards for trimester 1 were taking place in classrooms and students will be out on break beginning 11/22/21 and scheduled to come back to school on 11/29/21. Finally, she reported upcoming events in December which include, Polar Express and holiday spirit events.

Central School:
Anne Gonzales reported parent conferences were taking place for Central parents (in person, via Zoom or phone conference). She reported that holiday activities on campus for the student body are being developed. Plans include Kinder-3rd grade singing holiday songs to the 4th – 8th graders, Santa will be visiting during the week of 12/13/21 and a pajama day will be taking place. Lastly, Central school library will be having a Book Fair during the week of 12/6/21 – 12/10/21 with a Family Book Fair day on 12/6/21.

11. A motion was made by Ericka Maldonado, to adjourn the meeting, a motion was seconded by Marcos Macias. All approved, motion carried. The meeting was adjourned at 1:15pm.

Respectfully submitted,

Anne Gonzales, IEC Secretary

Lemoore Union High School District
Local Control and Accountability Plan (LCAP)
Mid-Year Update 2021-22

*** Please Note: LUHSD is using the end of November financial and metric data to determine the mid-year update. This is to align with First Interim Report to Governing Board. ***

Goal #1: All schools will provide excellent instruction, curriculum and broad educational program, that builds college and career readiness.

Metric	Baseline	Mid-Year Update
EL Progress Indicator	• Enrollment 2,266 - English Learners 125 (5.5%) / RFEP = 543 / 81.3% • EL (0-3 years) = 18 / 2.7% • EL (4-5 years) = 7 / 1.0% • EL 6+ years = 100 / 15%	• Enrollment 2,336 (393 in Charters) • EL (LHS & JHS) = 164 8.4% • RFEP (LHS & JHS) = 389 20.0%
ELPAC Testing Results	ELPAC Student Totals: **Level 1** = 29.54%; **Level 2** = 44.20%; **Level 3** = 19.91%; **Level 4** = 6.50%	
Broad Course of Study (PE, Performing Arts & CTE pathways)	• 201 students Participated in Music instruction • 817 students participated in Visual Art instruction • 1,347 students participated in PE • 709 students enrolled in 11 CTE pathways (total) ****Set baseline for Student Sub-groups****	• 343 students enrolled in Music instruction • 734 students enrolled in Visual Art instruction • 1,415 students enrolled in PE Pathways = waiting on CALPADS reports
Graduation Rates	All Students = 426 students / 399 graduates / 93.7% grad rate	
CCI on CA Dashboard	• 424 students total District-wide • 39.2% of graduates demonstrated Preparedness on CCI (166 students) • 25.5% of graduates were Approaching Preparedness on CCI (108 students)	
AP participation and test rate results	• 758 students enrolled • 369 AP exams taken (49% of AP students took the exam) • 138 received a score of 3 or higher on the AP exam	• 627 students enrolled
Dual Enrollment Course Offerings & Student pass rates	• 4 Dual Enrollment Course offered in 2020-21 • 77.2% students earned a C or better	• 6 Dual Enrollment Course offered in 2021-2022 131 students enrolled
CTE pathways (Concentrator & Completer numbers)	• CTE concentrators = 549 concentrators in 11 pathways • CTE completers = 149 completers in 11 pathways ****Set baseline for Student Sub-groups****	

Student Performance on State Academic Indicators	• 2019 CA Dashboard:
	  o ELA = Green
	  o Math = Yellow
	• LHS on CA Dashboard:
	  o ELA = Green
	  o Math = Orange	

	• JHS on CA Dashboard: o No Baseline Colors	

Action # & Title	Description	Student Population Served	Mid-Year Budget Update
#1 – Maintain 1:1 program including devices & tech supports	Purchase hardware (e.g. Chromebooks and WiFi access points), software to maintain 1:1 program while maintaining technology staff support.	All (ELL, Foster & Low Income)	Total Funds = $319, 882 LCAP = $ 40,000 Non-LCAP = $214,191
#2 – Provide professional development for staff (PLCs & instructional strategies)	Continue to provide professional development for all staff in areas of professional learning communities and instructional strategies.	All (ELL, Foster & Low Income)	Total Funds = $ 9,500 LCAP = $ 0 Non-LCAP = $ 45,913
#3 – Maintain Advanced Placement and Dual Enrollment courses	Offer rigorous, college-level course to all students in a variety of subjects through both dual enrollment and advanced placement courses to prepare students for college and careers.	All (Low Income)	Total Funds = $ 67,679 LCAP = $ 19,329 Non-LCAP = $ 0
#4 – Maintain CTE Pathways	Maintain CTE courses, materials and pathways that provide academic and technical preparedness in college and careers for all students.	All (ELL, Foster & Low Income)	Total Funds = $1,107.058 LCAP = $ 352,850 Non-LCAP = $ 0
#5 – Maintain AVID Program and Elective Courses	AVID strategies used to actively engage students in critical thinking, organization, prioritization, study skills, focused note taking, collaboration, and presentation skills to better attain mastery of standards in all classes.	All (ELL, Foster & Low Income)	Total Funds = $ 92,608 LCAP = $ 25,784 Non-LCAP = $ 0
#6 – Maintain Performing Arts Programs	Maintain a performing arts program that provides equity and access to a broad based curriculum for all students.	All (ELL, Foster & Low Income)	Total Funds = $418,880 LCAP = $ 152,331 Non-LCAP = $ 0
#7 – Maintain Teacher Induction Program	Provide support for new teachers through the Teacher Induction Program	All (ELL, Foster & Low Income)	Total Funds = $ 73,854 LCAP = $ 0 Non-LCAP = $ 0

***Goal #2:* All schools will provide a variety of supports for students, parents and families to reduce the impediments to student success.**

(This includes reducing suspensions and expulsions, and increasing social emotional learning and providing equity and access for significant LUHSD student subgroups, e.g. African-American, Native American, English Language Learners, Low Income, Foster Youth, Military families and Students with Special Needs).

Metric	Baseline	Mid-Year Update

Graduation Rates by student subgroups	• All Students = 426 students / 399 graduates / 93.7% graduation rate
	  o Lemoore High = 95.8%
	  o Donald C. Jamison High = 86.0%
	• EL = 79.5% / Socioecon. Disadvantaged = 92.2% / Students w Disabilities = 66.7% / African-American = 88% / Hispanic = 94.5% / Homeless = 100%	

Parent Survey participation rates	LUHSD received 18% parent participation on the LCAP survey.
	  o 81% of parents stated that they were well informed.
	  o 62% of parents believe that their input is actively sought.
		ESSER III Survey:
		Parent Participation Rate = 16%
		Student Participation Rate = 3%

Schedule one meeting per semester (minimum) for SSC, Title I, ELAC/DELAC, Migrant and MTSS	• SSC = 2 • Title I = 1 • ELAC/DELAC = 2 • Migrant = 1 • MTSS = 0 • Increase Parent Participation Rate by 5%	• SSC = 2 • Title I = 0 • ELAC/DELAC = 1 • Migrant = 1 • MTSS = 0

School Attendance Rates	• LUHSD overall attendance = 96.17%
	  o Lemoore High School attendance = 94.82%
	  o Jamison High School attendance = 96.64%
		Through November 30th:
		LHS = 90.5%
		JHS = 85.9%

Dropout Rates	Dropout Rates: • 0.5% at LHS • 4.7% at JHS	

CTE pathway Concentrator & Completer data by student subgroup	• Concentrator and Completers = 689 students in 11 pathways
	  o Students wDisabilities = 75
	  o Socioeconomically Disadvantaged = 312
	  o Non-traditional enrollment = 255
	  o Single Parents = 0
	  o English Learners = 22	

Action # & Title	Description	Student Population Served	Mid-Year Budget Update
#1 - Provide Saturday School	All sites will provide Saturday School for both attain attendance for participation in the LHS graduation ceremony as well as for tutoring and learning loss mitigation.	All (ELL, Foster & Low Income)	Total Funds = $ 7,301 LCAP = $ 0 Non-LCAP = $ 0
#2 - Provide courses for credit recovery including Summer School sessions	Edgenuity courses are provided for credit recovery opportunities throughout the school year and in Summer school.	All (ELL, Foster & Low Income)	Total Funds = $145,422 LCAP = $ 0 Non-LCAP = $117,152
#3 - Continue intervention counseling at Jamison High School	Full Time site-based Intervention Counselor provided to at-risk students at Jamison High School. Counselor specifically provides services to all JHS students throughout site's MTSS.	All (ELL, Foster & Low Income)	Total Funds = $133,714 LCAP = $ 48,540 Non-LCAP = $ 0
#4 - Provide a full-time Health Care Assistant to assist with medical care	Health Care Assistant provided to assist with medical care at all campuses.	All (ELL, Foster & Low Income)	Total Funds = $ 57,787 LCAP = $ 20,089 Non-LCAP = $ 0
#5 - Provide 2 additional periods of English Language Development	Two periods within the master schedule of English Language Development. The instruction is based on the current state standards focusing on ELPAC testing and reclassification.	English Language Learners	Total Funds = $ 40,738 LCAP = $ 14,906 Non-LCAP = $ 0
#6 - Provide additional time for school psychologist to provide intervention and crisis service for foster youth	Contracted time for psychologist is designated for more timely interventions for Foster Youth and increased SSTs. In addition, this position has had great impact on implementing MTSS at each school site.	All (Foster Youth)	Total Funds = $ 54,209 LCAP = $ 0 Non-LCAP = $ 20,581
#7 - Provide resources for the WINGS program (targeting McKinney Vento, foster and Low Income students)	Site budget provided for WINGS Coordinator to aid in identifying students and providing direct services to McKinney Vento, Foster and Low Income Students, including enrichment activities.	All (Foster & Low Income)	Total Funds = $ 52,000 LCAP = $ 0 Non-LCAP = $ 0

***Goal #3:* All schools will provide a safe, clean and welcoming environment that supports community engagement and ensures all students have optimal learning conditions.**

Metric	Baseline	Mid-Year Update
Sufficiency of Materials	100% as reported in Williams	100% reported in Williams
Teacher Credentialing and assignments	84 teachers with full credential 14 teachers without full credential 1 teachers are outside of subject area 0 teacher misassignments	
Facility Inspection Tool (FIT)	Facility Inspection Tool (FIT): • Lemoore High School = overall Good • Jamison High School = overall Good	Facility Inspection Tool (FIT): • Lemoore High = overall Poor • Jamison High = overall Exemplary
Student Suspension Rates including by subgroup on CA Dashboard	• Lemoore High School = 7.3% (365 incidents) • Jamison High School = 24.5% (71 incidents)	• Lemoore High = 192 incidents • Jamison High = 17 incidents
Pupil Expulsion Rates	• Lemoore High School = 0.82% (21 expulsions) • Jamison High School = 1.02% (2 expulsions)	• Lemoore High = 15 expulsions • Jamison High = 2 expulsions
Truancy Rates	2020 Chronic Absenteeism Rates: • Lemoore High School = 9.3% (goal was 9.8%) • Jamison High School = 56.5% (goal was 53.9%)	
Parent and Student Survey data	• Parent Participation Rate is 18% • Student Participation Rate is 12% • 74% of three groups totaled feel safe on campuses • 75% of three groups totaled feel connected to school	ESSER III Survey: Parent Participation Rate = 16% Student Participation Rate = 3% Parent University courses from CSUF offered to all parents (Social Emotional Learning & Digital Literacy)

Action # & Title	Description	Student Population Served	Mid-Year Budget Update
#1 Provide campus supervision, cameras and services from outside safety organizations	Maintain campus supervisors, Youth Development Officer, surveillance systems, and Drug Dog service to monitor campuses and neighborhoods for truant students and maintain student safety on campus.	All (ELL, Foster & Low Income)	Total Funds = $263,348 LCAP = $ 80,804 Non-LCAP = $ 0
#2 – Implementation of a Multi-Tiered System of Supports to provide interventions and access to resources for all students.	Implement a Multi-Tiered System of Supports in order to provide alternatives to suspension and expulsion, as well as, provide academic, behavioral and social/emotional supports.	All (ELL, Foster & Low Income)	Total Funds = $132,466 LCAP = $ 25,801 Non-LCAP = $ 5,000
#3 – Maintain and upgrade buildings, grounds and classrooms on all campuses.	Continue to repair/replace interior and exterior on all campuses as determined by state and district Facility Inspection Tool	All (ELL, Foster & Low Income)	Total Funds = $ 79,000 LCAP = $ 71,989 Non-LCAP = $ 0
#4 – Provide supplemental resources (including professional development) that provide equity and access for all student subgroups.	Professional development and supplemental materials to develop an equity improvement program at all sites.	All (ELL, Foster & Low Income)	Total Funds = $ 20,000 LCAP = $ 3,000 Non-LCAP = $ 0

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Lemoore Union High School District
CDS code:	16-63982-0000000
LEA contact information:	Chuck Gent, Assistant Superintendent Curriculum cgent@luhsd.k12.ca.us (559) 924-6610, ext. 1202
Current School Year:	2021-22

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes

Projected General Fund Revenue for the 2021-22 School Year	Amount from Adopted Budget June 10, 2021	Amount Budgeted as of November 30, 2021	Difference	%
Total LCFF Funds	$ 21,394,503.00	$ 21,819,741.00	$ 425,238.00	2%
LCFF Supplemental & Concentration grants	$ 2,063,286.00	$ 2,445,882.00	$ 382,596.00	19%
All other state funds	$ 3,281,992.00	$ 2,409,899.75	$ (872,092.25)	-27%
All local funds	$ 2,479,505.00	$ 2,611,246.18	$ 131,741.18	5%
All federal funds	$ 3,334,068.00	$ 5,610,084.36	$ 2,276,016.36	68%
Total Projected Revenue	$ 30,490,068.00	$ 32,450,971.29	$ 1,960,903.29	6%

Explanation of Difference:

-Total LCFF Funds & LCFF Supplemental & Concentration grant funds increased due to a projected increase in the number of Unduplicated Students. The Unduplicated pupil percentage increased from 54.01% to 57.09%, which qualifies the District for Concentration grants.

-All other state funds decreased by 27% driven primarily by the state reducing the state funded portion of the ELO grant and increasing the federally funded portion of the ELO grant.

-All local funds increased by 5% driven by an increase in Special Education Revenues and an increase in sales from the CNG Station.

-All federal funds increased by 68% driven by the increase in federally funded ELO grants as well as recognizing ESSER II and ESSER III

Total Budgeted Expenditures for the 2021-22 School Year	Amount from Adopted Budget June 10, 2021	Amount Budgeted as of November 30, 2021	Difference	%
Total Budgeted General Fund Expenditures	$ 29,578,105.00	$ 29,219,836.57	$ (358,268.43)	-1%
Total Budgeted Expendituers in the LCAP	$ 3,075,446.00	$ 3,075,446.00	$ -	0%
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 2,503,196.00	$ 2,503,196.00	$ -	0%
Expenditures not in the LCAP	$ 26,502,659.00	$ 26,144,390.57	$ (358,268.43)	-1%

Explanation of Difference:

-Total overall Budgeted General fund Expenditures have decreased since budget adoption primarily due to decreases projected in STRS-on-behalf contributions and adjustments for expenditures included in the adopted budget that occurred in June of the prior fiscal year.

Expenditures for High Needs Students in the 2020-21 School Year	Amount from Adopted Budget June 10, 2021	Amount Budgeted as of November 30, 2021	Difference	%
Total Budgeted Expenditures for High Needs Studnets in the Learning Continuity Plan	$ 2,281,531.00	$ 2,281,531.00	$ -	0%
Actual Expenditures for High Needs Students in the Learning Continuity Plan	$ 2,207,232.00	$ 2,207,232.00	$ -	0%

Comprehensive School Safety Plan

2021-2022
School Year

School: Central Elementary School

CDS Code: 16-63883-6010300

District: Central Elementary School District

Address: 15783 18th Avenue
Lemoore, CA 93245

Date of Adoption: November 30, 2021

Date of Update:

Date of Review:

- **with Staff**
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

Name	Title	Signature	Date
Anne Gonzales	Principal		
Daniel Olveda	SSC Secretary		
Lee Wiscarver	School Resource Officer	#474	
Jordan Rael	Custodian		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Central School.

Safety Plan Vision

The intent of the Central Union School District is to provide a safe and secure learning environment for all its students. Two components of providing a safe environment are timely assessment and prevention of crime on our campuses and maintaining an Emergency Disaster Response Plan. The information in this Safe School Plan includes specific courses of action to be taken in case of an emergency as well as daily activities, which help preclude an emergency situation. Each employee should become familiar with this plan so that he or she will be prepared to carry out his/her responsibility should the need arise. Further, this plan deals with daily activities which promote the general welfare of the students in our care.

The incidence of crimes reported at District schools is very low. Current information about reported crimes is maintained at the District Office (559-924-3405). In an effort to maintain a safe school environment, close coordination with local law enforcement agencies is maintained. All suspected crimes are reported to the Kings County Sheriff's Office or the Lemoore Naval Air Station Security Office for investigation. When appropriate, contact is made with Child Protective Services.

The plan is primarily devoted to the welfare and safety of students during school hours. There are some situations where the school may be used as a community resource during a disaster condition. Existing Board policies and administrative regulations have been included along with a copy of the Student Code of Conduct.

An emergency situation may strike any school campus at any time. These emergencies fall into two categories–natural and man-made. Earthquakes, floods, and severe storms can occur with little or no warning and are natural. The possibility of fires, chemical accidents, falling aircraft, the use of firearms, bombs, and hostage taking are examples of man-made emergencies.

Components of the Comprehensive School Safety Plan (EC 32281)

Central Elementary School Safety Committee
Principal, Assistant Principal, Head Custodian, Head Cook, School Secretary, General Ed. Teacher, School Nurse, Special Ed. Teacher, Members of the School Site Council which include five parents on the SSC, School Resource Officer

Assessment of School Safety
1)Daily inspection of the campus grounds by custodian and site administration. 2) Regular reviews as preventative measures made by school resource officer with members of the safety team. 3) Daily communication and feedback of playground equipment and grounds provided to site administration by support staff and yard supervisors.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
In accordance with education code, Central school develops the comprehensive school safety plan using the input of committee members to address various components of safety.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
In accordance with Penal Code (PC11165) and Central Union School District Board Policy (BP 5141.4) all employees of the Central Union School District are mandated to report any known or suspected child abuse and neglect instances.

A mandated reporter shall make a report whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (PC1166)

Procedures and guidance are included as attachments (BP & AR 5141.4 Child Abuse Prevention And Reporting)

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Public Agency Use of School Buildings for Emergency Shelters
SCHOOL SHELTER CAPACITIES
During a major disaster, the District may be directed to utilize school facilities as Mass Care Centers. The American Red Cross has been charged by Congress with the responsibility for assisting families and individuals to meet disaster-caused needs that cannot be met with family or individual resources.

Cafeteria Capacities
Akers 480
Central 287
Neutra 450
Stratford 656

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
Suspension means the removal of a pupil from ongoing instruction for adjustment purposes (Education Code §48925 [a]).

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

A student may be suspended or expelled for any of the acts listed in Education Code 48900, if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on, or off the school campus
4. During, going to, or coming from a school-sponsored activity

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

Central Union School Board Policy and Adminstrative Regulation 5144.1 - Suspension Expulsion/Due Process is included in the attachments.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
In accordance with education code, the Central site administration informs teaching staff and applicable staff of students who may pose a danger in the classroom and other pertinent locations on the school campus. All notifications are confidential and any communique is not shared or disseminated to unauthorized personnel or parties.

(E) Sexual Harassment Policies (EC 212.6 [b])
Upon receiving a complaint of discrimination or harassment, the site administration shall immediately investigate the complaint in accordance with site/level procedures specified in AR 5145.7 – Sexual Harassment

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
Central school follows a dress code prohibiting gang related apparel at school or school activities, the principal or designee, staff and parents/guardians participate in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displaced on a school campus (Education Code 32282). Articles of clothing, which display gang symbols or affiliation, profanity, or products, or slogans, which promote tobacco, alcohol, drugs, or violence, are not allowed. This information is communicated and referenced to all stakeholders in the Central Student Parent Handbook.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
For safety purposes, students should not arrive at school prior to 7:20am, which is the arrival time of the first bus. Students walking to school or for those being transported privately, parents/guardians are advised to not drop their student off before 7:20am. Parents/guardians are advised to drop off their student at their designated at the parent drop off and pick up parking lot located on 18th Ave. Additionally, parent/guardians are to come to the school office and check out the student should they need to take the student during the school day.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
Central School Wide Behavior Expectations -Tier 1 practices that assist in maintaining a safe and orderly campus and promote positive learning.

1. Central School student "Wolf Rights are posted in every classroom; one to two wolf rights are stated in every morning announcement by the school principal (Right to be Heard, Safe, Learn and Respected).
2. School wide expectation banners are posted in all areas of the campus which incorporate reminders of positive and desired behaviors (banners highlight conduct in or on: bus, cafeteria, bathrooms, health office, school front office, library, P.E. classroom, Counseling and Student Support room). One of these expectations in one of these areas is highlighted daily during morning announcements by the school principal.
3. Central "Wolf Den" is designed and available to all students and works as a tier II system. The "Wolf Den" is staffed by an instructional aide or graduate social work student intern which work with students to reconnect them to in making positive choices and decision making while playing and socializing with others during recess time. This system is intended to minimize ticket/referrals and serve as corrective measure for students to reengage in the social setting at school.
4. Playground Training is offered to over a period of 6 days for K-5th grade students and 4 days for 6th-8th grades at the beginning of the school year. Instructional aides review rules, use of equipment, model acceptable behavior and discuss consequences. Zones for areas of play and the category of play are also reviewed for student understanding.

6. National Anti-Bullying Awareness Campaign – Designed appropriate lessons which afford modeling and role playing to all students in grades Kinder-4th graders. The school counselor/school social work interns deliver lessons (whole class) that discuss acceptable student behaviors/interaction, promote conflict resolution and advocacy.
7. Instructional Aide Training – Supervision Handbook. A review and training of student behaviors and expectations for various settings.
8. Random Acts of Kindness - Curriculum is used throughout the K-8th grade classrooms.
9. Activities emphasizing RAK, acceptance, inclusion and kindness are afforded to students throughout the school year. Some these include: Unity Day/Month- October, World Kindness Day - November, etc.

Element:

Opportunity for Improvement:
Continue to identify areas of need, develop program components and design opportunities for services/resources to offer all students that promote a safe learning environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:
Attendance -
Central school considers punctual and regular school attendance as being essential to a student's success. A major threat to academic success and a contributing factor to producing unsatisfactory schoolwork are school absences. Our goal and commitment is to assist parents/guardians to understand the legal requirements regarding school attendance in accordance with board policies and State education code.

Element:

Opportunity for Improvement:
Continue to promote regular school attendance and understand factors associated with school refusal for students as it relates to their educational experience.

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:
Student Behavior - Code of Conduct
Students are responsible for good behavior while at school. There are classroom & playground student expectations, which must be followed. Should a student choose to ignore the student expectations, he/she will be issued a behavior notice, which may be mailed home, to the parent or guardian. Within the Parent/Student handbook is the Student Code of Conduct, which enumerates types of infractions and consequences. This handbook is made available to parents online/print for parent/guardian review with their child. It is important that the student knows the consequences of his/her behavior.
Classroom policies are also developed to address student behavior which are shared at with students in the classroom; parents/guardians at Back to School events; parent conferences, other forms of school to parent/guardian communique (i.e. phone call, text message, email, home visits).

Element:

Opportunity for Improvement:
Continue to find ways of engaging students in making positive decisions that avoid punitive measures but instead promote corrective measures.

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Central Elementary School Student Conduct Code
Central school maintains high standards of conduct and behavior for all students. It is believed that appropriate student conduct is essential in order to make each student's experience at school meaningful, productive, and enjoyable. The development of proper school behavior is necessary to provide an effective learning environment for all students and to accomplish the following:

1. Develop the student's ability to assume responsibility for his/her actions.
2. Develop the student's ability to make appropriate decisions regarding his/her actions based on "cause and effect" relationships.
3. Develop the student's awareness of the impact of his/her actions on the rights of others.
4. Develop the student's ability to deal with problems and/or conflicts within the framework of accepted social standards.
5. Develop the student's sense of respect for himself/herself, other people, property, and the laws governing today's society.

Close cooperation between the home and the school is vital in the development of appropriate behavior patterns. Thus, it is important that all concerned parties are aware of what the rules are and why they exist. With this in mind, the following is provided for your guidance and information. The rules governing the behavior of students and the operation of the school reflect three guiding principles: (1) the school exists as a place to learn; (2) teachers have a right to teach and all students have a right to learn; and (3) self-discipline is the key to school discipline. Central's expectation for student conduct is embedded in use of common sense, good manners, and respect for one another.

Conduct Code Procedures
Central school discipline program encourages and rewards appropriate behavior with praise and motivational incentives. For those students choosing to break the rules, a negative consequence will follow.

The following are the specific rules governing the operation of the school: (1) Students will be on time and prepared to learn, (2) Students will be courteous, respectful, and cooperative (3) Students are not to enter another student's desk, book bag, locker, etc. (4) Students should return all lost and found articles to the office or to the Lost and Found Box. (5) Students will conduct themselves in a way that will not disrupt the learning environment. (6) Such things as gum and seeds are not allowed at school. (7) Students are not to eat in classrooms or on the playground except during a planned activity under the direct supervision of a teacher. (8) Students may use the office phones only with specific permission from their teachers or from office personnel. (9) Students will play at recess in the designated play areas only. Other areas, building and corridors are OFF LIMITS during recess.(10) On rainy or wet days, students should stay on concrete and asphalt areas. (11) Students are not to run in corridors, on the sidewalks, or in the rooms. (12) Students should not bounce balls in corridors or on walls of any building. (13) Students are to use drinking fountains and restrooms only for the purposes for which they were designed. Students are to follow all student expectations in the restrooms. (14) Students should not have valuables or money anywhere but on their person.

Each of these is intended to ensure the safety of the students and to promote an orderly, pleasant and effective school environment.

(K) Hate Crime Reporting Procedures and Policies

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic.

As per guidance in BP 5145.9 (Hate-Motivated Behavior), a student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member. (See attachments for policy).

(J) Procedures to Prepare for Active Shooters

The school staff receives annual training on active shooter response and counter measures. The school site performs periodic drills with both staff and students on procedures for armed intruders and or threats to the school site. School security walkthrough performed annually with school site administration and custodial personnel.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Central school provides guidance and assistance with all students in all grade levels by promoting positive behaviors and in random acts of kindness curriculum. Students receive regularly scheduled lessons with a focus on building student advocacy, understanding empathy for fellow students and information on how to assist in cases where students are experiencing concerns with bullying and/or cyber bullying. Counselors also provide in class lessons and discussion regarding the negative impacts of being bullied and available resources students can turn to in the event reports or assistance is necessary. Central school utilizes the STOP It system and website for reporting acts of bullying or cyberbullying for all students. Posters regarding the website and access information are posted in each classroom and throughout the school as well as the district webpage.

Safety Plan Review, Evaluation and Amendment Procedures

Regular safety plan reviews take place with Central teaching and support staff during general meetings. Procedures are discussed and considered for update/changes based on presenting issues or concerns that require reevaluation of practices addressing student and staff safety.

Safety Plan Appendices

Emergency Contact Numbers

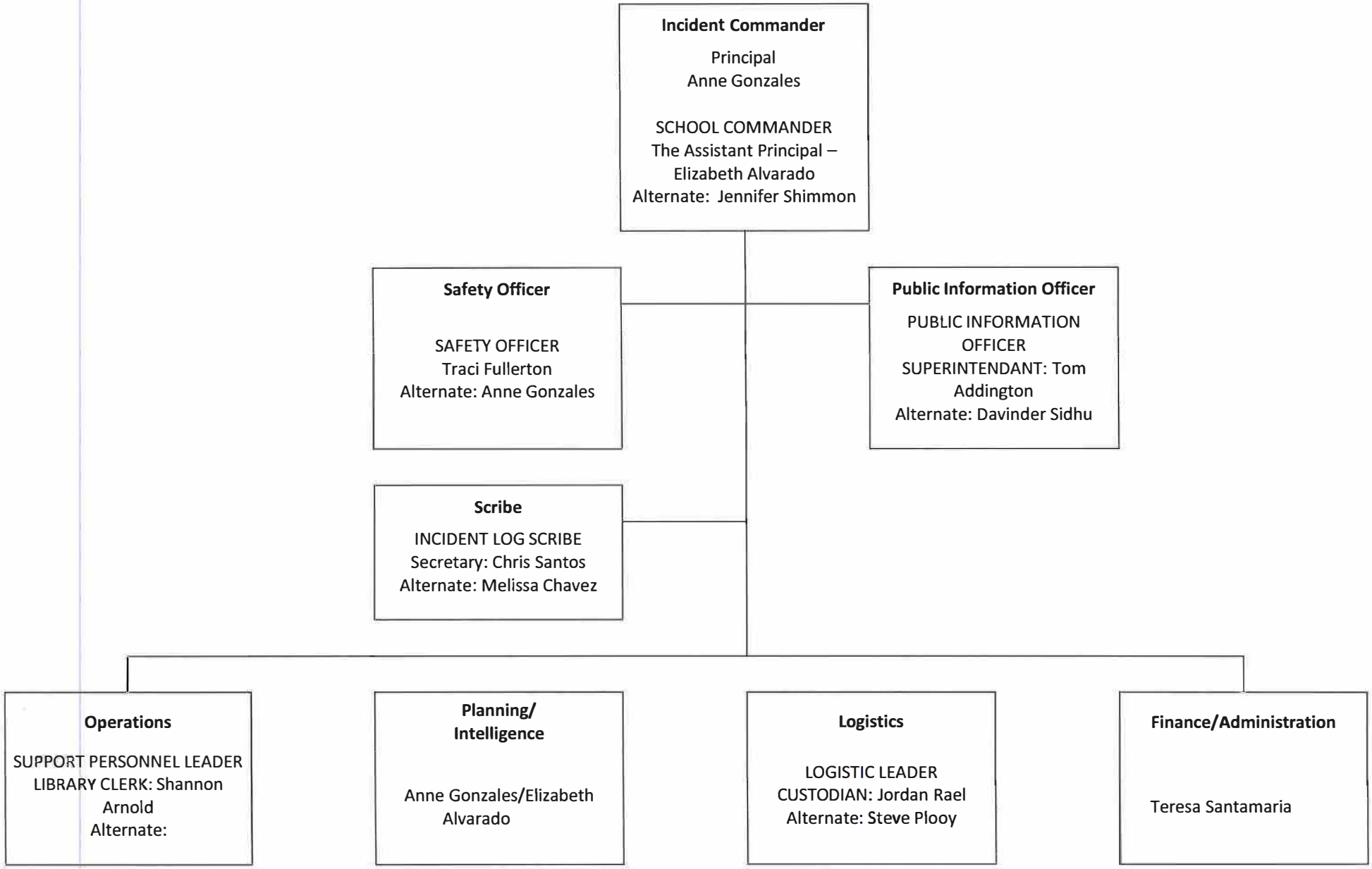
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Kings County Sheriff Department	582-3211 Ext. 2720	Deputy Lee Wiscarver, SRO
Law Enforcement/Fire/Paramedic	Kings County Fire Department	924-2626	
Public Utilities	Pacific Gas & Electric (PG&E)	1-800-743-5000)	
American National Red Cross	Red Cross (Kings County)	(559)-732-6436	
Other	Kings County Child Protective Services	(559)-582-8776	
Other	Poison Control Center	1-800-222-1222	
Other	Kings County Mental Health	582-4481/1-800-655-2553	
School District	Central Union School District	559-924-3405	Tom Addington/Traci Fullerton

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Central Safety Plan Reviewed and Updated	8/11/21 @ 8:30am	Central School, Plant Meeting, Instructional Aides Meeting
School Site Council Meeting	9/30/21 @ 2:15pm	SSC meeting

Central Elementary School Incident Command System



First Aid & Search
Teacher A

FIRST AIDE LEADER
Carrie Dozier
Alternate:Kelly Estes

Student Release & Accountability
TeacherB

STUDENT RELEASE LEADER
Daniel Olveda
Alternate: Brooke Pond

CARE TEAM LEADER
Martha Vargas
Alternate: Kelli Sowers

FOOD SERVICE LEADER
Patty Orsaba
Alternate: Yesenia Guzman

MAINTENANCE LEADER
Jordan Rael
Alternate: Steve Plooy

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

LEVEL I – OVERSIGHT

The principal in conjunction with the School Commander (Traci Fullerton) evaluates the situation and determines the first response, which could lead to the activation of the Emergency Operations Team. The Principal maintains oversight, allowing designated staff to Initiate, if necessary, critical functions. The Principal interfaces with the District Office, parents, and manages staff that are not in a primary operations role. He/ She also maintains communication among school staff who are managing students, e.g., making announcements or sending runners if public address system is down.

The Principal – Anne Gonzales

- Evaluates the situation
- Determines the first response
- Oversees the situation
- Interfaces with District Office, Parents & Manages (Not in a primary role)

LEVEL II – EMERGENCY OPERATIONS TEAM (EOT)

The school Emergency Operations Team is responsible for directing "crisis containment" operations, which includes setting up the command post and subsequent staging areas as needed. When public safety officers arrive, this command post will serve as a Unified Command where school officials and emergency responders will plan to move beyond crisis containment to crisis resolution.

SCHOOL COMMANDER
The Assistant Principal -
Alternate: Jennifer Shimmon

- Interacts with Principal to determine appropriate action
- Activates the EOT
- Manages overall operations
- Complies status and final incident report. (Forms #4-7)

LOGISTIC LEADER
CUSTODIAN: Jordan Rael
Alternate: Steve Plooy

- Maintains Supplies
- Gets supplies
- Transportation
- Document all Activities – Form #8

PUBLIC INFORMATION OFFICER
SUPERINTENDANT: Tom Addington
Alternate: Davinder Sidhu

- Releases all information
- Completes Form #10

SAFETY OFFICER
Traci Fullerton

Alternate: Anne Gonzales

- Oversees Safety
- Determines if actions by EOT are harmful
- Determines staff/students are evacuated far enough from school
- Completes Form #11

INCIDENT LOG SCRIBE
Secretary: Chris Santos
Alternate: Melissa Chavez

- Maintains Emergency Kit
- Transport Emergency Kit to Command Post
- Completes Incident report form #14
- Files all forms
- Document all Activities form #8

SUPPORT PERSONNEL LEADER
Library Clerk: Shannon Arnold
Alternate:

- Make sure all Radios are distributed and working
- Liaison between EOT and EOST
- Check to see if the Emergency Kit is transported to Command Post

LEVEL III – EMERGENCY OPERATIONS TEAM (EOST)

The Emergency Operations Support Team (EOST) consists of several staff members who have the skills and training to perform specific functions. They are under the direction of the Personnel Support Leader who meets with the Emergency Operation Team.

STUDENT RELEASE LEADER
Daniel Olveda
Alternate: Brooke Pond

- Updates student rosters & distributes to all teachers
- Creates a Student Emergency file/binder for Command Post
- Documents student release procedures
- Completes Form # 2-3

CARE TEAM LEADER

Alternate: Kelli Sower

- Identifies all Care Team personnel and necessary staging area.
- Notifies local Clergy
- Notifies and locates local counselors or Trauma counselors
- Coordinates aftermath procedures for staff & students

FIRST AIDE LEADER
Carrie Dozier
Alternate: Kelly Estes

- Identifies trained personnel and staging area.
- Maintains ample supplies for First Aide Kit
- Administers First Aide

- Assigns personnel to accompany students/staff to hospital.
- Records treatment by Completing Form #12

FOOD SERVICE LEADER
Patty Orsaba
Alternate: Yesenia Guzman

- Oversees dispensation of food and water.

MAINTENANCE LEADER
Jordan Rael
Alternate: Steve Plooy

- Oversees Utility control
- Assists with building keys
- Directs Emergency Responders

Management Level I: Oversight

The Principal

Anne Gonzales

The principal in conjunction with the School Commander (usually Assistant Principal) evaluates the situation and determines the first response which could lead to the activation of the Emergency Operations Team. The Principal maintains oversight, allowing designated staff to Initiate, if necessary, critical functions. The Principal interfaces with the District Office, parents, and manages staff that are not in a primary operations role. He/she also maintains communication among school staff who are managing students, e.g., making announcements or sending runners if public address system is down.

District Officials
Tom Addington
Davinder Sidhu
Teresa Santamaria
Monitors the event through contact with the Principal.

Management Level II: Emergency Operations Team (EOT)
The school Emergency Operations Team is responsible for directing "crisis containment" operations, which includes setting up the command post and subsequent staging areas as needed. When public safety officers arrive, this command post will serve as a Unified Command where school officials and emergency responders will plan to move beyond crisis containment to crisis resolution.

School Commander
Elizabeth Alvarado

Alternate: Jennifer Shimmons
Interact with Principal to determine appropriate action; activates the Emergency Operations Team; manages overall operations; compiles status and final incident reports using Forms # 4-7.

Logistics Leader
Jordan Rael

Alternate: Patty Orsaba
Maintains adequate supplies in preparation for emergency; acquires supplies needed to assist individuals such as food, water, bathroom facilities, and transportation (i.e., if the students need to be moved off campus); documents all activity using Form #8.

Public Information Officer
Tom Addington

Alternate: Teresa Santamaria
Releases information to parents, community members, and the media during the crisis; documents all contacts and announcements using Form # 10.

Safety Officer
Traci Fullerton

Alternate: Anne Gonzales
Oversees the safety of students/school staff; determines if response actions/strategies by Emergency Operations Team can cause harm to students/staff; determines whether students have been evacuated far enough from the school; documents events using Form # 11.

Incident Log Scribe
Chris Santos

Alternate: Melissa Chavez
Maintains the Emergency Kit and transports it to the Command Post; assists principal in completing the incident report form to document events, response, outcomes; collects and synthesizes for file all completed forms used to document crisis procedures

Support Personnel Leader
Shannon Arnold

Alternate: Kelly Estes
Serves as liaison between Emergency Operations Team and the Emergency Operations Support Team.

Management Level III: Emergency Operations Support Team
The Emergency Operations Support Team consists of several staff members who have the skills and training to perform specific functions. They are under the direction of the Personnel Support Leader who meets with the Emergency Operations Team.

Student Release Leader
Daniel Olveda

Alternate: Brooke Pond
Periodically updates student rosters and distributes new lists to all teachers for their emergency kits; creates a student emergency card file on each student at the beginning of the year and places it in the Emergency Kit that is used in the Command Post; and, document student release procedures by completing Forms # 2-3.

Care Team Leader
Martha Vargas
Alternate: Kelli Sowers
Identifies Care Team personnel and necessary staging areas; notifies local clergy, off-site counselors, or other trauma counselors; coordinates aftermath procedures for the students/school staff.

First Aid Leader
Carrie Dozier

Alternate: Samantha Erickson
Identifies trained First Aid personnel with Logistical Leader to maintain ample supplies in Emergency First Aid Kit; administers emergency first aid; assigns school personnel to accompany students/staff to area hospitals; keeps records of treatment using Form #12.

Food Service Leader
Patty Orsaba

Alternate: Yesenia Guzman

Oversees dispensation of food, water.

Maintenance Leader
Jordan Rael

Alternate: Steve Plooy
Oversees school utility control as needed in conjunction with the pubic safety responders; assist with building keys directing emergency responders to the proper area as they arrive at the school campus.

Management Level IV: Managing Students
Teachers, coaches, aides, and other support staff managing welfare of students; know the whereabouts of all students in their care at all times; and taking student attendance every half hour during before and after each Responds Action (i.e. relocating students) until students are released into their parents/caregivers care.

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
Assess the situation carefully yet quickly. Is there immediate danger to staff or students? Is the danger within the building or outside the building?

Step Two: Identify the Level of Emergency
What is the magnitude of the event? Is it life threatening? What needs to be done immediately to protect safety while further information is gathered?

Step Three: Determine the Immediate Response Action
Do not delay in calling 911 and the District Office. It is better to have emergency responders arrive and not be needed then to delay calling them and risk injury or harm.

Step Four: Communicate the Appropriate Response Action
Communicate clearly to staff and students what they should do immediately. Activate the emergency response team at the school as needed.

Emergency Contact Numbers.
1. Emergency Dispatch 911
2. Kings County Sheriff's Office (559) 582-3211
4. District Office (599) 924-3405

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MISSING STUDENT
When any employee suspects a student is missing, he/she should notify the principal, the clerical staff, and the custodians. The principal will notify the superintendent. If the employee who suspects a child is missing is not the child's teacher, the classroom teacher should also be notified. As quickly as possible, all these people should be given the following information:

1. Name of student
2. Age
3. Physical description
4. Clothing worn
5. Last known location
6. Time last seen

If the student is not found soon, contact the parents. Notify law enforcement whether or not the parent has notified them.

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EVACUATION

The signal for an evacuation is the same as for a fire drill. All students are to immediately vacate the buildings using fire drill procedures. Teachers must take their Class Emergency Lists outside for roll call and appropriate actions. When released by an administrator, students should proceed directly to the location specified (buses, walking in order to another location, or back to the classrooms).

1. All relocation decisions will be made by administrators (or Sheriff Department).
2. Staff members are to remain with students until all students have been released. Remember to stay clam. Your emotions will feed into students' reactions.
3. Practice fire drills and evacuation procedures on a scheduled basis.

It may be necessary to use all available transportation to transport students and staff from an area of danger to an area of safety. The principal and District Office will coordinate the use of school buses.

If students and staff are transported away from campus, it is important to keep in mind that some classes are on a split-day schedule such as Preschool. All communication well be made in order to avoid a situation where afternoon students arrive and find no one at school.

If students are sent home, notification to teachers should be made in writing and delivered by a staff member. In many emergencies, electronic communication systems are not fully operative. Students should be sent home only on direct orders from the District Office.

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LOCKDOWN

Types of Crisis: Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the neighborhood off site.

1. Begin a "lock down" procedure, and utilize Lockdown signal.
2. Call 911
3. Quickly scan hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
4. If students are not in classrooms, Go to the safest and closest area or room. DO NOT try to go to your classroom. Instead enter any available room.
5. Once the Lockdown has started, teachers should not, under any circumstance open their doors until the end of the lockdown.
6. Notify the office so a Code Red signal can be sounded (not the same as a fire drill alarm)
7. Lock the doors, Stay away from doors and windows and wait quietly for further instructions.
8 If outdoors, go directly to the nearest classroom. Each teacher should take roll.
9. Pull any curtains or close any blinds and turn off the lights.
10. Take roll (Class Emergency List).
11. Remain in the classroom until an "all clear" announcement is made.

- ---

DROP AND COVER

Types of Crisis: Earthquake: Explosion

If inside building

1) Each student and staff member takes cove r under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
2) Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
3) Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
4) After all movement and noise stops, stay under desk or table until a teacher gives you instructions. Listen carefully and following instructions.

If outside building

1) Move away from buildings, trees, fences and power lines
2) Drop to your knees
3) Clasp both hands behind your neck
4) Bury your face in your arms
5) Make your body as small as possible
6) Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.

Types of Emergencies & Specific Procedures

Aircraft Crash
Warning of a falling or fallen aircraft is usually by sight, sound, or fire. If an aircraft falls near the school, the following actions should be taken.
Action
1. Take immediate action to ensure the safety of all pupils.
2. Notify the principal of the emergency situation
3. Students and staff must be kept at a safe distance from the aircraft.
4. Notify the Kings County Sheriff's Office or you may just call 911.
5. Notify the Superintendent. (559)-924-3405
6. Take further action as required. If students will be safe in the classrooms, move all students indoors and keep them there. Cancel automatic bell system. If it is unsafe to remain in the classrooms, evacuate the building. The signal for an evacuation is the same as for a fire drill. Use this signal only if the normal assembly areas are at a safe distance from the crash site. Otherwise, use the intercom or personal communication. Teachers must take their roll list with them and prepare students for possible transportation to another site.
7. Take roll to make sure the location of all students is known.

Responsibility
1. All staff
2. All staff
3. All staff
4. Principal
5. Principal
6. Principal

In the event of a fallen aircraft, teachers should instruct students to implement duck, cover, and hold procedures. Students should duck under furniture, face away from windows, clasp both hands behind their necks, close their eyes, and cover their ears with their forearms. Students are to hold that position until instructed to stop.

If the buildings or site is evacuated, all students and staff are to maintain a safe distance from the aircraft (at least 400 yards) and move away and upwind to avoid injury from fumes and a possible explosion.

Teachers should take roll using their Class Emergency Lists.

Animal Disturbance
In cases of animal disturbances, the site contacts Kings County Animal Control - Dispatch @ 559-582-3211 ext. 2720.

Armed Assault on Campus
ARREST OF STUDENTS

The Board has authorized site administrators to release minor students into the custody of a law enforcement officer for the student's arrest or to have a CPS (Child Protective Services) worker talk with the child at the school site. Law enforcement and probation officers have the right to enter a school site to affect a lawful arrest. School staff has no authority over law enforcement personnel in this situation.
Questioning Students
Law enforcement officials have the right to interview students on school premises when the students are suspected of having committed a crime. When such an interview is requested, the site administrator or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. School personnel shall serve in a guardian role for the student though law enforcement personnel retain ultimate authority. If an officer requests to interview a student, the site administrator or designee shall:

1. Seek to accommodate the request in a way that will minimize disruption of the school process and maximize campus safety. The student's best interest should also be kept in mind.
2. Notify the superintendent immediately for guidance or concerns.
3. Request to be present during questioning if the student is al least twelve years old, with approval of the student. (Final discretion is that of the officer.)
4. Be present during questioning if the student is less than twelve years old.

Student Searches
In determining whether reasonable suspicion exists, administrators shall consider the following five factors.
1. The student's age and previous behavior patterns.
2. The prevalence and seriousness of the problem which would initiate the search.
3. If there is an immediate need to search.
4. The reliability of the information used to determine the need to search.
5. The location of the student at the time of the incident that caused reasonable suspicion.

When reasonable suspicion is established, the administrator will direct the student to an office or other area separate from other students and adhere to the following guidelines.
1. At least two employees must be present.
2. The student should be directed to empty his/her pockets, purse, wallet, or back pack and to pull any pockets in his/her clothing inside out to demonstrate that they are empty.
3. The administrator should avoid physical contact with the student.
4. If the student refuses to comply, the administrator shall take possession of the purse or other object to examine the contents for a possible violation of law.
5. A pat down of the outer clothing should preferably be done by a staff member of the same gender as the student and must be done quickly with minimal contact. Check the areas around the belt and interior pockets, looking for concealed weapons, drugs, or other contraband. Employees will not conduct strip searches or body cavity searches.
6. If an object is felt, the subject will be asked to remove the object. If the student refused to remove the object, the administrator may remove the object.
7. If the student is combative and refuses to cooperate, immediately discontinue the attempted search and, depending on the circumstances, contact law enforcement personnel.

Removal of a Student
If, during the course of an interview, an officer of the law finds it necessary to remove the student from school, the administrator or designee shall:
1. Ascertain the reason for such action.
2. Obtain the officer's name, badge number, and the department he/she represents.
3. Obtain the charges against the minor student.
4. Obtain the destination of the arrested student.
5. Notify a parent or guardian of the student.

Parent Notification
Except in cases of child abuse or neglect, the administrator or designee shall attempt to notify the student's parent/guardian prior to the officer interviewing the student. The parent/guardian shall be informed of the following:
1. The reason for the student being questioned.
2. The officer's name, badge number, and agency represented.
3. The student's destination and the phone number of the arresting agency if the student has been arrested.

Discovery of Weapons or Other Contraband
1. When an individual is found in the possession of a weapon or contraband, the administrator and a law enforcement officer should immediately be called to the scene.
2. If the weapon or contraband is not allowed by law, the officer may take custody of the object(s) and the person who brought in on campus.
3. If the weapon or contraband is not illegal but is prohibited by the Education Code or district policy, the principal or designee will take custody of the object(s) and take appropriate disciplinary action.
4. All property taken from an individual that is not prohibited by law or school policy will be returned.

Biological or Chemical Release

A chemical spill or accident usually happens near a campus, not on it. For this reason, the notification is usually received form the fire or police (security).

The following precautions should be taken.

Action

1. Determine the need to evacuate the buildings. This is usually done in consultation with other local authorities.
2. Determine where the students and staff should leave the school grounds.
3. If it is necessary to evacuate the area, move in classroom groups crosswind, never directly with or against the wind which may carry fumes.
4. A custodian will shut down HVAC systems.
5. Render first aid as necessary.
6. Take roll each time students move (Class Emergency List).
7. If outside agencies did not notify the school of the accident, call 911.
8. Notify the district office.
9. Students and staff members are not to return to the buildings (or campus) until the area has been determined safe.
10. If a chemical accident occurs near the end of the school day or before school begins, guides may need to be sent to key points in order to direct students and others away from the affected area.
11. If a full evacuation is necessary from the buildings, use the fire drill exit routes and procedures.

Responsibility

1. Principal
2. Principal
3. Principal/staff
4. Custodian
5. Nurse/staff
6. Teachers
7. Principal/secretary
8. Principal/secretary
9. Principal
10. Principal/staff
11. Principal/staff

Bomb Threat/ Threat Of violence

BOMB THREAT

All bomb threats must be taken seriously. Immediately go to CODE BLACK. The fire alarm will be used to signal an evacuation from all buildings. Law enforcement must be notified. Normally, a bomb squad will not be called unless a suspicious object is found. Do not transmit with two-way radios, turn off beepers, do not use cell phones, and do not activate microwave ovens. Explosives may be detonated by electronic signals. Cooperate with law enforcement personnel in search the area for foreign or suspicious objects. If one is found, do not touch it or move it.

Person Receiving the Call

1. Use the form on the next page.
2. Keep the caller on the line. Delay the caller with questions and statements such as:
   - What did you say?
   - I did not understand you.
   - May I have you speak to the principal?

3. Gather and record information about the call. Ask questions.
- Where is the bomb?
- What time will it detonate?
- What kind of bomb is it?
- What does the bomb look like?

4. Estimate the age of the caller.
5. Determine the sex of the caller.
6. Note voice quality, accent, and any peculiar speech mannerisms.
7. Note the exact time the call was received.
8. Note any background noises (people, traffic, music).
9. Provide this information to the site administrator.

Office Staff

1. Call 911.
2. Call the District Office at 924-3405.

Bomb Threat Call Reporting Form

Ask questions. Exact wording of the bomb threat.

1. When is it going to explode? _____
2. Where is it right now? _____
3. What does it look like? _____
4. What kind of a bomb is it? _____
5. What will cause it to explode? _____
6. Did you place the bomb? Why? _____
7. What is your address? _____
8. What is your name? _____
9. How can I reach you by phone. _____

Caller's voice:

__Calm __Nasal
__Angry __Stutter __Voices
__Excited __Lisp
__Slow __Raspy
__Rapid __Deep __Static
__Soft __Child __Pay phone
__Loud
__Crying __Normal
__Distinct __Slurred
__Adult
__Deep
__Coughing __Whisper

Background sounds:

__Traffic __Dishes
__PA system
__Music __Motor
__Animals __Baby
__Local call
__Long distance
__Laughing

Familiar voices:

It sounds like: _____
__Familiar _____
__Horse _____
_____

Other information:

Sex of caller: _____
Nationality (by accent): _____
Length of call: _____
Number call was made to: _____
Time and date of call: _____
Threat language: ___well spoken; ___ educated; ___foul language: ___incoherent; ___irrational; ___ recorded or taped; ___message read by the threat maker.

Date: _____ Name: _____
Position: _____ Site: _____
People the call was reported to: _____
Phone number of the people: _____

Other remarks: _____

Place a copy of this form under the telephone.

CAMPUS SWEEP AND RESCUE TEAM

Some emergency situations don't allow for a safe or orderly evacuation of buildings. Any time buildings are evacuated and there is a possibility of an injured person remaining somewhere within a building, the Campus Sweep and Rescue Team should take action. The site administrator, predesignated teachers, and predesignated custodians usually make up this team. The team should proceed in an orderly and pre-established sweep pattern, checking each classroom, storage room, auditorium, bathroom, etc. Document which rooms have been check as the sweep is conducted.

1. The check of each room should be visually, vocally, and physically, if safety allows all three.
2. If an injured student or employee is discovered, one member of the team should remain with the injured person while another member of the team summons help.
3. Team members should also assess any structural damage to school buildings and equipment and determine if they are useable during a continued emergency.
4. The team will need to assess several capabilities (water, gas, electricity, sanitation, phones, etc.).

Bus Disaster

FIELD TRIPS

Field trips present their own special problems during emergencies. Usually students are outside and teachers should be familiar with emergency procedures when students are not in buildings. If students are on a bus during an emergency, the bus driver is in charge but teachers are the people students know and trust so teachers should work closing with the bus driver to keep students calm and safe.

No teacher should leave for a field trip without the names of students, names of parents/guardians of the students, phone numbers and emergency numbers for each student (Class Emergency List). Teachers should also be familiar with any health problems participating students may have. Provision should be made for students with diabetes, asthma, and insect bite allergies.

Chaperones must have cleared a CD check through the District Office. Further, if a parent will be alone with a student, such as at a bathroom, the parent must pass fingerprint screening before being allowed to come as a chaperone. Those adults who can legally be with a student alone should have a separate name badge from other adults so students can tell the difference. Also, students should have name tags. Avoid using complete first and last names on student name tags when off campus.

At the scene of an accident involving a school bus, the responding law enforcement agency is in charge. The responsibility for the release of students still rests, however, with employees of the Central Union School District. The following bus emergency procedures shall be enacted when the welfare and safety of students are involved. The severity of the accident may alter the order of events to protect the welfare of children.

Responsibilities of the Driver and Teachers

1. Provide emergency first aid for restoration of breathing, severe bleeding, shock, and minor injuries.
2. Evacuate the bus, if it is required for the safety of the passengers. Give instructions for an orderly evacuation from designated exits. Announce a specific assembly point after the evacuation. Check to be sure all passengers have left the bus. Take roll using the Class Emergency List. Supervise students at the assembly area.
3. Notify the California Highway Patrol. If necessary, also notify the fire department and call for an ambulance. CALL 911.
4. Contact the director of transportation (559-924-6440) with the following:

4.1 Type of accident
4.2 Location of nearest intersection
4.3 Extent of injuries and any request for emergency ambulance service
4.4 Request another bus for to transport students (if necessary)
4.5 Provide the names of people sent to the hospital and name the hospital

Responsibilities of the School of Attendance

1. Notify the District Office (559-924-3405)
2. Dispatch staff to attending hospital
3. Notify parents/guardians of the incident
4. Release students to parents/guardians

5. Complete an accident report for all students and staff members who have complaints of injury
6. Coordinate the completion of insurance forms

Currently, due to COVID 19 on site activities and field trips are limited or suspended until further notice and guidance from the CUSD.

Disorderly Conduct

DISORDERLY CONDUCT

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior.

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, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION
4. The School Administrator will call emergency services (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator 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. 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.)
7. The School Administrator will notify the District Superintendent of the situation.

Earthquake

Much of California is considered "earthquake country." Because no advance warning is given, earthquake drills should be conducted semi-annually. Use the following procedures when an earthquake begins.

Inside a Building

1. Duck under furniture, clasp your hands around your neck, cover your ears with your forearms, close your eyes, and face away from glass.
2. Students are to remain in this position until it is determined that it is safe to move.
3. If the classroom or building has sustained structural damage, the teacher is to have the students follow normal fire drill procedures (without an alarm sounding) following termination of the quake.

4. Teachers should take roll (Class Emergency List).
5. Assessment of injuries should be made as quickly as possible.
6. Render first aid as needed.
7. Be prepared for strong aftershocks.
8. The office staff will call 911 or other emergency help as needed. Keep phone lines free for emergency use.
9. The principal and maintenance staff will determine the extent of damage and will give clearance when students are able to return to the classroom.
10. If there is significant damage, the superintendent and principal will make a decision about dismissing students from school for the day.

Outside the Building

1. Drop to the ground.
2. Remain in a cleared area free from potential falling objects (trees, backstop, buildings, power lines).
3. Children will remain under the supervision of the nearest school adult when the earthquake occurred until further instructions from the principal.
4. Assessment of injuries should be made as quickly as possible.
5. Render first aid as needed.

6. Under no circumstances should students or staff attempt to return to a building during an earthquake.
7. Be prepared for strong aftershocks.
8. Buses will pull over in an area safe from falling debris.

ELECTRICITY
1. The principal of designee will call PG&E (911 or 1-800-743-5000).
2. The principal will notify the District Office. (559-924-3405)
3. If the school can call out but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.
4. All surge protectors should be turned off. They should not be turned back on without instructions from the principal.
5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

EMERGENCY KIT
1. Flashlight with batteries stored outside
2. First aid kit
3. Latex gloves
4. Whistle
5. Emergency phone numbers, names of staff and students, phone numbers of parents and guardians, list of students with health problems (Class and Staff Emergency Lists and Emergency Kits)
6. Sufficient name tags for the entire school
7. Notebook and two pens
8. Utility shutoff tools
9. Map of school
10. Meals Ready to Eat (MREs) for diabetic students or faculty. Contact Red Cross (559-732-6436)

Explosion or Risk Of Explosion
Action
1. At the sound of an explosion, give the command "drop."
2. If the explosion occurs within the building or threatens the building, sound the fire alarm.
3. Move to a safe area and supervise students.
4. Render first aid as necessary.
5. Notify the Fire Department (911).
6. Notify the Kings County Sheriff's Office.
7. If there are small fires which you can fight without endangering life, do so.
8. Take roll and account for all pupils (Class Emergency List).
9. Notify the District Office.
10. Notify utility companies of any break or suspected break in lines or pipes that might present an additional hazard.
11. Students and staff members are not to return to the school buildings until they are declared safe.

Responsibility
1.Staff
2.Principal, staff
3.Staff
4.Nurse, staff
5.Principal, clerical
Principal, clerical
Custodians, staff
Teachers
Principal
Principal
Principal, emergency personnel

Fire in Surrounding Area

In case of fire, the first priority is to protect human life. Secondary consideration is save property.

1. Activate the fire alarm.
2. Direct personnel to re-route students whose exit path is affected by the location of the fire.
3. Teachers are to bring their Class Emergency Lists and take roll.
4. The principal will report the fire to the District Office.
5. The principal will ensure that the facility is safe before giving the "all clear" signal.
6. The principal will report suspected arson to law enforcement officials.
7. Staff members will cooperate with any investigation and implement prevention measures if recommended by law enforcement or fire department officials.

GAS LEAKS OR INTERRUPTION OF SERVICE

Variables that relate to interruption of service are the amount of warning, the time in the day, the expected length of the interruption, and the season of the year. Cafeterias need gas to cook food. Winter weather necessitates heat for health reasons. With advance warning, such as during periods of construction, a school can operate effectively without gas. Normally, utility companies will cooperate concerning the time in the day when the gas is interrupted. If the weather is extremely cold and the gas service will be interrupted for an entire day or more, more complex solutions will become necessary.

A gas leak comes without warning. All pilot lights close to the leak should be extinguished. Any equipment that might generate a spark should not be used. Students and staff in the immediate vicinity should be moved if the leak is not stopped almost immediately. Plans should be made to cover the loss of service from any equipment (HVAC units, stoves, ovens) that is temporarily shut down while the leak is repaired.

Several people on each campus should know how to shut off the gas and where the proper tool for doing this is located. These people will include the principal and all custodians.

ORDER OF PROTECTION

Each school office will maintain a list of non-custodial parents with a restraining order (Order of Protection). These individuals will not be allowed into the building or on school property. If a named person attempts entry onto the campus, a school administrator will confront the individual and attempt to convince him/her to leave immediately.

1. Request the a Sheriff's Deputy or member of Security provide immediate response for the person with an Order of protection.
2. Give the exact location on campus, including room number, if appropriate.
3. Immediately remove the affected student from the classroom or playground and transport him/her to a "safe place" inside the office area.
4. If an intruder with an Order of Protection gains entry into the school, immediately announce a "Code Red."
5. The goal is to protect the student and to delay the intruder until law enforcement arrives.

Fire on School Grounds

CHILD ABUSE/NEGLECT

When a child is suspected of being the victim of child abuse or neglect and is being removed from school premises, the principal or designee shall provide the telephone number and address of the student's parent/guardian to an officer of the law. The officer has the responsibility to notify the parent/guardian.

All staff associated with the school are considered mandated reporters. Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; district office administrators, and district school resource officers.

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse, including sexual assault or sexual exploitation, of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2

4. Willful cruelty or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

District Policies and procedures are included in the attachments.

Flooding
FLOODING

This procedure applies whenever storm water or other sources of water 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,

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION.

2. The School Administrator will notify "911" and will describe the nature and extent of the flooding.

3. 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.

4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

5. The School Administrator will notify the Local District Superintendent of the emergency situation.

6. As appropriate, the School Administrator will activate Parent Alert System.

Loss or Failure Of Utilities
ELECTRICAL FAILURE
1. The principal of designee will call PG&E (911 or 1-800-743-5000).
2. The principal will notify the District Superintendent's Office. (559-925-2619).
3. If the school can call out but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.
4. All surge protectors should be turned off. They should not be turned back on without instructions from the principal.
5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

GAS LEAKS OR INTERRUPTION OF SERVICE
Variables that relate to interruption of service are the amount of warning, the time in the day, the expected length of the interruption, and the season of the year. Cafeterias need gas to cook food. Winter weather necessitates heat for health reasons. With advance warning, such as during periods of construction, a school can operate effectively without gas. Normally, utility companies will cooperate concerning the time in the day when the gas is interrupted. If the weather is extremely cold and the gas service will be interrupted for an entire day or more, more complex solutions will become necessary.

A gas leak comes without warning. All pilot lights close to the leak should be extinguished. Any equipment that might generate a spark should not be used. Students and staff in the immediate vicinity should be moved if the leak is not stopped almost immediately. Plans should be made to cover the loss of service from any equipment (HVAC units, stoves, ovens) that is temporarily shut down while the leak is repaired.

Several people on each campus should know how to shut off the gas and where the proper tool for doing this is located. These people will include the principal and all custodians.

WATER LOSS
The school is not likely to lose its water supply without warning. Such things as portable toilets and drinking water with paper cups can solve most problems. The kitchen must be considered. Paper trays may be used, along with packaged napkins, straws, and forks
1. Call the District Office.
2. Any decision to dismiss students shall come from the Superintendent.

Motor Vehicle Crash
MOTOR VEHICLE CRASH

Warning of a motor vehicle crash is usually by sight, sound, or fire. If a vehicle crashes near the school, the following actions should be taken.

Action

1. Take immediate action to ensure the safety of all pupils.

2. Notify the principal of the emergency situation.

3. Students and staff must be kept at a safe distance from the accident scene.

4. Notify the Kings County Sheriff's Office or Lemoore Naval Air Station Security. You may just call 911.

5. Notify the Superintendent. (559)925-2619

6. Take further action as required. If students will be safe in the classrooms, move all students indoors and keep them there. If it is unsafe to remain in the classrooms, evacuate the building. The signal for an evacuation is the same as for a fire drill. Use this signal only if the normal assembly areas are at a safe distance from the crash site. Otherwise, use the intercom or personal communication. Teachers must take their roll list with them and prepare students for possible transportation to another site.

7. Take roll to make sure the location of all students is known.

Pandemic

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Pandemic flu occurs when a new flu virus that is different from seasonal flu viruses emerges and spreads quickly between people, causing illness worldwide. Most people will lack immunity to the pandemic flu virus. Pandemic flu can be more severe, causing more deaths than seasonal flu. Because it is a new virus, a vaccine may not be available right away. A pandemic could therefore overwhelm normal operations in educational settings. Pandemic flu differs from both seasonal influenza (flu) and avian influenza in the following aspects:

* It is a rare global outbreak that can affect populations around the world.
* It is caused by a new influenza virus to which people do not have immunity.
* It can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Pandemic Plan is a general guideline to increase preparedness in the event of an influenza pandemic. The Department of Public Health and the Centers for Disease Control will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. The District will work in concert with the Public Health department on controlling and containing the spread of the virus. Individual schools may be closed temporarily to contain the spread of the virus.

General protocols from both the District and site level include:

1. Working with local health officials and emergency preparedness officials. These agencies may need to use schools to disseminate information to families.
2. Determining the roles and responsibilities of the school staff (including all ancillary staff) to prevent the spread of disease.
3. Training nurses and staff in symptom recognition. Remember that a person who is infected may not show symptoms right away and that children who are getting ill may show different behavior than usual, such as eating less or being irritable.
4. Activating heightened surveillance of illness within the school site. Gather data on symptoms of students and staff who are sick at home.
5. Ensuring that students and staff members who are ill stay home.
6. Sending sick students and staff home from school immediately.
7. Providing fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
8. Monitoring bulletins and alerts from the Department of Health and Human Services.
9. Keeping staff and community informed of developing issues.
10. Assisting the Department of Health and Human Services in monitoring outbreaks.
11. Implementing online education, if necessary, so that students can stay home.
12. Maintaining surveillance after the initial epidemic in the event a second wave passes through the community.

District employees have a collective responsibility to ensure the protection of all people in the workplace by staying abreast of current public health guidelines to mitigate exposure to Pandemic Flu. Employees are expected to follow guidelines issued by the CDPH, including practicing appropriate Hand Hygiene to prevent the spread of respiratory infections from one person to another, and exercising appropriate Coughing and Sneezing Etiquette

Ensuring site safety of facilities through appropriate disinfection procedures will also be implemented. Such procedures include:

- Cleaning and disinfecting frequently touched surfaces daily and shared workspaces and work items before and after use.
- Storing and using disinfectants in a responsible and appropriate manner according to the label.
- Keeping all disinfectants out of the reach of children.
- Utilizing additional disinfecting procedures such as electrostatic sprayers to neutralize surfaces of potential contaminants and viruses.
- Use of gloves appropriate for the chemicals being used when cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.

Other considerations within the work setting include, but are not limited to the following:

- Increasing physical space between employees by modifying the workspace.
- Following guidance from the CDPH for face-covering use.

- Avoiding shared workspaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) when possible.
- Using plexiglass screens in offices and areas where visitors may frequent, as much as practical.
- Closing or limiting access to common areas where employees are likely to congregate and interact.
- Canceling, adjusting, or postponing large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.

Psychological Trauma

The Central Union School District recognizes the need and responsibility to protect the health, safety and welfare of our students; to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning. This attached policy, regulation, and manual (BP5141.52) corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury

Any staff member who is originally made aware of any threat or witnesses any attempt toward self-harm that is written, drawn, posted on social media, spoken or threatened, will immediately notify the Principal, their Designee or School Counselor/Psychologist. Any threat in any form must be treated as real and dealt with
immediately. No student should be left alone, nor confidences promised. Thus, in cases of life-threatening situations a student's confidentiality will be waived. The District's suicide crisis response procedures will be implemented. The suicide response guidelines are included in the attachments (Exhibit 5141.52 - Manual).

Suicide Threat

Definition - A suicide threat is a verbal or non-verbal communication that the individual intends to harm himself or herself with the intention to die but has not acted on the behavior.

1. The staff member who learns of the threat will locate the individual and arrange for or provide constant adult supervision.
2. Immediately inform your site Administrator.
3. The site Administrator will notify the School Counselor/Psychologist.
4. The School Counselor/Psychologist will conduct a threat assessment to determine risk and intervention See Exhibit 5141.52 (b).

Suspected Contamination of Food or Water

WATER LOSS

The school is not likely to loss its water supply without warning. Such things as portable toilets and drinking water with paper cups can solve most problems. The kitchen must be considered. Paper trays may be used, along with packaged napkins, straws, and forks. On the base, water can sometimes be connected to the kitchen only directly from a nearby home. This procedure should only be taken with District Office.

· Call the District Office.

· Any decision to dismiss students shall come from the Superintendent.

Tactical Responses to Criminal Incidents

Office staff and site Administration are notified and steps are taken to secure safety of students and staff. In case of active emergency 911 is called. School Resource Deputy/Sheriffs Office responds to assist Administration with appropriate investigation. All staff are guided to follow Procedures for FULL LOCKDOWN. Procedure guidelines are available campus wide for reference on these procedures.

Unlawful Demonstration or Walkout

Principal stays on site to supervise students

Actions to be taken by administration/certificated staff

1) Talk to students as they leave campus if this is manageable--do you understand that you will be marked absent?

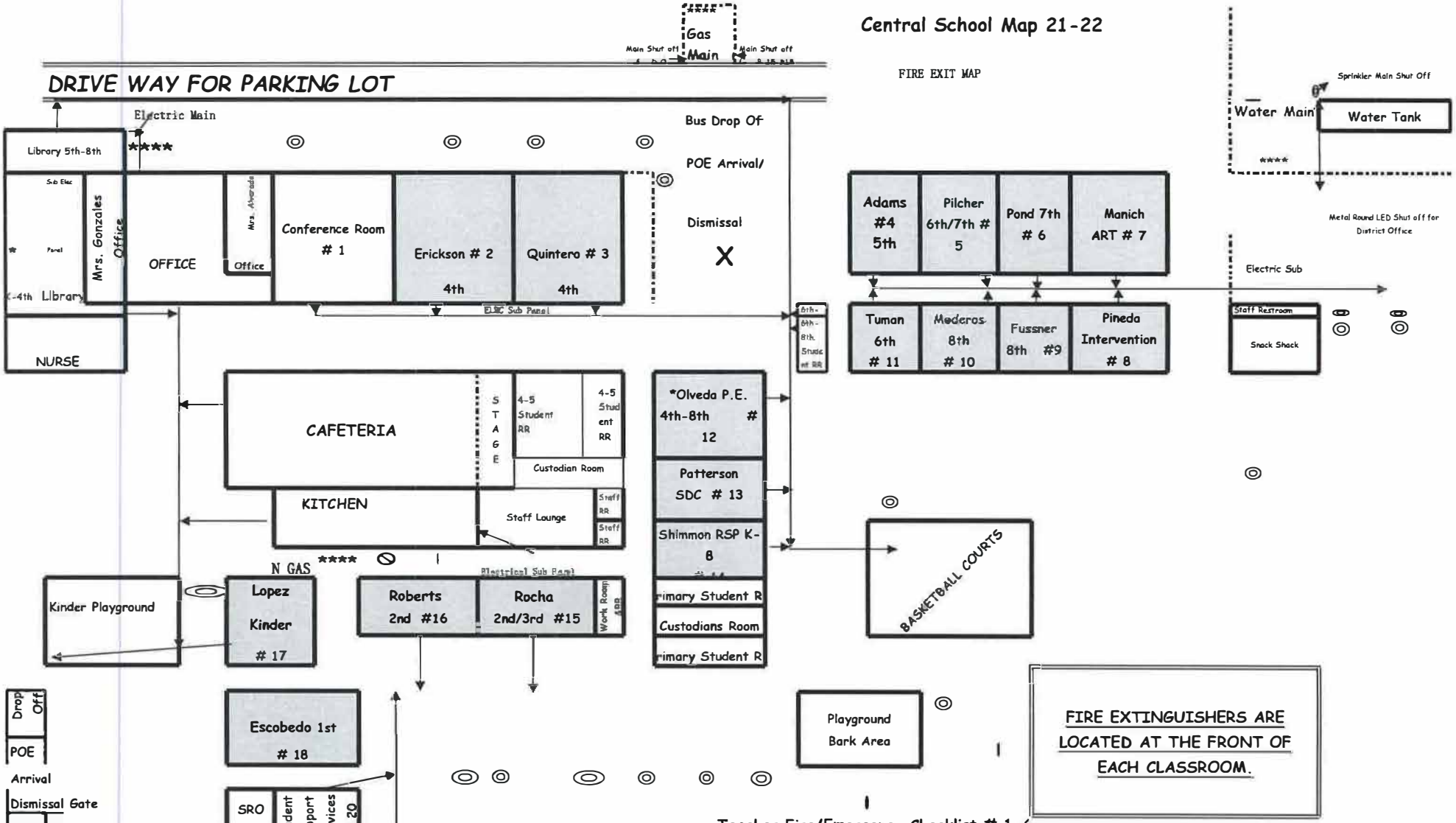
2) Do your parents know you are leaving campus and will be unsupervised?

3) AP or APs, and campus supervisor(s) depending on the size of the crowd walk with students to protect their safety.

Emergency Evacuation Map

Central School Map 21-22

FIRE EXIT MAP



FIRE EXTINGUISHERS ARE LOCATED AT THE FRONT OF EACH CLASSROOM.

Teacher Fire/Emergency Checklist # 1-6

1. Class Roster- to be carried with you
2. Account for all students
3. Keys
4. Doors locked
5. Lights out.
6. Rooms with * - Please check v

for all doors to be locked and

REVISED for REOPEN 7/7/20

Call Office: ext. 2250 or 2

Comprehensive School Safety Plan

2021-2022
School Year

School: Stratford Elementary School

CDS Code: 16-63883-6010326

District: Central Union School District

Address: 20227 1st Street
Stratford, CA 93266

Date of Adoption:

Date of Update:

Date of Review:

- **with Staff**
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

Name	Title	Signature	Date
	School Site Council Chairperson		
Christina Gonzales	Site Principal		
Sergio Lopez	Head Custodian		
Deputy Wisecarver	School Resource Officer		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at central.k12.ca.us.

Safety Plan Vision

The intent of the Central Union School District is to provide a safe and secure learning environment for all its students. Two components of providing a safe environment are timely assessment and prevention of crime on our campuses and maintaining an Emergency Disaster Response Plan. The information in this Safe School Plan includes specific courses of action to be taken in case of an emergency as well as daily activities, which help preclude an emergency situation. Each employee should become familiar with this plan so that he or she will be prepared to carry out his/her responsibility should the need arise. Further, this plan deals with daily activities, which promote the general welfare of the students in our care.

The incidence of crimes reported at District schools is very low. Current information about reported crimes is maintained at the District Office (559-925-2600). In an effort to maintain a safe school environment, close coordination with local law enforcement agencies is maintained. All suspected crimes are reported to the Kings County Sheriff's Office or the Lemoore Naval Air Station Security Office for investigation. When appropriate, contact is made with Child Protective Services.

The plan is primarily devoted to the welfare and safety of students during school hours. There are some situations where the school may be used as a community resource during a disaster condition. Existing Board policies and administrative regulations have been included along with a copy of the Student Code of Conduct.

An emergency situation may strike any school campus at any time. These emergencies fall into two categories–natural and man-made. Earthquakes, floods, and severe storms can occur with little or no warning and are natural. The possibility of fires, chemical accidents, falling aircraft, the use of firearms, bombs, and hostage taking are examples of man-made emergencies.

Components of the Comprehensive School Safety Plan (EC 32281)

Stratford Elementary School Safety Committee
The Stratford Elementary School safety committee is comprised of school staff, local law enforcement, and community members. The committee reviews potential threats and makes recommendations to improve plans, policies, and procedures.

Assessment of School Safety
Stratford Elementary School uses the process of assessment, planning, physical protection, and response capacity development designed to:
1) Protect students and staff from physical harm
2) Minimize disruption and ensure the continuity of education for all children
3) Develop and maintain a culture of safety
4) Inform school community of safety plan and procedures.

Stratford Elementary School:
- Assesses hazards, vulnerabilities, and capacities/resources
- Plans for physical risk reduction, maintenance of safe facilities, standard operating procedures, and training for disaster response
- Creates preparedness plans and conducts regular drills for a variety of potential incidents
- Monitors and improves through reflection, assessment, and plan improvement.

In addition, Stratford Elementary School's physical safety plan includes measures such as volunteer clearance, visitor check-in, and identification badges. The school's Comprehensive School Safety Plan is aligned with the recommendations from the Kings County Office Education, local emergency responders, and public safety officials. Review and assessment of the current safety needs are conducted regularly.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Appropriate strategies and programs are in place to provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
- Child abuse reporting procedures
- Routine and emergency disaster preparedness and procedures
- Policies pursuant to Ed Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students
- Discrimination and harassment policy consistent with the prohibition against discrimination
- Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
- Safe and orderly environment conducive to learning
- Rules and procedures on school discipline
- Procedures for reporting bullying and school crimes
- Healthy Kids Survey
- Staff and parent volunteers required to wear identification badges

School safety is the job of the entire school community. The Safety Plan is a continuous process that focuses on:
- Staff training
- Review of basic emergency and standard operating procedures
- School Evacuation Route Maps posted in each classroom
- Identification of campus and neighborhood risks and hazards
- Classroom emergency backpacks
- Updated student emergency cards
- Communication with families
- Implementation of emergency drills and procedures

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
In accordance with Penal Code (PC11165) and Central Union School District Board Policy (BP 5141.4) all employees of the Central Union School District are mandated to report any known or suspected child abuse and neglect instances.

A mandated reporter shall make a report whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (PC1166)

Procedures and guidance are included as attachments (BP & AR 5141.4 Child Abuse Prevention And Reporting)

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Public Agency Use of School Buildings for Emergency Shelters
SCHOOL SHELTER CAPACITIES
During a major disaster, the District may be directed to utilize school facilities as Mass Care Centers. The American Red Cross has been charged by Congress with the responsibility for assisting families and individuals to meet disaster-caused needs that cannot be met with family or individual resources.

Cafeteria Capacity, Stratford 656

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
A student may be suspended or expelled for any of the acts listed, if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))
1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))
1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence

However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.
1. Brandishing a knife as defined in Education Code 48915(g) at another person
2. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
3. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
4. Possessing an explosive as defined in 18 USC 921

Mandatory Recommendation for Expulsion:
Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))
1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student

3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

Grounds for Suspension and Expulsion:
Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:
1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))
2. A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
4. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
6. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
7. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
8. Stole or attempted to steal school property or private property (Education Code 48900(g))
9. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. Students' possession or use of nicotine delivery devices, such as electronic cigarettes, is also prohibited. (Education Code 48900(h))
10. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
11. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (Education Code 48900(k))
13. Knowingly received stolen school property or private property (Education Code 48900(l))
14. Possessed an imitation firearm. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
15. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
17. Engaged in, or attempted to engage in, hazing (Education Code 48900(q)): Hazing means a method of initiation or pre -initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
18. Engaged in an act of bullying (Education Code 48900(r)): Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4, that has any of the effects described above on a reasonable student.

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7): A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)
20. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2) (grades 4-12): Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)
22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

The Superintendent, principal, or designee may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above. A student may be suspended when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correcting a student's behavior are implemented prior to imposing suspension upon the student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

The Superintendent, principal, or designee may impose a suspension upon a first offense if he/she determines that the student violated any of items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)
1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in Education Code 48915(g)
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
5. Possessing an explosive as defined in 18 USC 921

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
Stratford Elementary School desires to provide a safe, orderly working environment for all employees. As part of the comprehensive school safety plan, strategies have been developed to protect employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation. School administration shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

The principal/assistant principal shall notify the teachers annually of students who were engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in Education Code 48900. Teachers are kept informed of such offenses as they occur throughout the school year. The principal/teacher shall keep this information in confidence and must not further disseminate.

(E) Sexual Harassment Policies (EC 212.6 [b])
Upon receiving a complaint of discrimination or harassment, the site administration shall immediately investigate the complaint in accordance with site/level procedures specified in AR 5145.7 – Sexual Harassment

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Dress And Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

School Ingress:

Students arrive on campus in various ways. Walkers have sidewalks and crosswalks available to them. Bicyclists, once on campus, have a bike rack to secure their bicycles, and they are encouraged to have heavy-duty locks and cables.

A designated student drop-off area is available for parents choosing to drop off their children by automobile. Parents can enter the safe drop-off area and allow their children to exit the vehicle and step directly onto the sidewalk.

Students arriving to school by bus are dropped off in the designated bus loading zone. A yard supervisor is assigned to that area to ensure the safe unloading of all students from the bus.

School Egress:

Students leave campus in various ways. Walkers have designated exit gates where sidewalks and crosswalks are available. A yard supervisor is assigned to that area to supervise students as they exit the campus.

Students being picked up by parents are walked to the parent pick-up area by their teachers. Primary students remain with their teachers until face-to-face contact is made with the parents.

Students riding the bus are escorted to the bus loading zone by their teachers. Teachers remain with them at the bus loading zone until all student shave safely loaded the bus.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Schoolwide Behavior Expectations: Tier 1 positive behavior interventions that assist in maintaining a safe and orderly campus

Element:

1. Common schoolwide behavior expectations aligned to ROAR have been developed for specific locations, and these are posted throughout the campus. All behavior expectations are explicitly taught during the first two weeks of school, and they are revisited throughout the school year as needed. A passport day is held after winter break to revisit common behavior expectations by location.
2. The Cougar Den provides an alternative indoor recess option for students who require a more structured recess break. Students are given the opportunity to reflect on their choices in a non-threatening environment, while working on the skills necessary to be more successful on the playground.
3. Peaceful Playground trainings are provided during the first seven days of school. During these trainings, students are explicitly taught the playground rules for specific activities/games and locations. These rules are revisited throughout the school year as needed.
4. Instructional aides are explicitly trained in proactive student supervision, as well as strategies for deescalating unwanted student behaviors.

Opportunity for Improvement:
Continue to evaluate the progress of resources and services as they relate to providing a safe and orderly campus.

Objectives	Action Steps	Resources	Lead Person	Evaluation
We will provide a safe/orderly learning environment for all students.	Explicitly teach student behavior expectations. Explicitly teach students playground activities and games. Train yard supervisors in proactive supervision and strategies for deescalating unwanted behaviors.	Peaceful Playgrounds PBIS model School Resource Officer District Counselor Parent surveys Student SEL screener	Principal/Assistant Principal	Student SEL screeners and parent survey data will reflect an overall feeling of safety on the campus.

Component:
Attendance

Element:
Regular school attendance is essential to student academic success. Our goal is to inform parents of the legal attendance requirements, as well as demonstrate the positive correlation between good school attendance and student academic success.

Opportunity for Improvement:
Continue to promote good school attendance and remove the barriers that negatively affect student attendance rates.

Objectives	Action Steps	Resources	Lead Person	Evaluation
We will maintain a schoolwide attendance rate of 97.3% or better for the current school year.	Maintain an active SARB process. Inform parents of legal requirements. Promote student connectedness. Reward positive student attendance.	SARB Committee School Resource Officer District Counselor Schoolzilla	Principal/Assistant Princpal	PowerSchool will reflect a schoolwide attendance rate of 97.3% or better for the 2021-2022 school year.
We will maintain a chronic absentee rate of 3% or less during the current school year.	Maintain an active SARB process. Inform parents of legal requirements. Promote student connectedness. Reward positive student attendance.	SARB Committee School Resource Officer District Counselor Schoolzilla	Principal/Assistant Princpal	PowerSchool and the state accountability system will reflect a schoolwide chronic absentee rate of 3% or less for the 2021-2022 school year.

Component:
Student Behavior Code of Conduct

Element:
Students are held accountable for following school rules and adhering to behavior expectations. Violations of school rules will result in written documentation, parent contact, and/or other appropriate consequences as outlined in the Parent/Student handbook.

Classroom policies are also developed and reviewed with students. Parents are informed of such policies at Back to School events, parent conferences, and other means of communication.

Opportunity for Improvement:
Continue to provide a proactive means of addressing student behaviors.

Objectives	Action Steps	Resources	Lead Person	Evaluation
We will maintain a suspension rate of 2% or less for the current school year.	Explicitly teach student behavior expectations. Provide students with structured alternative recess options. Explicitly teach students playground activities and games. Train yard supervisors in proactive supervision and strategies for deescalating unwanted behaviors.	Peaceful Playgrounds PBIS model School Resource Officer District Counselor	Principal/Assistant Principal	PowerSchool, Schoolzilla, and the state accountability system will reflect a suspension rate of 2% or less for the 2021-2022 school year.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Stratford Elementary School Student Conduct Code
Our schools maintains high standards of conduct and behavior for all students. It is believed that appropriate student conduct is essential in order to make each student's experience at school meaningful, productive, and enjoyable. The development of proper school behavior is necessary to provide an effective learning environment for all students and to accomplish the following:
1. Develop the student's ability to assume responsibility for his/her actions.
2. Develop the student's ability to make appropriate decisions regarding his/her actions based on "cause and effect" relationships.
3. Develop the student's awareness of the impact of his/her actions on the rights of others.
4. Develop the student's ability to deal with problems and/or conflicts within the framework of accepted social standards.
5. Develop the student's sense of respect for himself/herself, other people, property, and the laws governing today's society.

An Assertive Discipline Program is utilized at our school. Our discipline program encourages and rewards appropriate behavior with praise and motivational incentives. For those students choosing to break the rules, a negative consequence will follow.
Close cooperation between the home and the school is vital in the development of appropriate behavior patterns. Thus, it is important that all concerned parties are aware of what the rules are and why they exist. With this in mind, the following is provided for your guidance and information.

The rules governing the behavior of students and the operation of the school reflect three guiding principles:
(1) The school exists as a place to learn.
(2) Teachers have a right to teach and all students have a right to learn.
(3)Self-discipline is the key to school discipline. Our expectations for student conduct, therefore, boil down to common sense, good manners, and respect for one another. The following are the specific rules governing the operation of the schools. Each of these is intended to ensure the safety of the students and to promote an orderly, pleasant and effective school environment.

Students will be on time and prepared to learn.
* Play stops immediately when the first bell rings (or whistle is sounded)
* All students must check in at the office if tardy to school, if leaving during the school day, when going home for and/or coming back from lunch.
* Personal items, such as toys, knives, skateboards, iPods and other electronic devices etc., are not to be brought to school unless so directed or authorized by a teacher.
* Students are not to enter another student's desk, book bag, locker, etc.

* Students should not have valuables or money anywhere but on their person.
* Students should return all lost and found articles to the office or to the Lost and Found Box.

Students will conduct themselves in a way that will not disrupt the learning environment.
* Such things as gum and seeds are not allowed at school.
* Students are not to eat in classrooms or on the playground except during a planned activity under the direct supervision of a teacher.
* Students may use the office phones only with specific permission from their teachers or from office personnel.
* Students will play at recess in the designated play areas only. Other areas, building and corridors are OFF LIMITS during recess.
* On rainy or wet days, students should stay on concrete and asphalt areas.
* Students are not to run in corridors, on the sidewalks, or in the rooms.
* Students should not bounce balls in corridors or on walls of any building.

Conduct Code Procedures

Every effort will be made to prevent discipline problems from occurring. A system of positive behavior interventions and supports (PBIS) is provided for all students, and behavior expectations are explicitly taught to students in each campus location at the beginning of the school year and are revisited as needed. Teachers and administrators are constantly alert to any unusual symptom that could develop into a serious situation. It is better to solve problems than to correct mistakes.

It is the right and privilege of every student to attend school. However, with these rights comes the responsibility to abide by and adhere to the regulations established by the California Education Code which states: "All pupils shall comply with the regulations, pursue the required course of study and submit to the authority of the teachers of the school."

Infractions and Probable School Responses:
1. ALCOHOL, DRUGS, OTHER CONTROLLED SUB-STANCES, LOOK-ALIKE MATERIALS AND/OR DRUG PARAPHERNALIA
Suspected Use
a. Evaluation by school nurse/administrator
b. Parent contact by administrator
c. Send home with parents
Use or Possession
a. Parent contact by administrator
b. Five-day suspension
c. Police contact
d. Recommendation of expulsion
e. Advise superintendent
Sale
a. Parent contact by administrator
b. Five-day suspension
c. Police contact
d. Recommendation of expulsion
e. Advise superintendent

2. ARSON
a. Parent contact by administrator
b. Five-day suspension
c. Restitution of damages
d. Police contact
f. Recommendation of expulsion
g. Advise superintendent

3. ASSAULT AND/OR BATTERY OF SCHOOL PERSONNEL
a. Suspension for five days
b. Parent contact by administrator
c. Police contact
d. Recommendation of expulsion

e. Advise superintendent

4. BUS CONDUCT
Verbal Warning
a. Drivers shall discuss any student discipline problem with the student involved. If, in the bus driver's judgment, the incident is serious; it shall be reported to the student's school principal on a School Bus Incident Report to Parent's form.
First Report-Written Warning
a. Bus Drivers will issue a notice of unsatisfactory conduct, on a School Bus Incident Report to parent's form when they feel that behavior has been serious enough to warrant the child's parent(s) being informed of the situation.
Second Written Report
a. The student will lose his/her privilege of riding the bus for a period of five (5) school days. The principal or designee shall inform the parent (s) by telephone and/or letter of this suspension.
Third Written Report
a. The student will lose his/her privilege of riding the bus for twenty (20) school days. The principal or designee shall inform the parent (s) by telephone and or letter of this suspension.
Fourth Written Report
a. The student will lose his/her privilege of riding the bus for the remainder of the school year. The principal or designee shall inform the parent (s) by telephone and/or letter of this suspension.

5. CHEATING
Grades K-3
First Offense
a. No credit for assignment (score of zero)
b. Student counseled
c. Parent contact by teacher
Second Offense
a. No credit for assignment (score of zero)
b. Student counseled
c. Parent contact by teacher
d. Suspension/Saturday School for one to two days
Third Offense
a. No credit for assignment (score of zero)
b. Student counseled
c. Parent contact by teacher
d. Suspension for one to five days

Grades 4-8
First Offense
a. No credit for assignment (score of zero)
b. Student counseled
c. Parent contact by teacher
d. Detention
Second Offense
a. No credit for assignment (score of zero)
b. Student counseled
c. Parent contact by teacher
d. Suspension/Saturday School for one to two days
Third Offense
a. No credit for assignment (score of zero)
b. Student counseled
c. Parent contact by teacher
d. Suspension for one to five days
e. School site alternative
f. Suspension/Saturday school for one to two days

6. CLASSROOM/CAMPUS DISRUPTIONS OR DISTURBANCES

a. Parent contact by teacher
b. School site alternative
c. Teacher suspension from class
d. Saturday school

7. DRESS CODE VIOLATIONS
First Offense
a. Parent contact by teacher
b. School site alternative
c. Student may be sent home to change
Second Offense
a. Parent contact by administrator
b. Suspension/Saturday school for one to five days
c. Student sent home to change

8. EXTORTION OR THREATS ON STUDENT (FORCE OR FEAR)
First Offense
a. Parent contact by administrator
b. Suspension for one to five days
c. Police contact
d. Recommendation of expulsion
e. Advise superintendent
Second Offense
a. Parent contact by administrator
b. Suspension/Saturday School for one to five days
c. Police contact
d. Recommendation of expulsion

9. FIGHTING (ASSAULT AND/OR BATTERY)
Grades K-3
a. Parent contact by teacher (second offense by administrator
b. Suspension/Saturday School for one to five days
c. School site alternative
d. Police contact
Grades 4-8
a. Parent contact by administrator
b. Suspension for three days
c. Police contact
d. Recommendation of expulsion

10. FIRECRACKERS, EXPLOSIVES OR OTHER DANGEROUS MATERIALS
a. Immediate confiscation
b. Parent contact by administrator
c. Police contact
d. Suspension for five days
e. Recommendation of expulsion
f. Advise superintendent

11. HARASSMENT (INCLUDING HAZING)
Harass: to annoy persistently. Haze: (1) to harass by banter, ridicule, or criticism (2) to haze by way of initiation, such as gang initiates.
Grades K-3
a. Parent contact by teacher
b. School site alternative
Grades 4-8
a. Parent contact by teacher (2nd offense by administrator)

b. Suspension/Saturday School for one to five days
c. School site alternative
Grades 4-8
a. Parent contact by teacher (2nd offense by administrator)
b. School site alternative
c. Suspension/Saturday School from one to five days
d. Recommendation for expulsion

12. INSULTS AND/OR VERBAL ABUSE OF SCHOOL PERSONNEL
a. Parent contact by teacher or administrator
b. School site alternative
c. Suspension/Saturday School one to five days
d. Recommendation of expulsion

13. PROFANITY, VULGARITY, PORNOGRAPHY
a. Pupil counseling
b. Parent contact (1st and 2nd by teacher, 3rd by administrator)
c. Confiscation (pornography)
d. School site alternative
e. Saturday School for one to five days
f. Suspension for one to five days
g. Recommendation of expulsion

14. SEXUAL HARASSMENT
Grades K-3
a. Removing vulgar or offending graffiti
b. Student counseling with a district administrator
c. Parent contact
Grades 4-8
a. Removing vulgar or offending graffiti
b. Student counseling with a district administrator
c. Parent contact
d. Suspension/Saturday School from one to five days
e. Recommendation of expulsion

15. THEFTS
First Offense
a. Pupil counseling
b. Parent contact by teacher
c. Return of item or restitution
d. School site alternative
e. Suspension/Saturday School for one to five
Second Offense
a. Pupil counseling
b. Parent contact by teacher
c. Return of item or restitution
d. School site alternative
e. Suspension/Saturday School for one to five days

16. THREATS ON SCHOOL PERSONNEL (VERBAL)
a. Parent contact by administrator
b. School site alternative
c. Suspension/Saturday School for one to five days
d. Police contact
e. Recommendation of expulsion
f. Advise superintendent

17. TOBACCO
First Offense
a. Pupil conference with administrator
b. Parent contact with administrator
c. Suspension for one day
d. School site alternative
Second Offense
a. Pupil conference with administrator
b. Parent contact by administrator
c. Suspension/Saturday School for three days
d. School site alternative
Third Offense
a. Suspension for five days
b. Parent contact by administrator
c. Suspension/Saturday School for three days
d. School site alternative
Fourth Offense
a. Suspension for five days
b. Parent contact by administrator
c. Recommend expulsion
d. Advise superintendent

18. VANDALISM (under $100)
a. School site alternative
b. Parent contact
c. Restitution of damages
d. Suspension/Saturday School for one to five days
e. Police contact
f. Recommendation of expulsion

19. VANDALISM (over $100)
a. Suspension for five days
b. Police contact
c. Recommendation for expulsion
d. Advise Superintendent

20. WEAPONS AND DANGEROUS OBJECTS VIOLATIONS
a. Confiscation
b. Parent contact by administrator
c. Suspension/Saturday School for one to five days
d. Police contact
e. Recommendation of expulsion
f. Advise superintendent

The following school site alternative may also be used with suspension or in place of suspension as listed on the preceding pages. In all cases, discipline should be consistent and fair. Such things as the intent of the student and repetition of the same or similar offenses will be taken into consideration. Alternatives include, but are not limited to, the following:
1. Student conference
2. Parent conferences
3. Parent-student-staff conferences
4. Change of homeroom
5. Behavior contact
6. Restriction of campus privileges, school activities, etc.
7. Detention
8. Suspension from class by a teacher

9. Restitution or work towards restitution
10. Referral to the School Attendance Review Board
11. In-school suspension (on campus but out of classroom)
12. Required parental attendance in a child's class (California Education Code § 48900.1)
13. Work Detention
14. Saturday School

(K) Hate Crime Reporting Procedures and Policies

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic.

As per guidance in BP 5145.9 (Hate-Motivated Behavior), a student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member. (See attachments for policy).

(J) Procedures to Prepare for Active Shooters

Procedures for Preventing Acts of Bullying and Cyber-bullying

Safety Plan Review, Evaluation and Amendment Procedures

Stratford Elementary School Administration, School Site Council, and Safety Committee shall consult with local law enforcement and review, evaluate, and update the plan annually. The School Site Council and the Governing Board will approve the updated plan annually.

Safety Plan Appendices

Emergency Contact Numbers

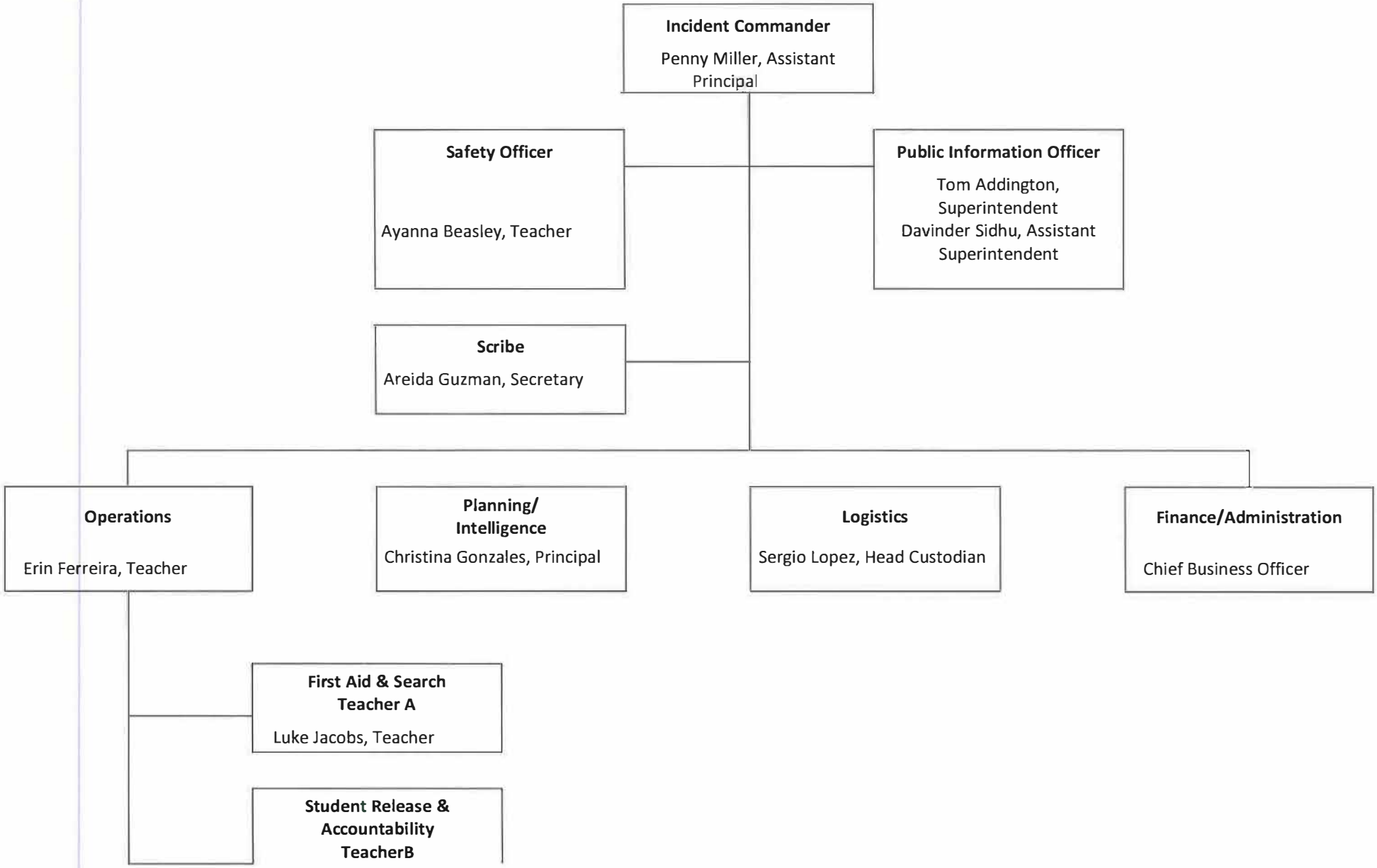
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Kings County Sheriff's Department	559-584-1431	
Law Enforcement/Fire/Paramedic	Kings County Fire Department	559-852-2881	
Law Enforcement/Fire/Paramedic	School Resource Officer	559-589-3325	
Public Utilities	Stratford Public Utility District	559-947-3037	
School District	Superintendent	559-381-3662	
School District	Assistant Superintendent	559-381-2047	
School District	Director of Student Services	559-707-7703	
School District	Principal	559-816-5696	
School District	Assistant Principal	559-285-4627	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Safety Plan reviewed at School Site Council meeting	September 7, 2021 @3PM	Stratford Elementary School Site Council
Safety Plan reviewed at staff meeting with teachers	August 26, 2021 @3PM	Stratford Elementary School Teachers Meeting
Safety Plan reviewed at instructional aides meeting	August 27, 2021 @1PM	Stratford Elementary School Instructional Aides Meeting
Safety Plan reviewed with school resource officer	November 3, 2021 @1PM	Stratford Elementary School office

Stratford Elementary School Incident Command System



Melissa Benedicto, Teacher

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

LEVEL I – OVERSIGHT

The principal, in conjunction with the School Commander, evaluates the situation and determines the first response, which could lead to the activation of the Emergency Operations Team. The Principal maintains oversight, allowing designated staff to initiate, if necessary, critical functions. The Principal interfaces with the District Office, parents, and manages staff that are not in a primary operations role. He/ She also maintains communication among school staff who are managing students, e.g., making announcements or sending runners if public address system is down.

The Principal – Mrs. Christina Gonzales

- Evaluates the situation
- Determines the first response
- Oversees the situation
- Interfaces with District Office, Parents & Manages

DISTRICT OFFICIALS
Tom Addington
Davinder Sidhu
Chief Business Officer

- Monitor the event through contact with the Principal.

LEVEL II – EMERGENCY OPERATIONS TEAM (EOT)

The school Emergency Operations Team is responsible for directing "crisis containment" operations, which includes setting up the command post and subsequent staging areas as needed. When public safety officers arrive, this command post will serve as a Unified Command where school officials and emergency responders will plan to move beyond crisis containment to crisis resolution.

SCHOOL COMMANDER
Penny Miller, Assistant Principal
Alternate: Ayanna Beasley, Teacher

- Interacts with Principal to determine appropriate action
- Activates the EOT
- Manages overall operations
- Complies status and final incident report. (Forms #4-7)

LOGISTIC LEADER
Head Custodian, Sergio Lopez
Alternate: Erin Ferreira, Teacher

- Maintains Supplies
- Gets supplies
- Transportation
- Document all Activities – Form #8

PUBLIC INFORMATION OFFICER
Superintendent, Tom Addington
Alternate: Davinder Sidhu, Assistant Superintendent

- Releases all information
- Completes Form #10

SAFETY OFFICER
Ayanna Beasley, Teacher
Alternate: Barbara Infante, Teacher

- Oversees Safety
- Determines if actions by EOT are harmful
- Determines staff/students are evacuated far enough from school
- Completes Form #11

INCIDENT LOG SCRIBE
Secretary, Areida Guzman
Alternate: Ariana Avila, Office Clerk

- Maintains Emergency Kit
- Transport Emergency Kit to Command Post
- Completes Incident report form #14
- Files all forms
- Document all Activities form #8

SUPPORT PERSONNEL LEADER
Library Clerk: Jennifer DeRaad
Alternate: Patty Alamo, FRC Clerk

- Make sure all Radios are distributed and working
- Liaison between EOT and EOST
- Check to see if the Emergency Kit is transported to Command Post

LEVEL III – EMERGENCY OPERATIONS TEAM (EOT)

The Emergency Operations Support Team (EOST) consists of several staff members who have the skills and training to perform specific functions. They are under the direction of the Personnel Support Leader who meets with the Emergency Operation Team.

STUDENT RELEASE LEADER
Melissa Benedicto, Teacher
Alternate: Courtney Wilcox, Teacher

- Distributes student rosters to all teachers
- Creates a Student Emergency file/binder for Command Post
- Documents student release procedures
- Completes Form # 2-3

CARE TEAM LEADER
School Counselor, Vanessa Aguiniga
Alternate: Karla Rodriguez, District Psychologist

- Identifies all Care Team personnel and necessary staging area.
- Notifies local Clergy
- Notifies and locates local counselors or Trauma counselors
- Coordinates aftermath procedures for staff & students

FIRST AID LEADER
District Nurse, Carrie Dozier
Alternate: Araceli Rios, Health Aide

- Identifies trained personnel and staging area.
- Maintains ample supplies for First Aid Kit
- Administers First Aid
- Assigns personnel to accompany students/staff to hospital.
- Records treatment by Completing Form #12

FOOD SERVICE LEADER
Head Cook, Aime Flores
Alternate: Gina Casillas, Cafeteria Assistant

- Oversees dispensation of food and water

MAINTENANCE LEADER
Head Custodian, Sergio Lopez
Alternate: Steve Plooy, District Custodian

- Oversees Utility control
- Assists with building keys
- Directs Emergency Responders

LEVEL IV: MANAGING STUDENTS
Teachers, coaches, instructional aides, and other support staff managing the welfare of students

- Know the whereabouts of all students in their care at all times
- Take student attendance every half hour during, before, and after each Response Action (i.e. relocating students), until students are released into their parents/guardians' care

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
The Command Team evaluates the situation to identify the type of emergency, threat, or hazard. (Assess the situation carefully yet quickly. Is there immediate danger to staff or students? Is the danger within the building or outside the building? What is the magnitude of the event?)

Step Two: Identify the Level of Emergency
The Command Team determines the level of emergency, and its potential impact on school safety. (What is the magnitude of the event? Is it life threatening? What needs to be done immediately to protect safety while further information is gathered?)

Step Three: Determine the Immediate Response Action
Based on the level of emergency, the Command Team determines the necessary response action, including the mobilization of resources and the execution of emergency procedures. It is important to evaluate whether conditions are more dangerous outside or inside the school, and choose response procedures accordingly. (Do not delay in calling 911 and the District Office. It is better to have emergency responders arrive and not be needed then to delay calling them and risk injury or harm.)

Step Four: Communicate the Appropriate Response Action
The Principal communicates with the District Office and parents, and manages staff members who are not in a primary operations role. He/she also maintains communication among school staff who are managing students, by making announcements or sending runners if the public address system is down.

Communicate clearly to staff and students what they should do immediately. Activate the emergency response team at the school as needed.

Emergency Contact Numbers.

1. Emergency Dispatch 911
2. Security (NAS Lemoore) 998-4749
3. Kings County Sheriff's Office 582-3211
4. District Office 924-3405

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MISSING STUDENT

When any employee suspects a student is missing, he/she should notify the principal, the clerical staff, and the custodians. The principal will notify the superintendent. If the employee who suspects a child is missing is not the child's teacher, the classroom teacher should also be notified. As quickly as possible, all these people should be given the following information:

1. Name of student
2. Age
3. Physical description
4. Clothing worn
5. Last known location
6. Time last seen

If the student is not found soon, contact the parents. Notify law enforcement whether or not the parent has notified them.

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EVACUATION

The signal for an evacuation is the same as for a fire drill. All students are to immediately vacate the buildings using fire drill procedures. Teachers must take their Class Emergency Lists outside for roll call and appropriate actions. When released by an administrator, students should proceed directly to the location specified (buses, walking in order to another location, or back to the classrooms).

1. All relocation decisions will be made by administrators (or law enforcement if present).
2. Staff members are to remain with students until all students have been released. Remember to stay clam. Your emotions will feed into students' reactions.
3. Practice fire drills and evacuation procedures on a scheduled basis.

It may be necessary to use all available transportation to transport students and staff from an area of danger to an area of safety. The principal and District Office will coordinate the use of school buses. Aboard NAS Lemoore, Navy buses may be coordinated by members of Security.

If students and staff are transported away from campus, keep in mind that some District kindergarten classes are on a split-day schedule. Avoid a situation where afternoon students arrive and find no on at school.

If students are sent home, notification to teachers should be made in writing and delivered by a staff member. In many emergencies, electronic communication systems are not fully operative. Students should be sent home only on direct orders from the District Office or from military personnel.

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LOCKDOWN

Types of Crisis: Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the neighborhood off site.

1. Begin a "lock down" procedure, and utilize Lockdown signal.
2. Call 911
3. Quickly scan hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
4. If students are not in classrooms, Go to the safest and closest area or room. DO NOT try to go to your classroom. Instead enter any available room.
5. Once the Lockdown has started, teachers should not, under any circumstance open their doors until the end of the lockdown.
6. Notify the office so a Code Red signal can be sounded (not the same as a fire drill alarm)
7. Lock the doors, Stay away from doors and windows and wait quietly for further instructions.
8 If outdoors, go directly to the nearest classroom. Each teacher should take roll.
9. Pull any curtains or close any blinds and turn off the lights.
10. Take roll (Class Emergency List).
11. Remain in the classroom until an "all clear" announcement is made.

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DROP AND COVER

Types of Crisis: Earthquake: Explosion

If inside building

1) Each student and staff member takes cove r under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
2) Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
3) Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
4) After all movement and noise stops, stay under desk or table until a teacher gives you instructions. Listen carefully and following instructions.

If outside building

1) Move away from buildings, trees, fences and power lines
2) Drop to your knees
3) Clasp both hands behind your neck
4) Bury your face in your arms
5) Make your body as small as possible
6) Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.

Types of Emergencies & Specific Procedures

Aircraft Crash
Warning of a falling or fallen aircraft is usually by sight, sound, or fire. If an aircraft falls near the school, the following actions should be taken.

Action
1. Take immediate action to ensure the safety of all pupils.
2. Notify the principal of the emergency situation.
3. Students and staff must be kept at a safe distance from the aircraft.
4. Notify the Kings County Sheriff's Office. You may just call 911.
5. Notify the Superintendent. (559)924-3405
6. Take further action as required. If students will be safe in the classrooms, move all students indoors and keep them there. Cancel automatic bell system. If it is unsafe to remain in the classrooms, evacuate the building. The signal for an evacuation is the same as for a fire drill. Use this signal only if the normal assembly areas are at a safe distance from the crash site. Otherwise, use the intercom or personal communication. Teachers must take their roll list with them and prepare students for possible transportation to another site.
7. Take roll to make sure the location of all students is known.

Responsibility
1. All staff
2. All staff
3. All staff
4. Principal
5. Principal
6. Principal
7. Teachers

In the event of a fallen aircraft, teachers should instruct students to implement duck, cover, and hold procedures. Students should duck under furniture, face away from windows, clasp both hands behind their necks, close their eyes, and cover their ears with their forearms. Students are to hold that position until instructed to stop.

If the building or site is evacuated, all students and staff are to maintain a safe distance from the aircraft (at least 400 yards), and move away and upwind to avoid injury from fumes and a possible explosion.

Teachers should take roll using their Class Emergency Lists.

Animal Disturbance

Armed Assault on Campus
ARREST OF STUDENTS
The Board has authorized site administrators to release minor students into the custody of a law enforcement officer for the student's arrest or to have a CPS (Child Protective Services) worker talk with the child at the school site. Law enforcement and probation officers have the right to enter a school site to affect a lawful arrest. School staff has no authority over law enforcement personnel in this situation.
Questioning Students
Law enforcement officials have the right to interview students on school premises when the students are suspected of having committed a crime. When such an interview is requested, the site administrator or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. School personnel shall serve in a guardian role for the student though law enforcement personnel retain ultimate authority. If an officer requests to interview a student, the site administrator or designee shall:

1. Seek to accommodate the request in a way that will minimize disruption of the school process and maximize campus safety. The student's best interest should also be kept in mind.
2. Notify the superintendent immediately for guidance or concerns.
3. Request to be present during questioning if the student is al least twelve years old, with approval of the student. (Final discretion is that of the officer)
4. Be present during questioning if the student is younger than twelve years old.

Student Searches
In determining whether reasonable suspicion exists, administrators shall consider the following five factors.
1. The student's age and previous behavior patterns.
2. The prevalence and seriousness of the problem, which would initiate the search.
3. If there is an immediate need to search.
4. The reliability of the information used to determine the need to search.
5. The location of the student at the time of the incident that caused reasonable suspicion.

When reasonable suspicion is established, the administrator will direct the student to an office or other area separate from other students and adhere to the following guidelines.
1. At least two employees must be present.
2. The student should be directed to empty his/her pockets, purse, wallet, or back pack and to pull any pockets in his/her clothing inside out to demonstrate that they are empty.
3. The administrator should avoid physical contact with the student.
4. If the student refuses to comply, the administrator shall take possession of the purse or other object to examine the contents for a possible violation of law.
5. A pat down of the outer clothing should preferably be done by a staff member of the same gender as the student and must be done quickly with minimal contact. Check the areas around the belt and interior pockets, looking for concealed weapons, drugs, or other contraband. Employees will not conduct strip searches or body cavity searches.
6. If an object is felt, the subject will be asked to remove the object. If the student refused to remove the object, the administrator may remove the object.
7. If the student is combative and refuses to cooperate, immediately discontinue the attempted search and, depending on the circumstances, contact law enforcement personnel.

Removal of a Student
If, during the course of an interview, an officer of the law finds it necessary to remove the student from school, the administrator or designee shall:
1. Ascertain the reason for such action.
2. Obtain the officer's name, badge number, and the department he/she represents.
3. Obtain the charges against the minor student.
4. Obtain the destination of the arrested student.
5. Notify a parent or guardian of the student.

Parent Notification
Except in cases of child abuse or neglect, the administrator or designee shall attempt to notify the student's parent/guardian prior to the officer interviewing the student. The parent/guardian shall be informed of the following:
1. The reason for the student being questioned.
2. The officer's name, badge number, and agency represented.
3. The student's destination and the phone number of the arresting agency if the student has been arrested.

Discovery of Weapons or Other Contraband
1. When an individual is found in the possession of a weapon or contraband, the administrator and a law enforcement officer should immediately be called to the scene.
2. If the weapon or contraband is not allowed by law, the officer may take custody of the object(s) and the person who brought in on campus.
3. If the weapon or contraband is not illegal but is prohibited by the Education Code or district policy, the principal or designee will take custody of the object(s) and take appropriate disciplinary action.
4. All property taken from an individual that is not prohibited by law or school policy will be returned.

Biological or Chemical Release

A chemical spill or accident usually happens near a campus, not on it. For this reason, the notification is usually received form the fire or police (Sheriff). The following precautions should be taken.

Action

1. Determine the need to evacuate the buildings. This is usually done in consultation with other local authorities.
2. Determine where the students and staff should leave the school grounds.
3. If it is necessary to evacuate the area, move in classroom groups crosswind, never directly with or against the wind which may carry fumes.
4. A custodian will shut down HVAC systems.
5. Render first aid as necessary.
6. Take roll each time students move (Class Emergency List).
7. If outside agencies did not notify the school of the accident, call 911.
8. Notify the district office.
9. Students and staff members are not to return to the buildings (or campus) until the area has been determined safe.
10. If a chemical accident occurs near the end of the school day or before school begins, guides may need to be sent to key points in order to direct students and others away from the affected area.
11. If a full evacuation is necessary from the buildings, use the fire drill exit routes and procedures.

Responsibility

1. Principal
2. Principal
3. Principal/staff
4. Custodian
5. Nurse/staff
6. Teachers
7. Principal/secretary
8. Principal/secretary
9. Principal
10. Principal/staff
11. Principal/staff

Bomb Threat/ Threat Of violence

BOMB THREAT

All bomb threats must be taken seriously. The fire alarm will be used to signal an evacuation from all buildings. Law enforcement must be notified. Normally, a bomb squad will not be called unless a suspicious object is found. Do not transmit with two-way radios, turn off beepers, do not use cell phones, and do not activate microwave ovens. Explosives may be detonated by electronic signals. Cooperate with law enforcement personnel in search the area for foreign or suspicious objects. If one is found, do not touch it or move it.

Person Receiving the Call

1. Use the form on the next page.
2. Keep the caller on the line. Delay the caller with questions and statements such as:
   - What did you say?
   - I did not understand you.
   - May I have you speak to the principal?
3. Gather and record information about the call. Ask questions.
   - Where is the bomb?
   - What time will it detonate?
   - What kind of bomb is it?

- What does the bomb look like?

4. Estimate the age of the caller.
5. Determine the sex of the caller.
6. Note voice quality, accent, and any peculiar speech mannerisms.
7. Note the exact time the call was received.
8. Note any background noises (people, traffic, music).
9. Provide this information to the site administrator.

Office Staff

1. Call 911.
2. Call the District Office at 924-3405.

Bomb Threat Call Reporting Form

Ask questions. Exact wording of the bomb threat.

1. When is it going to explode? _____
2. Where is it right now? _____
3. What does it look like? _____
4. What kind of a bomb is it? _____
5. What will cause it to explode? _____
6. Did you place the bomb? Why? _____
7. What is your address? _____
8. What is your name? _____
9. How can I reach you by phone? _____

Caller's voice:

__Calm
__Angry
__Excited
__Slow
__Rapid
__Soft
__Loud
__Crying
__Distinct
__Adult
__Deep
__Coughing
__Nasal
__Stutter
__Lisp
__Raspy
__Deep
__Child
__Normal
__Slurred
__Whisper

Background sounds:

__Traffic
__Voices
__Music
__Animals
__Static
__Pay phone
__Dishes
__PA system
__Motor
__Baby
__Local call
__Long distance
__Laughing
__Familiar
__Horse

Familiar voices:

It sounds like: _____
_____
_____
_____

Other information:

Sex of caller: _____
Nationality (by accent): _____
Length of call: _____
Number call was made to: _____
Time and date of call: _____
Threat language: ___well spoken; ___ educated; ___foul language: ___incoherent; ___irrational; ___ recorded or taped; ___message read by the threat maker.

Date: _____ Name: _____
Position: _____ Site: _____
People the call was reported to: _____
Phone number of the people: _____
Other remarks: _____

CAMPUS SWEEP AND RESCUE TEAM

Some emergency situations don't allow for a safe or orderly evacuation of buildings. Any time buildings are evacuated and there is a

possibility of an injured person remaining somewhere within a building, the Campus Sweep and Rescue Team should take action. The site administrator, predesignated teachers, and predesignated custodians usually make up this team. The team should proceed in an orderly and pre-established sweep pattern, checking each classroom, storage room, auditorium, bathroom, etc. Document which rooms have been check as the sweep is conducted.
1. The check of each room should be visually, vocally, and physically, if safety allows all three.
2. If an injured student or employee is discovered, one member of the team should remain with the injured person while another member of the team summons help.
3. Team members should also assess any structural damage to school buildings and equipment and determine if they are useable during a continued emergency.
4. The team will need to assess several capabilities (water, gas, electricity, sanitation, phones, etc.).

Bus Disaster

FIELD TRIPS

Field trips present their own special problems during emergencies. Usually students are outside and teachers should be familiar with emergency procedures when students are not in buildings. If students are on a bus during an emergency, the bus driver is in charge but teachers are the people students know and trust so teachers should work closing with the bus driver to keep students calm and safe.

No teacher should leave for a field trip without the names of students, names of parents/guardians of the students, phone numbers and emergency numbers for each student (Class Emergency List). Teachers should also be familiar with any health problems participating students may have. Provision should be made for students with diabetes, asthma, and insect bite allergies.

Chaperones must have cleared a CD check through the District Office. Further, if a parent will be alone with a student, such as at a bathroom, the parent must pass fingerprint screening before being allowed to come as a chaperone. Those adults who can legally be with a student alone should have a separate name badge from other adults so students can tell the difference. Also, students should have name tags. Avoid using complete first and last names on student name tags when off campus.

At the scene of an accident involving a school bus, the responding law enforcement agency is in charge. The responsibility for the release of students still rests, however, with employees of the Central Union School District. The following bus emergency procedures shall be enacted when the welfare and safety of students are involved. The severity of the accident may alter the order of events to protect the welfare of children.

Responsibilities of the Driver and Teachers

1. Provide emergency first aid for restoration of breathing, severe bleeding, shock, and minor injuries.
2. Evacuate the bus, if it is required for the safety of the passengers. Give instructions for an orderly evacuation from designated exits. Announce a specific assembly point after the evacuation. Check to be sure all passengers have left the bus. Take roll using the Class Emergency List. Supervise students at the assembly area.
3. Notify the California Highway Patrol. If necessary, also notify the fire department and call for an ambulance. CALL 911.
4. Contact the director of transportation (559-924-6440) with the following:

4.1 Type of accident
4.2 Location of nearest intersection
4.3 Extent of injuries and any request for emergency ambulance service
4.4 Request another bus for to transport students (if necessary)
4.5 Provide the names of people sent to the hospital and name the hospital

Responsibilities of the School of Attendance

1. Notify the District Office (559-925-2600)
2. Dispatch staff to attending hospital
3. Notify parents/guardians of the incident
4. Release students to parents/guardians
5. Complete an accident report for all students and staff members who have complaints of injury
6. Coordinate the completion of insurance forms

Disorderly Conduct

DISORDERLY CONDUCT

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior.

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, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION
4. The School Administrator will call emergency services (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator 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. 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.)
7. The School Administrator will notify the Local District Superintendent of the situation.

Earthquake

Much of California is considered "earthquake country." Because no advance warning is given, earthquake drills should be conducted semi-annually. Use the following procedures when an earthquake begins.

Inside a Building

1. Duck under furniture, clasp your hands around your neck, cover your ears with your forearms, close your eyes, and face away from glass.
2. Students are to remain in this position until it is determined that it is safe to move.
3. If the classroom or building has sustained structural damage, the teacher is to have the students follow normal fire drill procedures (without an alarm sounding) following termination of the quake.

4. Teachers should take roll (Class Emergency List).
5. Assessment of injuries should be made as quickly as possible.
6. Render first aid as needed.
7. Be prepared for strong aftershocks.
8. The office staff will call 911 or other emergency help as needed. Keep phone lines free for emergency use.
9. The principal and maintenance staff will determine the extent of damage and will give clearance when students are able to return to the classroom.
10. If there is significant damage, the superintendent and principal will make a decision about dismissing students from school for the day.

Outside the Building

1. Drop to the ground.
2. Remain in a cleared area free from potential falling objects (trees, backstop, buildings, power lines).
3. Children will remain under the supervision of the nearest school adult when the earthquake occurred until further instructions from the principal.
4. Assessment of injuries should be made as quickly as possible.
5. Render first aid as needed.
6. Under no circumstances should students or staff attempt to return to a building during an earthquake.
7. Be prepared for strong aftershocks.
8. Buses will pull over in an area safe from falling debris.

ELECTRICITY

1. The principal of designee will call PG&E (911 or 1-800-743-5000) or the Lemoore Naval Air Station Public Works Trouble Desk (559-998-4123).
2. The principal will notify the District Office. (559-924-2600)

3. If the school can call out but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.
4. All surge protectors should be turned off. They should not be turned back on without instructions from the principal.
5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

EMERGENCY KIT
1. Flashlight with batteries stored outside
2. First aid kit
3. Non-Latex gloves
4. Whistle
5. Emergency phone numbers, names of staff and students, phone numbers of parents and guardians, list of students with health problems (Class and Staff Emergency Lists and Emergency Kits)

6. Sufficient name tags for the entire school
7. Notebook and two pens
8. Utility shutoff tools
9. Map of school
10. Meals Ready to Eat (MREs) for diabetic students or faculty. Contact Red Cross (559-732-6436) and/or NAS Galley (559-998-4809).

Explosion or Risk Of Explosion
Action
1. At the sound of an explosion, give the command "drop."
2. If the explosion occurs within the building or threatens the building, sound the fire alarm.
3. Move to a safe area and supervise students.
4. Render first aid as necessary.
5. Notify the Fire Department (911).
6. Notify the Kings County Sheriff's Office.
7. If there are small fires which you can fight without endangering life, do so.
8. Take roll and account for all pupils (Class Emergency List).
9. Notify the District Office.
10. Notify utility companies of any break or suspected break in lines or pipes that might present an additional hazard.
11. Students and staff members are not to return to the school buildings until they are declared safe.

Responsibility
1.Staff
2.Principal, staff
3.Staff
4.Nurse, staff
5.Principal, clerical
Principal, clerical
Custodians, staff
Teachers
Principal
Principal
Principal, emergency personnel

Fire in Surrounding Area
In case of fire, the first priority is to protect human life. Secondary consideration is save property.
1. Activate the fire alarm.
2. Direct personnel to re-route students whose exit path is affected by the location of the fire.
3. Teachers are to bring their Class Emergency Lists and take roll.

4. The principal will report the fire to the District Office.
5. The principal will ensure that the facility is safe before giving the "all clear" signal.
6. The principal will report suspected arson to law enforcement officials.
7. Staff members will cooperate with any investigation and implement prevention measures if recommended by law enforcement or fire department officials.

FIRST AID/TRAINED EMPLOYEES
Each site is to maintain a current list of employees trained in first aid and CPR. Plans should be made ahead of time for these people to be relieved of their duties by other staff members when an emergency situation calls for their assistance in giving first aid and/or CPR. Trained staff members should represent several grade levels and should normally be assigned to rooms in different parts of the campus.

In an emergency situation, the nurse's office may not be available. The nurse and other office staff members should ensure that Emergency Cards and first aid supplies are available in a safe area. Those administering first aid must keep complete records of students injured, the nature of the first aid administered, the time, reason, destination, and names of all student removed from campus for medical treatment.

A student's Emergency Card must accompany him/her when leaving campus for medical aid. Also, information regarding the extent of injury, first aid administered, and other critical information regarding the student's health should accompany the Emergency Card.

GAS LEAKS OR INTERRUPTION OF SERVICE
Variables that relate to interruption of service are the amount of warning, the time in the day, the expected length of the interruption, and the season of the year. Cafeterias need gas to cook food. Winter weather necessitates heat for health reasons. With advance warning, such as during periods of construction, a school can operate effectively without gas. Normally, utility companies will cooperate concerning the time in the day when the gas is interrupted. If the weather is extremely cold and the gas service will be interrupted for an entire day or more, more complex solutions will become necessary.

A gas leak comes without warning. All pilot lights close to the leak should be extinguished. Any equipment that might generate a spark should not be used. Students and staff in the immediate vicinity should be moved if the leak is not stopped almost immediately. Plans should be made to cover the loss of service from any equipment (HVAC units, stoves, ovens) that is temporarily shut down while the leak is repaired.

Several people on each campus should know how to shut off the gas and where the proper tool for doing this is located. These people will include the principal and all custodians.

ORDER OF PROTECTION
Each school office will maintain a list of non-custodial parents with a restraining order (Order of Protection). These individuals will not be allowed into the building or on school property. If a named person attempts entry onto the campus, a school administrator will confront the individual and attempt to convince him/her to leave immediately.

1. Request a Sheriff's Deputy response for the person with an Order of protection.
2. Give the exact location on campus, including room number, if appropriate.
3. Immediately remove the affected student from the classroom or playground and transport him/her to a "safe place" inside the office area.
4. If an intruder with an Order of Protection gains entry into the school, immediately announce a "Code Red."
5. The goal is to protect the student and to delay the intruder until law enforcement arrives.

Fire on School Grounds
CHILD ABUSE/NEGLECT
When a child is suspected of being the victim of child abuse or neglect and is being removed from school premises, the principal or designee shall provide the telephone number and address of the student's parent/guardian to an officer of the law. The officer has the responsibility to notify the parent/guardian.

All staff associated with the school are considered mandated reporters. Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; district office administrators, and district school resource officers.

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse, including sexual assault or sexual exploitation, of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful cruelty or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

District Policies and procedures are included in the attachments.

Flooding

FLOODING

This procedure applies whenever storm water or other sources of water 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,

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION.
2. The School Administrator will notify "911" and will describe the nature and extent of the flooding.
3. 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.
4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will notify the Local District Superintendent of the emergency situation.
6. As appropriate, the School Administrator will activate Parent Alert System.

Loss or Failure Of Utilities

ELECTRICAL FAILURE

1. The principal of designee will call PG&E (911 or 1-800-743-5000).
2. The principal will notify the District Superintendent's Office. (559-925-2619)
3. If the school can call out but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.
4. All surge protectors should be turned off. They should not be turned back on without instructions from the principal.
5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

GAS LEAKS OR INTERRUPTION OF SERVICE

Variables that relate to interruption of service are the amount of warning, the time in the day, the expected length of the interruption, and the season of the year. Cafeterias need gas to cook food. Winter weather necessitates heat for health reasons. With advance warning, such as during periods of construction, a school can operate effectively without gas. Normally, utility companies will cooperate concerning the time in the day when the gas is interrupted. If the weather is extremely cold and the gas service will be interrupted for an entire day or more, more complex solutions will become necessary.

A gas leak comes without warning. All pilot lights close to the leak should be extinguished. Any equipment that might generate a spark should not be used. Students and staff in the immediate vicinity should be moved if the leak is not stopped almost immediately. Plans should be made to cover the loss of service from any equipment (HVAC units, stoves, ovens) that is temporarily shut down while the leak is repaired.

Several people on each campus should know how to shut off the gas and where the proper tool for doing this is located. These people will include the principal and all custodians.

WATER LOSS
The school is not likely to lose its water supply without warning. Such things as portable toilets and drinking water with paper cups can solve most problems. The kitchen must be considered. Paper trays may be used, along with packaged napkins, straws, and forks
1. Call the District Office.
2. Any decision to dismiss students shall come from the Superintendent.

Motor Vehicle Crash
Warning of a motor vehicle crash is usually by sight, sound, or fire. If a vehicle crashes near the school, the following actions should be taken.

Action
1. Take immediate action to ensure the safety of all pupils.
2. Notify the principal of the emergency situation.
3. Students and staff must be kept at a safe distance from the accident scene.
4. Notify the Kings County Sheriff's Office or Lemoore Naval Air Station Security. You may just call 911.
5. Notify the Superintendent. (559)925-2619
6. Take further action as required. If students will be safe in the classrooms, move all students indoors and keep them there. If it is unsafe to remain in the classrooms, evacuate the building. The signal for an evacuation is the same as for a fire drill. Use this signal only if the normal assembly areas are at a safe distance from the crash site. Otherwise, use the intercom or personal communication. Teachers must take their roll list with them and prepare students for possible transportation to another site.
7. Take roll to make sure the location of all students is known.

Responsibility
1. All staff
2. All staff
3. All staff
4. Principal
5. Principal
6. Principal
7. Teachers

Pandemic

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Pandemic flu occurs when a new flu virus that is different from seasonal flu viruses emerges and spreads quickly between people, causing illness worldwide. Most people will lack immunity to the pandemic flu virus. Pandemic flu can be more severe, causing more deaths than seasonal flu. Because it is a new virus, a vaccine may not be available right away. A pandemic could therefore overwhelm normal operations in educational settings. Pandemic flu differs from both seasonal influenza (flu) and avian influenza in the following aspects:

* It is a rare global outbreak that can affect populations around the world.
* It is caused by a new influenza virus to which people do not have immunity.
* It can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Pandemic Plan is a general guideline to increase preparedness in the event of an influenza pandemic. The Department of Public Health and the Centers for Disease Control will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. The District will work in concert with the Public Health department on controlling and containing the spread of the virus. Individual schools may be closed temporarily to contain the spread of the virus.

General protocols from both the District and site level include:

1. Working with local health officials and emergency preparedness officials. These agencies may need to use schools to disseminate information to families.
2. Determining the roles and responsibilities of the school staff (including all ancillary staff) to prevent the spread of disease.
3. Training nurses and staff in symptom recognition. Remember that a person who is infected may not show symptoms right away and that children who are getting ill may show different behavior than usual, such as eating less or being irritable.
4. Activating heightened surveillance of illness within the school site. Gather data on symptoms of students and staff who are sick at home.
5. Ensuring that students and staff members who are ill stay home.
6. Sending sick students and staff home from school immediately.
7. Providing fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
8. Monitoring bulletins and alerts from the Department of Health and Human Services.
9. Keeping staff and community informed of developing issues.
10. Assisting the Department of Health and Human Services in monitoring outbreaks.
11. Implementing online education, if necessary, so that students can stay home.
12. Maintaining surveillance after the initial epidemic in the event a second wave passes through the community.

District employees have a collective responsibility to ensure the protection of all people in the workplace by staying abreast of current public health guidelines to mitigate exposure to Pandemic Flu. Employees are expected to follow guidelines issued by the CDPH, including practicing appropriate Hand Hygiene to prevent the spread of respiratory infections from one person to another, and exercising appropriate Coughing and Sneezing Etiquette

Ensuring site safety of facilities through appropriate disinfection procedures will also be implemented. Such procedures include:

- Cleaning and disinfecting frequently touched surfaces daily and shared workspaces and work items before and after use.
- Storing and using disinfectants in a responsible and appropriate manner according to the label.
- Keeping all disinfectants out of the reach of children.
- Utilizing additional disinfecting procedures such as electrostatic sprayers to neutralize surfaces of potential contaminants and viruses.
- Use of gloves appropriate for the chemicals being used when cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.

Other considerations within the work setting include, but are not limited to the following:

- Increasing physical space between employees by modifying the workspace.
- Following guidance from the CDPH for face-covering use

- Avoiding shared workspaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) when possible.
- Using plexiglass screens in offices and areas where visitors may frequent, as much as practical.
- Closing or limiting access to common areas where employees are likely to congregate and interact.
- Canceling, adjusting, or postponing large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.

Psychological Trauma

The Central Union School District recognizes the need and responsibility to protect the health, safety and welfare of our students; to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning. This attached policy, regulation, and manual (BP5141.52) corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury

Any staff member who is originally made aware of any threat or witnesses any attempt toward self-harm that is written, drawn, posted on social media, spoken or threatened, will immediately notify the Principal, their Designee or School Counselor/Psychologist. Any threat in any form must be treated as real and dealt with
immediately. No student should be left alone, nor confidences promised. Thus, in cases of life-threatening situations a student's confidentiality will be waived. The District's suicide crisis response procedures will be implemented. The suicide response guidelines are included in the attachments (Exhibit 5141.52 - Manual).

Suicide Threat

Definition - A suicide threat is a verbal or non-verbal communication that the individual intends to harm himself or herself with the intention to die but has not acted on the behavior.

1. The staff member who learns of the threat will locate the individual and arrange for or provide constant adult supervision.
2. Immediately inform your site Administrator.
3. The site Administrator will notify the School Counselor/Psychologist.
4. The School Counselor/Psychologist will conduct a threat assessment to determine risk and intervention See Exhibit 5141.52 (b).

Suspected Contamination of Food or Water

The school is not likely to lose its water supply without warning. Such things as portable toilets and drinking water with paper cups can solve most problems. The kitchen must be considered. Paper trays may be used, along with packaged napkins, straws, and forks.

1. Call the District Office.
2. Any decision to dismiss students shall come from the Superintendent.

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

Notification that enemy-initiated hostilities may be imminent is disseminated by the news media. It is more likely that an attack will occur without warning. If this occurs, the principal should do three things.

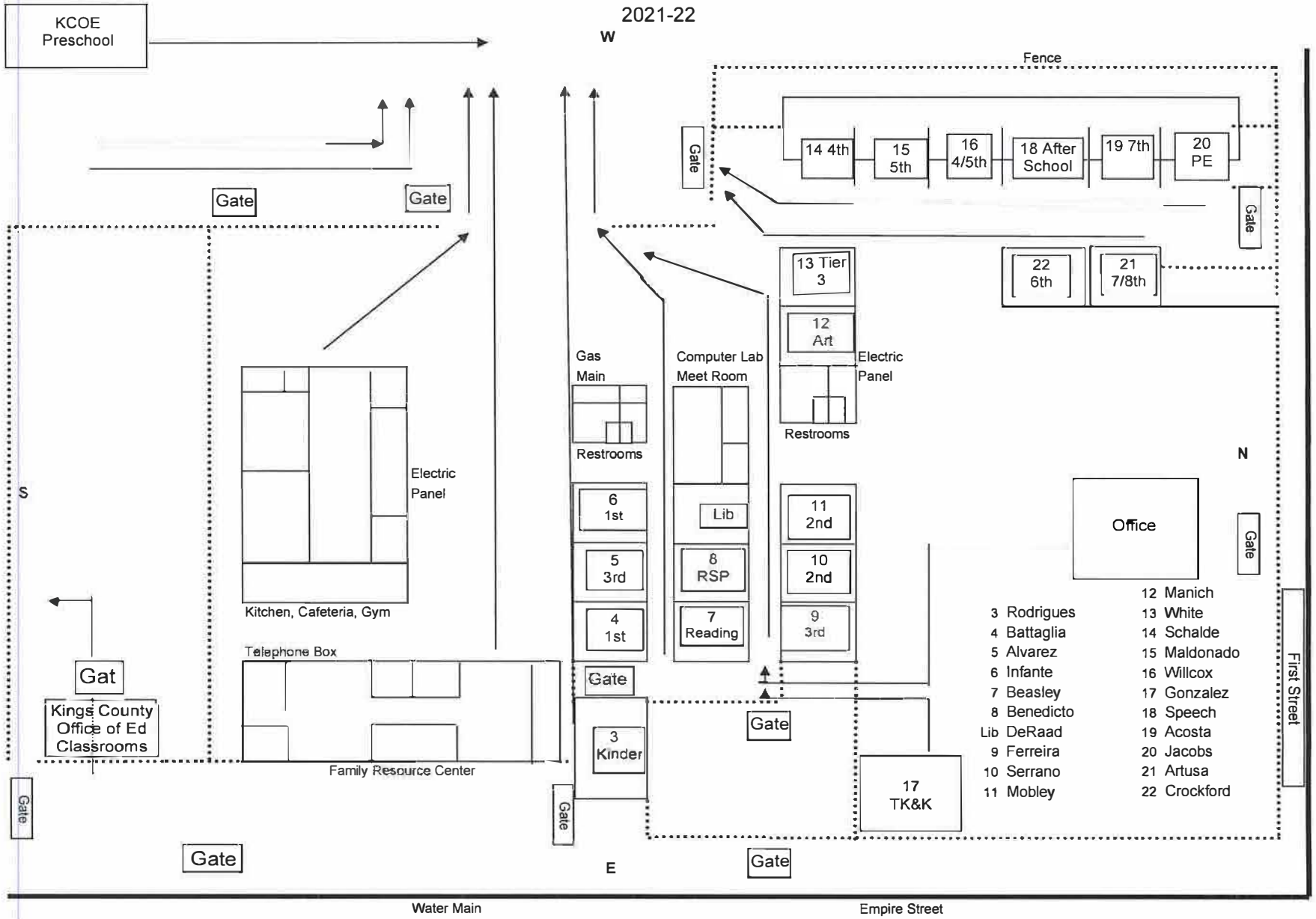
1. Under the direction of the superintendent, dismiss students to go home.
2. Take the necessary steps to close the school.
3. Notify the appropriate officials.

If a school does receive warning of an imminent attack and there is no time to dismiss the students to go home, go to lockdown mode.

1. Take roll.
2. Notify the District Office.
3. Remain in a sheltered area until other action is advised or directed by a competent authority.

Emergency Evacuation Map

STRATFORD ELEMENTARY SCHOOL
2021-22



Central Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	Central Elementary School
Street	15783 18th Avenue
City, State, Zip	Lemoore, CA 93245
Phone Number	(559) 924-7797
Principal	Anne Gonzales
Email Address	agonzale@central.k12.ca.us
School Website	http://central.central.k12.ca.us
County-District-School (CDS) Code	16-63883-6010300

2021-22 District Contact Information

District Name	Central Elementary School District
Phone Number	(559) 924-3405
Superintendent	Thomas Addington
Email Address	taddingt@central.k12.ca.us
District Website Address	www.central.k12.ca.us/district

2021-22 School Overview

The Central school staff believe in making learning a positive and rewarding experience in our children's lives, both academically and in their social-emotional development. At Central, all staff are committed to creating a safe and supportive learning environment. Staff create this environment by modeling and sharing school wide expectations that emphasize safety, responsibility and respectful behavior for all.

The Central staff is child-centered focused and recognizes every student has individual needs. At Central, we explore and pursue multiple pathways for student engagement and enthusiasm for learning. The use of technology and ease of access through equipment and applications, for example, helps our students participate in lessons that are interactive, collaborative, and assist in learning about the changing world around them. As educators, we all strive to make school an enjoyable place and promote the important message of daily attendance to our students and families as being a vital key to student learning and achievement. Central staff venture in fostering positive character and celebrate diversity and school pride amongst the student body. Most of all, the entire staff appreciate the wonderful ties to a community and Central family network that is exceptionally devoted and supportive of our students.

At Central we believe that students achieve their full potential when there is a partnership between the home and school. We understand that parents and the community expect us to provide a safe learning environment, as well as a quality education. The Central staff believes that concerned and involved parents are the most important factor in creating academic success for our students. We make keeping parents informed of their child's school progress throughout the year a major priority. If you would like further information on how to get involved in your child's classroom or volunteer at Central, please call the school office at (559) 924-7797.

Mission Statement
Our mission at Central Union Elementary School is to provide a safe school environment, build positive character, celebrate diversity, and support academic excellence.
Central School staff is committed to building and strengthening family and community partnerships for the purpose of student success and enabling students to function as productive and successful citizens in a changing society.

2021-22 School Overview

School Profile
Central School, located in Lemoore, takes pride in its diverse student population comprised of grades kindergarten through eight. Students are encouraged to meet the challenges of the present in order to succeed in the future. The cooperative efforts that are exemplified by the staff, students, parents, and community help to ensure the best possible learning environment for the students at Central School. Students are encouraged to reach their highest potential and present themselves in a positive manner.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	24
Grade 2	24
Grade 3	34
Grade 4	29
Grade 5	39
Grade 6	28
Grade 7	32
Grade 8	28
Total Enrollment	260

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	28.5
Black or African American	0.4
Hispanic or Latino	56.5
Two or More Races	8.1
White	6.5
English Learners	6.5
Foster Youth	1.5
Socioeconomically Disadvantaged	58.5
Students with Disabilities	9.2

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The state aligns textbooks, frameworks, and instructional materials to meet the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption. The District's Curriculum Selection Committee, comprised of teacher representatives, narrow the potential selections, followed by review and recommendation from all teaching staff. All textbooks are adopted from the most recent state-approved list. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student has access to their own textbooks and instructional materials.

On September 13, 2021, the Central Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the District. The Board of Trustees adopted Resolution #L-09-13-2021 which certifies, as required by Education Code section 60119, that (1) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum.

Year and month in which the data were collected September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders - Macmillan/McGraw Hill (TK-5th) - 2016 Collections - Houghton Mifflin (6th-8th) - 2016	Yes	0
Mathematics	My Math - McGraw Hill (TK-5th) - 2014 Course 1, 2, & 3 - McGraw Hill (6th - 8th)	Yes	0
Science	Inspire Science- McGraw Hill (TK-5th) - 2020 Amplify Science - UC Berkeley-Lawrence Hall of Science (6th-8th) - 2020	Yes	0
History-Social Science	My World - Pearson (TK-5th) - 2018 World History - National Geographic (6th-7th) - 2018 US History - National Geographic (8th) - 2018	Yes	0
Health	Embedded in science curriculum		

School Facility Conditions and Planned Improvements

Central School works closely with the District's maintenance department for larger projects that may require third party contractors, routine facilities maintenance projects, special projects, and school inspections. The most recent facilities inspection at Central School was conducted during the month of June (2021). Central School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

Campus Maintenance Site custodial staff and the District's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept very clean, safe and functioning for students, staff, visitors and community organizations that frequently use the campus facilities. One full-time day custodian and a team of evening custodians are assigned to the school and work closely with the principal for routine maintenance, daily custodial duties, and special events. The evening team of custodians is responsible for daily cleaning of both Central School and Stratford School. The principal and day custodian communicate daily regarding school facilities and maintenance issues.

The custodian inspects facilities every day for safety hazards or other conditions that need attention prior to students and staff entering school grounds. During the school day, all staff members survey grounds as a part of their daily routines to keep facilities safe and secure. The custodian performs routine room-by-room inspections to identify conditions that require correction. Any graffiti or signs of vandalism are removed prior to students

Planned Improvement -
The District partnered with the Santa Rosa Rancheria to connect to a reliable and safe drinking water solution. The District was also successful in a grant application for new and improved drinking fountains throughout the campus with the removal of all outdated fountains. Installation should be finalized during the 21-22 school year.

Year and month of the most recent FIT report June 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	194	NT	NT	NT	NT
Female	92	NT	NT	NT	NT
Male	102	NT	NT	NT	NT
American Indian or Alaska Native	54	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	114	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	NT	NT	NT	NT
White	14	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	117	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	194	NT	NT	NT	NT
Female	92	NT	NT	NT	NT
Male	102	NT	NT	NT	NT
American Indian or Alaska Native	54	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	114	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	NT	NT	NT	NT
White	14	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	117	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	195	189	96.9	3.1	24.3
Female	93	89	95.7	4.3	24.7
Male	102	100	98.0	2.0	24.0
American Indian or Alaska Native	53	51	96.2	3.8	5.9
Asian	--	--			

Black or African American	--	--			
Filipino	--	--			
Hispanic or Latino	116	112	96.6	3.4	31.3
Native Hawaiian or Pacific Islander	--	--			
Two or More Races	11	11	100	0	27.3
White	14	14	100	0	35.7
English Learners	13	13	100	0	15.4
Foster Youth	14	14	100	0	21.4
Homeless	--	--			
Military	--	--			
Socioeconomically Disadvantaged	122	119	97.5	2.5	23.5
Students Receiving Migrant Education Services	--	--			
Students with Disabilities	21	21	100	0	0.0

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	195	183	93.8	6.2	16.4
Female	93	85	91.4	8.6	16.5
Male	102	98	96.1	3.9	16.3
American Indian or Alaska Native	53	50	94.3	5.7	14.0
Asian	--	--			
Black or African American	--	--			
Filipino	--	--			
Hispanic or Latino	116	105	90.5	9.5	18.1
Native Hawaiian or Pacific Islander	--	--			
Two or More Races	11	11	100	0	9.1
White	14	14	100	0	21.4
English Learners	13	13	100	0	23.1
Foster Youth	14	13	92.9	7.1	7.7
Homeless	--	--			
Military	--	--			
Socioeconomically Disadvantaged	122	115	94.3	5.7	15.7
Students Receiving Migrant Education Services	--	--			

Students with Disabilities	21	21	100	0	4.8

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	NT	NT	NT	NT
Female	32	NT	NT		
Male	39	NT	NT		
American Indian or Alaska Native	15	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	45	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

The parents of Central School students support their children, the school, and the community by helping their children at home with their school work, providing a caring environment, and by attending conferences, programs, and athletic/ academic events.

COVID-19 guidelines limited in-person instruction and reduced parent volunteer activities. However, parents are encouraged to participate virtually in decision-making committees such as the School Site Council (SSC), District Advisory Council (DAC), District English Learner Advisory Council (DELAC), and Indian Education Committee (IEC). The Parent-Teacher Club provides funds and support for assemblies, uniforms, playground equipment, and many other extra benefits for the school and its students.

Central School established a School Advisory Council in accordance with Economic Impact Aid funding requirements. This governing body is comprised of elected parents and school staff members. Council members are responsible for providing input into the development of the school plan. The School Advisory Council may and has elected to relinquish its duties to the School Site Council.

School-to-home communication regarding school activities, special events, and student progress is achieved through multiple resources and is provided in both English and Spanish. Parent Square an internet-based telephone messaging system, is used to quickly forward important messages (in English and Spanish) from school staff to each student's home. Flyers are occasionally distributed regarding special events or announcements.

Progress reports for at-risk students in grades K-8 are provided are mailed to students' homes mid-trimester. At the end of each trimester, report cards for grades 4-8 are mailed to students' homes, and report cards for grades K-3 are sent home with students. Periodically when necessary, teachers may prepare informal progress reports on student performance for parent review.

2020-21 Chronic Absenteeism by Student Group				
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	275	275	49	17.8
Female	130	130	25	19.2
Male	145	145	24	16.6
American Indian or Alaska Native	77	77	24	31.2
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	158	158	19	12.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	21	21	4	19.0
White	18	18	1	5.6
English Learners	23	23	2	8.7
Foster Youth	8	8	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	168	168	37	22.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	28	28	7	25.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.99	0.00	1.86	0.30	3.47	0.20
Expulsions	0.00	0.00	0.10	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.89	2.10	2.45
Expulsions	0.71	0.10	0.05

2020-21 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
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		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Central School in collaboration with local agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and department from school, sexual harassment policy, dress code policy, and bully prevention policy. The most current school site safety plan was reviewed, updated, and shared with school staff in September 2021 at a staff meeting. Components of the safety plan are regularly reviewed at weekly plant meetings, instructional aide meetings and faculty meetings. An updated copy of the school site safety plan is available to the public at the Central Union School District office and the school site. In addition, exercises or drills (i.e.monthly fire drills, lockdown/intruder on campus drills, earthquake drills, etc.) are also reviewed and held during the school year.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	1	
1	19	1		
2	20	1		
3	23	1	1	
4	27		7	
5	19	8		1
6	23		13	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		1	
1	25		1	
2	22		1	
3	21		1	
4	20	4		
5	27		2	
6	19	3	3	
Other	21		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		1	
1	24		1	
2	24		1	
3	17	2		
4	29		1	
5	20	2		
6	28		2	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	2.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$2,897,420	$ $298,446	$ $2,598,973	$83,914
District	N/A	N/A	$15,675,441	$93,712
Percent Difference - School Site and District	N/A	N/A	-200.0	-11.0
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	-200.0	1.8

2020-21 Types of Services Funded

In addition to general fund state funding, Central Union School District receives state and federal categorical funding for special programs. The District received federal, state, and local aid for the following categorical, special education, and support programs:

- American Indian Early Childhood Education
- California Clean Energy Jobs Act
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Teacher Recruitment/Incentives
- Title I, II, III

2020-21 Types of Services Funded

Throughout the year, students who achieve academic goals are recognized at trimester presentations. Each grade level determines the method to recognize and distribute awards. Awards include Student of the Month, A and B Honor Roll, Principal's List, Perfect and Outstanding Attendance Awards, Character Counts, Service Learning and Accelerated Reader awards. At the end of the year, Attendance Awards, and Physical Fitness Awards are presented to qualifying students.

Students are encouraged to participate in the school's enrichment and extracurricular activities that promote positive attitudes and encourage achievement. Extracurricular and enrichment programs include:

- ASES Extended Day Program (Gr. K-3)
- Honor Trip (Gr. 6-8)
- Student Leadership/Service Learning

The school's athletic programs promote individual and team-oriented achievement through school-sponsored teams and intramural sports programs. Intramural sports are a component of the physical education curriculum.

- Basketball (Gr. 6-8)
- Flag Football (Gr. 6-8)
- Track (Gr. 6-8)
- Volleyball (Gr. 6-8)

Note: Currently, due to COVID 19, on site activities are limited or suspended until further notice and guidance from the CUSD.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,792	$51,450
Mid-Range Teacher Salary	$87,405	$80,263
Highest Teacher Salary	$109,980	$101,012
Average Principal Salary (Elementary)	$130,232	$128,082
Average Principal Salary (Middle)	$0	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$190,800	$197,968
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Central Union School District combines efforts to provide training and curriculum development based on the California Standards which are aligned to the content of the curriculum frameworks for grades kindergarten through eight. Teachers within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

CUSD Vision focuses on "empowering every student to excel to their highest potential." We seek "to be an exemplary learning community," as stated in our mission. With this in mind, the District's Professional Development Plan continues to focus on the Professional Learning Communities (PLC). Grade Level Teams have worked to identify Essential Standards Districtwide to ensure that all students are achieving. The District continues to partner with Solution Tree to support our learning community process through training and coaching for our educators.

Professional Development

With all students in Distance Learning, the year began with professional development and training to meet specific current needs. The Multi-Tiered System of Support (MTSS) Leadership Team continued to focus on the Social-Emotional and Behavioral needs of students. District counselors and psychologists provided certificated staff with two sessions on Best Practices for Building Relationships including strategies to specifically address needs in a remote setting. Teachers also participated in online curriculum delivery and use training.

The October 20 Professional Learning Day provided TK – Grade 2 teachers additional training and support in leveraging Showbie, CA Wonders, ELA/ELD adoption, and My Math, Math Adoption. Key strategies and best practices for use during distance learning were addressed. Teachers in 3rd – 8th grades participated in relevant content focused sessions. "From Math Task to Performance Task" (Why? When? And How?) provided training on why these tasks are important for students and how they have be used in both In-Person and Distance Learning. "Focus on Literacy Across the Content Areas" revisited the literacy expectations found throughout all California s subject matter content standards and the role teachers across contents play in literacy.
During the District's eight Adjusted Days, Teachers collaborated in Districtwide Grade level or Content Teams virtually. These collaborations focused on Essential Standards, Data, and addressing the 4 questions of the Professional Learning Community: (1) What do we want all students to learn? (2) How will we know they have learned it? (3) How will we respond when learning has not occurred? (4) How will we respond when learning has already occurred?

Central partners with local County Offices of Education and content experts to provide staff training and coaching to support the full implementation and sustainability of State Standards. This year, they included:
Next Generation Science Standards (NGSS)
Student Engagement and Accountable Talk
Smarter Balance Interim Comprehensive Assessment Training
English Language Development

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aid/ CPR, English Learners, Technology and Reading Mastery. Classified staff acquire job-related training through in-house sponsored workshops provided by department supervisors or product vendors. In addition to fully support Instructional aides delivering Reading Mastery Lessons in Distance Learning, "Reading Mastery in Zoom" training shared strategies and practices for effective lesson delivery in the digital platform.

Newly credentialed and/or beginning teachers receive training on assessment, individualized support, integration of instructional technology, and advanced content from the California Teacher Induction Program which is the preferred pathway to a California Professional (Clear) Teaching Credential. The Teacher Induction Program is co-administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). The Teacher Induction Task Force and State Leadership Team provide support and technical assistance to local Teacher Induction Program leaders. The Teacher Induction program provides standards-based, individualized advice and assistance that combines the application of theory learned in the preliminary teacher preparation program with mentor-based support and formative assessment feedback.

Sites also differentiate for staff based on the needs of their site, providing training through Staff Meetings, Instructional Aides Meetings and additional site professional development including such topics as:

- Math Model & Coaching
- English Language Development
- Collaboration

As we plan for the future of our District, continuing to build our capacity in the PLC Process so we can ensure all students "excel to their highest potential" and a comprehensive MTSS for academics, social-emotional and behavioral will continue to be a primary focus.

Central School's individual training efforts and professional development focused on the following:

- California Standards-English Language Arts
- Depth of Knowledge
- Instructional Strategies
- Math Process
- Peer Observations
- Professional Learning Communities
- Report Cards
- Rigor & Relevance (Focused on Deeper Knowledge of Understanding)

Professional Development

- Student Engagement Strategies
- Strategic Intervention Planning
- Trauma-Informed Training for School-Wide Personnel

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	2

Central Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Central Elementary School District
Phone Number	(559) 924-3405
Superintendent	Thomas Addington
Email Address	taddingt@central.k12.ca.us
District Website Address	www.central.k12.ca.us/district

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1147	NT	NT	NT	NT
Female	579	NT	NT	NT	NT
Male	568	NT	NT	NT	NT
American Indian or Alaska Native	63	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	92	NT	NT	NT	NT
Filipino	38	NT	NT	NT	NT
Hispanic or Latino	484	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	134	NT	NT	NT	NT
White	317	NT	NT	NT	NT
English Learners	71	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	638	NT	NT	NT	NT
Socioeconomically Disadvantaged	483	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	115	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1147	NT	NT	NT	NT
Female	579	NT	NT	NT	NT
Male	568	NT	NT	NT	NT
American Indian or Alaska Native	63	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	92	NT	NT	NT	NT
Filipino	38	NT	NT	NT	NT
Hispanic or Latino	484	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	134	NT	NT	NT	NT
White	317	NT	NT		NT
English Learners	71	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	638	NT	NT	NT	NT
Socioeconomically Disadvantaged	483	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	115	NT	NT	NT	NT

Stratford Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	Stratford Elementary School
Street	20227 1st Street
City, State, Zip	Stratford, CA 93266
Phone Number	(559) 925-2605
Principal	Christina Gonzales
Email Address	cgonzale@central.k12.ca.us
School Website	http://stratford.central.k12.ca.us
County-District-School (CDS) Code	16-63883-6010326

2021-22 District Contact Information

District Name	Central Union School District
Phone Number	(559)924-3405
Superintendent	Thomas Addington
Email Address	taddingt@central.k12.ca.us
District Website Address	central.k12.ca.us

2021-22 School Overview

Stratford Elementary School's mission is to provide a positive school learning environment for the benefit of all students. We strive to ensure that each child feels personally connected to the school, attains high levels of academic achievement, and develops high standards of personal character. With these qualities, our children will undoubtedly grow to be productive members of the local community and our society as a whole.

Established in 1921, Stratford Elementary School is one of four schools in the Central Union Elementary School District. Stratford School is located in the town of Stratford, six miles south of Lemoore. Many of our students' parents, grandparents, and even great-grandparents attended Stratford Elementary School. This close-knit community is grounded in customs and traditions passed on from generation to generation.

The goal of Stratford Elementary School is to prepare all students to function as informed, productive citizens, to achieve success in the work environment, and to realize personal fulfillment. In order to meet this goal, students must attain high levels of academic achievement. By working together with our parents and community, we can ensure that students maximize and enjoy the learning opportunities at school, while developing the skills necessary to make them successful lifelong learners. As always, the Stratford staff appreciates parental and community support.

About this School

2020-21 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	39
Grade 1	33
Grade 2	35
Grade 3	36
Grade 4	39
Grade 5	30
Grade 6	38
Grade 7	21
Grade 8	30
Total Enrollment	301

2020-21 Student Enrollment by Student Group	
Student Group	**Percent of Total Enrollment**
American Indian or Alaska Native	1.3
Asian	0.7
Black or African American	1
Filipino	0.7
Hispanic or Latino	88.4
Native Hawaiian or Pacific Islander	1
Two or More Races	1.3
White	5.6
English Learners	23.9
Homeless	0.3
Socioeconomically Disadvantaged	82.1
Students with Disabilities	6.3

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The state aligns textbooks, frameworks, and instructional materials to meet the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption. The District's Curriculum Selection Committee, comprised of teacher representatives, narrow the potential selections, followed by review and recommendation from all teaching staff. All textbooks are adopted from the most recent state-approved list. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student has access to their own textbooks and instructional materials.

On September 13, 2021, the Central Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the District. The Board of Trustees adopted Resolution #L-09-13-2021 which certifies, as required by Education Code section 60119, that (1) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum.

Year and month in which the data were collected Sept 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders - Macmillan/McGraw Hill (TK-5th) - 2016 Collections - Houghton Mifflin (6th-8th) - 2016	Yes	0
Mathematics	My Math - McGraw Hill (TK-5th) - 2014 Course 1, 2, & 3 - McGraw Hill (6th - 8th)	Yes	0
Science	Inspire Science- McGraw Hill (TK-5th) - 2020 Amplify Science - UC Berkeley-Lawrence Hall of Science (6th-8th) - 2020	Yes	0
History-Social Science	My World - Pearson (TK-5th) - 2018 World History - National Geographic (6th-7th) - 2018 US History - National Geographic (8th) - 2018	Yes	0
Health	Embedded in science curriculum		

School Facility Conditions and Planned Improvements

Stratford School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

Campus Maintenance Site custodial staff and the District's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept very clean, safe and functioning for students, staff, visitors and community organizations that frequently use the campus facilities. One full-time day custodian and a team of evening custodians are assigned to the school and work closely with the principal for routine maintenance, daily custodial duties, and special events. The evening team of custodians is responsible for daily cleaning of both Central School and Stratford School. The principal and day custodian communicate daily regarding school facilities and maintenance issues.

The custodian inspects facilities every day for safety hazards or other conditions that need attention prior to students and staff entering school grounds. During the school day, all staff members survey grounds as a part of their daily routines to keep facilities safe and secure. The custodian performs routine room-by-room inspections to identify conditions that require correction. Any graffiti or signs of vandalism are removed prior to students' arrival to campus.

Upcoming projects -
The District is looking for site plumbing improvements, hard court updates, installation of new roofs on two of the permanent buildings, and adding HVAC to the gymnasium area during the summer of 2021. In addition, the District will expand the sidewalk areas bordering the outside of the school along 1st and 3rd street.

Year and month of the most recent FIT report August 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	NT	NT	NT	NT
Female	91	NT	NT	NT	NT
Male	101	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	165	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	15	NT	NT	NT	NT
English Learners	42	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	17	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	NT	NT	NT	NT
Female	91	NT	NT	NT	NT
Male	101	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	165	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	15	NT	NT	NT	NT
English Learners	42	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	17	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	189	189	100	0	22.8
Female	91	91	100	0	19.8
Male	98	98	100	0	25.5
American Indian or Alaska Native	--	--			
Asian	--	--			

Black or African American	--	--			
Filipino	--	--			
Hispanic or Latino	165	165	100	0	23.0
Native Hawaiian or Pacific Islander	--	--			
Two or More Races	--	--			
White	11	11	100	0	27.3
English Learners	41	41	100	0	2.4
Foster Youth	--	--			
Homeless	--	--			
Military	--	--			
Socioeconomically Disadvantaged	78	78	100	0	17.9
Students Receiving Migrant Education Services	--	--			
Students with Disabilities	14	14	100	0	0.0

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	189	188	99.5	0.5	14.9
Female	91	90	98.9	1.1	11.1
Male	98	98	100	0	18.4
American Indian or Alaska Native	--	--			
Asian	--	--			
Black or African American	--	--			
Filipino	--	--			
Hispanic or Latino	165	165	100	0	14.5
Native Hawaiian or Pacific Islander	--	--			
Two or More Races	--	--			
White	11	11	100	0	9.1
English Learners	41	41	100	0	4.9
Foster Youth	--	--			
Homeless	--	--			
Military	--	--			
Socioeconomically Disadvantaged	78	78	100	0	10.3
Students Receiving Migrant Education Services	--	--			

Students with Disabilities	14	14	100	0	0.0

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	NT	NT	NT	NT
Female	23	NT	NT		
Male	36	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	53	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

At Stratford Elementary School, parents are encouraged to become active members of the school's learning community and assist in its goal to develop independent, self-reliant, lifelong learners. COVID-19 guidelines limited in-person instruction and reduced parent volunteer activities.

However, parents are encouraged to participate virtually in the School Site Council, District Advisory Council, English Learner Advisory Committee, Migrant Group, and Parent Teacher Club.

Stratford School established a School Advisory Council in accordance with Economic Impact Aid funding requirements. This governing body is comprised of elected parents and school staff members. Council members are responsible for providing input into the development of the school plan. The School Advisory Council has elected to relinquish its duties to the School Site Council.

Community Involvement
Partnerships are important to Stratford School, and we are fortunate to have partnerships with the Kings County Sheriff's Department and the Stratford Volunteer Fire Department. Deputy Wisecarver is on duty in the Stratford area, and he drops by the school on a regular basis to visit with children and show support for the school.

School Communications
All school-to-home communication is provided in both English and Spanish. Parents are kept informed of school activities, events and announcements on a regular basis. Parent Square, an Internet-based messaging system, is used to quickly forward important messages from school staff to each student's home. Important information can be found on the school's website and marquee, in the principal's newsletters, and inside the school office. When necessary, flyers are sent home with students, and very important announcements are mailed to students' homes.

2020-21 Chronic Absenteeism by Student Group				
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	318	317	37	11.7
Female	152	151	17	11.3
Male	166	166	20	12.0
American Indian or Alaska Native	9	9	1	11.1
Asian	2	2	0	0.0
Black or African American	3	3	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	277	276	31	11.2
Native Hawaiian or Pacific Islander	3	3	3	100.0
Two or More Races	5	5	0	0.0
White	17	17	2	11.8
English Learners	86	85	3	3.5
Foster Youth	3	3	1	33.3
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	262	261	33	12.6
Students Receiving Migrant Education Services	13	13	0	0.0
Students with Disabilities	23	23	1	4.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.93	0.00	1.86	0.30	3.47	0.20
Expulsions	0.62	0.00	0.10	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.93	2.10	2.45
Expulsions	0.00	0.10	0.05

2020-21 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
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		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Stratford Elementary School in collaboration with local agencies and the District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and department from school, sexual harassment policy, dress code policy, and bully prevention policy. The most current school site safety plan is reviewed annually and any changes or modifications are presented to the School Board by March. Annually, the plan is also reviewed, discussed, and shared with school staff during staff meetings. Components of the School Site Safety Plan were discussed at monthly staff meetings throughout the school year.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3		
1	17	2		
2	19	2		
3	15	2		
4	17	16		
5	16	5	7	
6	24	2	6	
Other	3	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	2	1	
1	17	2		
2	18	2		
3	21	1	1	
4	30		1	
5	21	6		1
6	19	1	3	
Other	5	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	3	1	
1	17	1	1	
2	12	2	1	
3	12	3		
4	20	2		
5	30		1	
6	25	1	1	1

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	3.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$3,745,397	$ $778,106	$ $2,967,290	$86,349
District	N/A	N/A	$15,675,441	$93,712
Percent Difference - School Site and District	N/A	N/A	-200.0	-8.2
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	-200.0	4.6

2020-21 Types of Services Funded

In addition to general state funding, Central Union School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the District received federal, state, and local aid for the following categorical, special education, and support
programs:

- American Indian Early Childhood Education
- California Clean Energy Jobs Act
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS on Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I, II, III

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and enrichment programs include:

- Winter Program and Spring Festival
- ASES (After School Education & Safety)
- Athletic Programs

The school's athletic programs promote individual and team-oriented achievement through school-sponsored teams. Practices for competitive sports programs take place before school, during lunch, and after school.

- Volleyball - Grades 6-8
- Track - Boys and Girls Grades 5-8
- Basketball - Boys and Girls Grades 6-8
- Flag Football - Grades 6-8

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,792	$51,450
Mid-Range Teacher Salary	$87,405	$80,263
Highest Teacher Salary	$109,980	$101,012
Average Principal Salary (Elementary)	$130,232	$128,082
Average Principal Salary (Middle)	$0	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$190,800	$197,968
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Central Union School District combines efforts to provide training and curriculum development based on the California Standards which are aligned to the content of the curriculum frameworks for grades kindergarten through eight. Teachers within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

CUSD Vision focuses on "empowering every student to excel to their highest potential." We seek "to be an exemplary learning community," as stated in our mission. With this in mind, the District's Professional Development Plan continues to focus on the Professional Learning Communities (PLC). Grade Level Teams have worked to identify Essential Standards Districtwide to ensure that all students are achieving. The District continues to partner with Solution Tree to support our learning community process through training and coaching for our educators.

With all students in Distance Learning, the year began with professional development and training to meet specific current needs. The Multi-Tiered System of Support (MTSS) Leadership Team continued to focus on the Social-Emotional and Behavioral needs of students. District counselors and psychologists provided certificated staff with two sessions on Best Practices for Building Relationships including strategies to specifically address needs in a remote setting. Teachers also participated in online curriculum delivery and use training.

The October 20 Professional Learning Day provided TK – Grade 2 teachers additional training and support in leveraging Showbie, CA Wonders, ELA/ELD adoption, and My Math, Math Adoption. Key strategies and best practices for use during distance learning were addressed. Teachers in 3rd – 8th grades participated in relevant content focused sessions. "From Math Task to Performance Task" (Why? When? And How?) provided training on why these tasks are important for students and how they have be used in both In-Person and Distance Learning. "Focus on Literacy Across the Content Areas" revisited the literacy expectations found throughout all California s subject matter content standards and the role teachers across contents play in literacy.
During the District's eight Adjusted Days, Teachers collaborated in Districtwide Grade level or Content Teams virtually. These collaborations focused on Essential Standards, Data, and addressing the 4 questions of the Professional Learning Community: (1) What do we want all students to learn? (2) How will we know they have learned it? (3) How will we respond when learning has not occurred? (4) How will we respond when learning has already occurred?

Central partners with local County Offices of Education and content experts to provide staff training and coaching to support the full implementation and sustainability of State Standards. This year, they included:
Next Generation Science Standards (NGSS)
Student Engagement and Accountable Talk
Smarter Balance Interim Comprehensive Assessment Training
English Language Development

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aid/ CPR, English Learners, Technology and Reading Mastery. Classified staff acquire job-related training through in-house sponsored workshops provided by department supervisors or product vendors. In addition to fully support Instructional aides delivering Reading Mastery Lessons in Distance Learning, "Reading Mastery in Zoom" training shared strategies and practices for effective lesson delivery in the digital platform.

Newly credentialed and/or beginning teachers receive training on assessment, individualized support, integration of instructional technology, and advanced content from the California Teacher Induction Program which is the preferred pathway to a California Professional (Clear) Teaching Credential. The Teacher Induction Program is co-administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). The Teacher Induction Task Force and State Leadership Team provide support and technical assistance to local Teacher Induction Program leaders. The Teacher Induction program provides standards-based, individualized advice and assistance that combines the application of theory learned in the preliminary teacher preparation program with mentor-based support and formative assessment feedback.

Sites also differentiate for staff based on the needs of their site, providing training through Staff Meetings, Instructional Aides Meetings and additional site professional development including such topics as:

- Math Model & Coaching
- English Language Development
- Collaboration

Professional Development specific to Stratford Elementary School included:

- Designated ELD coaching with the Kings County Office of Education
- Lindamood-Bell Seeing Stars and Visualizing/Verbalizing training and coaching

Professional Development

As we plan for the future of our District, continuing to build our capacity in the PLC Process so we can ensure all students "excel to their highest potential" and a comprehensive MTSS for academics, social-emotional and behavioral will continue to be a primary focus.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3

Central Union School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Central Union School District
Phone Number	(559)924-3405
Superintendent	Thomas Addington
Email Address	taddingt@central.k12.ca.us
District Website Address	central.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1147	NT	NT	NT	NT
Female	579	NT	NT	NT	NT
Male	568	NT	NT	NT	NT
American Indian or Alaska Native	63	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	92	NT	NT	NT	NT
Filipino	38	NT	NT	NT	NT
Hispanic or Latino	484	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	134	NT	NT	NT	NT
White	317	NT	NT	NT	NT
English Learners	71	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	638	NT	NT	NT	NT
Socioeconomically Disadvantaged	483	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	115	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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Male	568	NT	NT	NT	NT
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Asian	--	NT	NT	NT	NT
Black or African American	92	NT	NT	NT	NT
Filipino	38	NT	NT	NT	NT
Hispanic or Latino	484	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	134	NT	NT	NT	NT
White	317	NT	NT		NT
English Learners	71	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	638	NT	NT	NT	NT
Socioeconomically Disadvantaged	483	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	115	NT	NT	NT	NT

Central Union Elementary School District (CUESD)
Central Elementary School
School Activity Report
Indian Education Committee

Trimester 3 2020-2021

School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	61.13%	61.13%	162	103	265
Rewards Programs					
Academic Awards (K-8)	61.13%	n/a	0	0	0
n/a	n/a	n/a			0
n/a	n/a	n/a			0
n/a	n/a				0
Attendance Awards (K-8)	61.13%				0
n/a	n/a				0
n/a					0
Character Awards (K-8)	61.1			0	0
n/a	n/a			0	0
n/a	n/a		0	0	0
n/a	n/a		0	0	0
n/a	n/a	n/a	0	0	0
Sports Activities					
Track (6-8)	52.81%	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a
Leadership Programs & Activities					
Campus Leadership (6-8)	52.81%	n/a	0	0	0
Health and Wellness Activities					
n/a	n/a	n/a	n/a	n/a	n/a
Academic Enrichment					
Student Portfolio Day Presenter (K-8)	61.13%	n/a	0	0	0
K Program (K)	85.71%	n/a	0	0	0
8th Grade Graduation (8)	43.33%	n/a	0	0	0
Honor Roll Trip / Celebration (6-8)	52.81%	n/a	0	0	0
School - Community Activities					
n/a	n/a	n/a	n/a	n/a	n/a

Data Not Available Due to COVID-19 School Closure

Trimester 1 2021-2022

School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	63.97%	63.97%	174	98	272
Rewards Programs					
Academic Awards	60.36%	46.27%	31	36	67
Principal's List (4-8)	60.36%	28.57%	4	10	14
Honor Roll (4-8)	60.36%	44.44%	12	15	27
Merit List (4-8)	60.36%	57.69%	15	11	26
Attendance Awards	Data Not Available				
Perfect (K-8)					
Outstanding (K-8)					
Citizenship Awards	63.97%	56.45%	35	27	62
Student of the Month (K-8)	63.97%	46.15%	12	14	26
Character Counts (K-8)	63.97%	63.89%	23	13	36
Service Learning (K-8)	Data Not Available				
n/a	n/a	n/a	n/a	n/a	n/a
Sports Activities					
Football (6-8) Boys	Data Not Available No Sports Activity Due to COVID-19				
Volleyball (6-8) Girls					
n/a					
n/a	n/a	n/a	n/a	n/a	n/a
n/a					
n/a	n/a	n/a	n/a	n/a	n/a
n/a					
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a					
n/a	n/a	n/a	n/a	n/a	n/a

Trimester 2 2021-2022

School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	n/a	n/a	0	0	0
Rewards Programs					
Academic Awards	n/a	n/a	0	0	0
Principal's List (4-8)	n/a	n/a	0	0	0
Honor Roll (4-8)	n/a	n/a	0	0	0
Merit List (4-8)	n/a	n/a	0	0	0
Attendance Awards	n/a	n/a	0	0	0
Perfect (K-8)	n/a	n/a	0	0	0
Outstanding (K-8)	n/a	n/a	0	0	0
Citizenship Awards	n/a	n/a	0	0	0
Student of the Month (K-8)	n/a	n/a	0	0	0
Character Counts (K-8)	n/a	n/a	0	0	0
Service Learning (K-8)	n/a	n/a	0	0	0
Portfolio Day Presenters (K-8)	n/a	n/a	0	0	0
Sports Activities					
Basketball (6-8) Boys	n/a	n/a	0	0	0
Basketball (6-8) Girls	n/a	n/a	0	0	0
n/a					
n/a	n/a	n/a	n/a	n/a	n/a
n/a					
n/a	n/a	n/a	n/a	n/a	n/a
n/a					
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a					
n/a	n/a	n/a	n/a	n/a	n/a

Central Union Elementary School District (CUESD)
Central Elementary School
School Activity Report
Indian Education Committee

Trimester 1 2021-2022

School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	63.97%	63.97%	174	98	272
Rewards Programs					
Academic Awards	60.36%	45.27%	31	36	67
Principal's List (4-8)	60.36%	28.57%	4	10	14
Honor Roll (4-8)	60.36%	44.44%	12	15	27
Merit List (4-8)	60.36%	57.69%	15	11	26
Attendance Awards	Data Not Available				
Perfect (K-8)					
Outstanding (K-8)					
Citizenship Awards	63.97%	56.45%	35	27	62
Student of the Month (K-8)	63.97%	46.15%	12	14	26
Character Counts (K-8)	63.97%	63.89%	23	13	36
Service Learning (K-8)	Data Not Available				
n/a	n/a	n/a	n/a	n/a	n/a
Sports Activities					
Football (6-8) Boys	Data Not Available No Sports Activity Due to COVID-19				
Volleyball (6-8) Girls					

Trimester 2 2021-2022

School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	n/a	n/a	0	0	0
Rewards Programs					
Academic Awards	n/a	n/a	0	0	0
Principal's List (4-8)	n/a	n/a	0	0	0
Honor Roll (4-8)	n/a	n/a	0	0	0
Merit List (4-8)	n/a	n/a	0	0	0
Attendance Awards	n/a	n/a	0	0	0
Perfect (K-8)	n/a	n/a	0	0	0
Outstanding (K-8)	n/a	n/a	0	0	0
Citizenship Awards	n/a	n/a	0	0	0
Student of the Month (K-8)	n/a	n/a	0	0	0
Character Counts (K-8)	n/a	n/a	0	0	0
Service Learning (K-8)	n/a	n/a	0	0	0
Portfolio Day Presenters (K-8)	n/a	n/a	0	0	0
Sports Activities					
Basketball (6-8) Boys	n/a	n/a	0	0	0
Basketball (6-8) Girls	n/a	n/a	0	0	0

Trimester 3 2021-2022

School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	n/a	n/a	0	0	0
Rewards Programs					
Academic Awards	n/a	n/a	0	0	0
Principal's List (4-8)	n/a	n/a	0	0	0
Honor Roll (4-8)	n/a	n/a	0	0	0
Merit List (4-8)	n/a	n/a	0	0	0
Attendance Awards	n/a	n/a	0	0	0
Perfect (K-8)	n/a	n/a	0	0	0
Outstanding (K-8)	n/a	n/a	0	0	0
Citizenship Awards	n/a	n/a	0	0	0
Student of the Month (K-8)	n/a	n/a	0	0	0
Character Counts (K-8)	n/a	n/a	0	0	0
Service Learning (K-8)	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a
Sports Activities					
Track (6-8) Boys/Girls	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a

Central Union Elementary School District (CUESD)
Stratford Elementary School
School Activity Report
Indian Education Committee

Trimester 3 2020-2021

School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	16.12%	16.12%	49	255	304
Rewards Programs					
Academic Awards (K-8)	16.12%	n/a	0	0	0
n/a	n/a	n/a			0
n/a	n/a	n/a			0
n/a	n/a				0
Attendance Awards (K-8)	16.12%				0
n/a	n/a				0
n/a					0
Character Awards (K-8)	16.1			0	0
n/a	n/a			0	0
n/a	n/a		0	0	0
n/a	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
Sports Activities					
Track (6-8)	12.79%	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a
Leadership Programs & Activities					
Campus Leadership (6-8)	12.79%	n/a	0	0	0
Health and Wellness Activities					
n/a	n/a	n/a	n/a	n/a	n/a
Academic Enrichment					
Student Portfolio Day Presenter (K-8)	16.12%	n/a	0	0	0
K Program (K)	18.18%	n/a	0	0	0
8th Grade Graduation (8)	3.57%	n/a	0	0	0
Honor Roll Trip / Celebration (6-8)	12.79%	n/a	0	0	0
School - Community Activities					
Spring Program (K-8)	16.12%	n/a	n/a	n/a	n/a

Data Not Available
Due to COVID-19
School Closure

Trimester 1 2021-2022

School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	15.92%	15.92%	46	243	289
Rewards Programs					
Academic Awards (K-8)	15.92%	18.52%	25	110	135
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
Attendance Awards (K-8)	15.92%	17.87%	42	193	235
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
Citizenship Awards (K-8)	15.92%	19.46%	29	120	149
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
Sports Activities					
Football (6-8) Boys	Data Not Available No Sports Activity Due to COVID-19				
Volleyball (6-8) Girls					
n/a					
n/a	n/a	n/a	n/a	n/a	n/a
n/a					
n/a	n/a	n/a	n/a	n/a	n/a
n/a					
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a					
n/a	n/a	n/a	n/a	n/a	n/a

Trimester 2 2021-2022

School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	n/a	n/a	0	0	0
Rewards Programs					
Academic Awards (K-8)	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
Attendance Awards (K-8)	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
Citizenship Awards (K-8)	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
Sports Activities					
Basketball (6-8) Boys	n/a	n/a	0	0	0
Basketball (6-8) Girls	n/a	n/a	0	0	0
n/a					
n/a	n/a	n/a	n/a	n/a	n/a
n/a					
n/a	n/a	n/a	n/a	n/a	n/a
n/a					
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a					
n/a	n/a	n/a	n/a	n/a	n/a

Central Union Elementary School District (CUESD)
Stratford Elementary School
School Activity Report
Indian Education Committee

Trimester 1 2021-2022

School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	15.92%	15.92%	46	243	289
Rewards Programs					
Academic Awards	15.92%	18.52%	25	110	135
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
Attendance Awards	15.92%	17.87%	42	193	235
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
Citizenship Awards	15.92%	19.46%	29	120	149
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
Sports Activities					
Football (6-8) Boys	Data Not Available No Sports Activity Due to COVID-19				
Volleyball (6-8) Girls					

Trimester 2 2021-2022

School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	n/a	n/a	0	0	0
Rewards Programs					
Academic Awards	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
Attendance Awards	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
Citizenship Awards	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
Sports Activities					
Basketball (6-8) Boys	n/a	n/a	0	0	0
Basketball (6-8) Girls	n/a	n/a	0	0	0

Trimester 3 2021-2022

School Activity (Grade Level)	Goal %	% of Native American Participants	Native American	Other	Total # of Participants
Total Student Count (K-8)	n/a	n/a	0	0	0
Rewards Programs					
Academic Awards	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
Attendance Awards	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
Citizenship Awards	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
n/a	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a
Sports Activities					
Track (6-8) Boys/Girls	n/a	n/a	0	0	0
n/a	n/a	n/a	n/a	n/a	n/a

Title VI

Proposed Budget for 2020/2021 School Year
Approval Date from Eden OIE @ Ed. Gov.: 7/6/2021

Proposed at IEC on: 4/20/21

IEC Meeting – February 15, 2022

Personnel: ($30,424)	
Teachers (tutoring and summer school) + Benefits	$35,187
Counselor (academics and college/career readiness) + Benefits	$ 4,573
	Expended = $ 8,755.00
Supplies: ($32,566)	
Direct Instructional Delivery Supplies	$11,134
Student Consumables	$ 4,500
	Expended = $ 0.00
Other: ($16,500)	
Math Intervention & Inspirational Speaker	$24,569
	Expended = $ 0.00
Indirect Cost: ($3,460)	
LUHSD 4.16%	$3,462
	Expended = $ 0.00

Green = total funds spent through Feb. 4, 2022

TOTAL TITLE VI GRANT FOR 2020-2021 SCHOOL YEAR: *$83,426*

FEBRUARY 2022

TACHI YOKUT TRIBE

SRR EDUCATION DEPARTMENT

W.A.S.P.

Witipats After School Program

Happy VALENTINE'S DAY

Never Stop Learning

16083 Jersey Ave., Lemoore, CA 93245

559-924-1559

February

2022

SRR EDUCATION DEPARTMENT
16083 Jersey Ave.
Lemoore, CA 93245
Phone: 559-924-1559

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Tribal Meeting NO W.A.S.P. Open Center 8am-5pm	2 REPTILE RON 4pm-5:30pm 8am-5:30pm WASP 1pm-5:30pm	3 8am-5:30pm WASP 2pm-5:30pm	4 Open Center 8am-5pm	5
6	7 8am-5:30pm WASP 2pm-5:30pm	8 8am-5:30pm WASP 2pm-5:30pm Youth Financial Courses 3:30pm-7:30pm	9 8am-5:30pm WASP 2pm-5:30pm	10 8am-5:30pm WASP 2pm-5:30pm	11 Open Center 8am-5pm	12
13	14 8am-5:30pm WASP 2pm-5:30pm	15 8am-5:30pm WASP 2pm-5:30pm Adult financial course 5pm-7pm	16 8am-5:30pm WASP 1pm-5:30pm Parent Cafe 5:30pm-7pm	17 8am-5:30pm WASP 2pm-5:30pm	18 Open Center 8am-5pm PowWow Mtg. 11am-12pm	19
20	21 CLOSED Presidents' Day	22 8am-5:30pm WASP 2pm-5:30pm	23 8am-5:30pm WASP 1pm-5:30pm	24 8am-5:30pm WASP 2pm-5:30pm	25 Open Center 8am-5pm	26
27	28 8am-5:30pm WASP 2pm-5:30pm					

SRR EDUCATION
DEPARTMENT
PRESENTS

REPTILE

RON

16083 JERSEY AVE.

COME JOIN US IN LEARNING ABOUT REPTILES AND OTHER ANIMALS

WEDNESDAY,
FEBRUARY 2ND, 2022
TIME:4:00PM-5:30PM

ANY QUESTIONS PLEASE CONTACT THE EDUCATION DEPARTMENT AT 559-924-1559

2022 YOUTH FINANCIAL EDUCATION COURSES!

COMPLETE YOUR
FINANCIAL COURSE REQUIREMENTS

SRR EDUCATION DEPARTMENT

TUESDAY & WEDNESDAY

3:30 PM TO 7:30 PM

DINNER WILL BE SERVED

FEBRUARY 8 & 9

JUNE 7 & 8

AUGUST 16 & 17

NOVEMBER 8 & 9

TACHI YOKUT TRIBE

LEARN MORE...

BUDGETING
MONEY MANAGEMENT
SAVINGS
RETIREMENT
INVESTMENTS
INSURANCE
FINANCIAL SERVICES

BRAHM ROSSITER
406 B Street
Lemoore, CA 93245
559-924-0304 Direct Line
brahm@rwmfiancialgroup.com
WWW.RWMFINANCIALGROUP.COM

R.W.M.
Financial Group
Rossiter Wealth Management

2022 FREE ADULT FINANCIAL EDUCATION COURSES!

MEET WITH TACHI'S FINANCIAL ADVISOR, BRAHM ROSSITER

TACHI YOKUT TRIBE

SRR EDUCATION DEPARTMENT
5 PM TO 7 PM
DINNER WILL BE SERVED

TUESDAY, FEBRUARY 15
WHAT ARE GOOD INVESTMENTS?

THURSDAY, JUNE 9
WHO TO ASK FOR FINANCIAL ADVICE

TUESDAY, AUGUST 23
PERSONAL BUDGETING TIPS &
THE RIGHT REASONS TO BORROW

TUESDAY, NOVEMBER 15
WHAT ARE GOOD INVESTMENTS?

BRAHM ROSSITER
406 B Street
Lemoore, CA 93245
559-924-0304 Direct Line
brahm@rwmfiancialgroup.com
WWW.RWMFINANCIALGROUP.COM

R.W.M.
Financial Group
Rossiter Wealth Management

Parent Café

Understanding Emotional Health and Wellness

Wednesday, February 16th

5:30-7:00 p.m.

Tachi Education Center

Speaker: Devonderia Sanchez

Share Ideas ∞ Dinner ∞ Raffle Prizes

Tachi Yokut

POW WOW MEETING

FRIDAY, FEB. 18TH, 2022

Education's Multi-Purpose Rm.

11:00AM-12:00PM

Please feel free to join and give us your input on this Annual Event.

Education Department: 559-924-1559

The Education Department will be holding our

Annual Recognition Dinner

Thursday, February 24th, 2022
for the 2021-2022 school year

K-12 Tribal, Direct Lineal, Lineal, & community members will be recognized for receiving a 2.5 GPA or higher.

Higher Education Tribal, Direct Lineal, Lineal, & community members will be recognized for receiving a 3.0 GPA or higher.

Those students who do not receive a GPA, in order to qualify your child must have received NO F's, NO 1's, and NO Needs Improvement or Below Basic Marks.

DEADLINE to submit Report Cards for Tri 1, Sem. 1, Qtr 1 & 2 is Friday, February 4th, 2022.

On the Bright Side of Education

If you have any questions please feel free to call the Education Dept. at 559-924-1559

Soup Kitchen

H.O.O.P.S

JANUARY 5, 2022

GIVE A HELPING HAND!
I WOULD LIKE TO GIVE A BIG THANKS TO TAWNY, ASHLEY, REBECCA, BECCA AND VANESSA FOR JOINING THIS AMAZING ACT OF KINDNESS

Valentine's Day

Find the words on the list in the word search below!

```
        X Z N E I H                 E S S B W V
      H Z B M S W Q X F           S V H B T J U V S
    Z Q J F O O A A M C S       P T N N N U F J E K M
  C B I G L R R R T A F D X   J W R H I M F R Q B L J C
  Q G E A O H T U S X E I B B W D X A C S H D W W G O D H
  U P P J W E T W A F U P D J J U C E U V T M Q A H V U Z
  U R F Q E B Q E Z H R U C B U B X H U L I J X F D E D A
  I A J W R R E N U Y S C E B Q E F O O R D B F E X W Z Y
  W G S S S E N D N I K P T S K Z A T W C L G R P H N K M
  T J U W O E S E R V I C E C S N O F R J O U A Q M U C E
  L K C O T M B L U F T H G U O H T C P Q L L Q T M F N U
  D O I Y B Q D Y G H A P P I N E S S T O S Z A H G E Z Y
  J Z Z H D U V Q P D R P I H S D N E I R F G R T N I T
    D E T S N R P E E P C D W H R M S Q D T L F O E S C
      F M J W A G H O B T O K L W U P O D F O Z A P J
        A Z K V C V H O R X X P X J C L E T T E R S
          T G I F T S R M H S F E K N I P P T I A
            D I R D A W G D C A X R G T B F K H
              E I T B B P J K C V B A Z I M D
                Q F P V I O Z Z I N C H Y J
                  J S Q Y D D Z M H E Y S
                    H T B V S H H I X Q
                      W I K L Z F M Z
                        B O T G P J
                          L V I R
                            V R
```

ARROWS	CANDY	CHOCOLATE
CUPID	FLOWERS	FRIENDSHIP
FUN	GIFTS	HAPPINESS
HEARTS	KINDNESS	LETTERS
LOVE	NICE	PINK
RED	ROSE	SERVICE
SHARE	SWEET	THOUGHTFUL

BEE MINE,
VALENTINE
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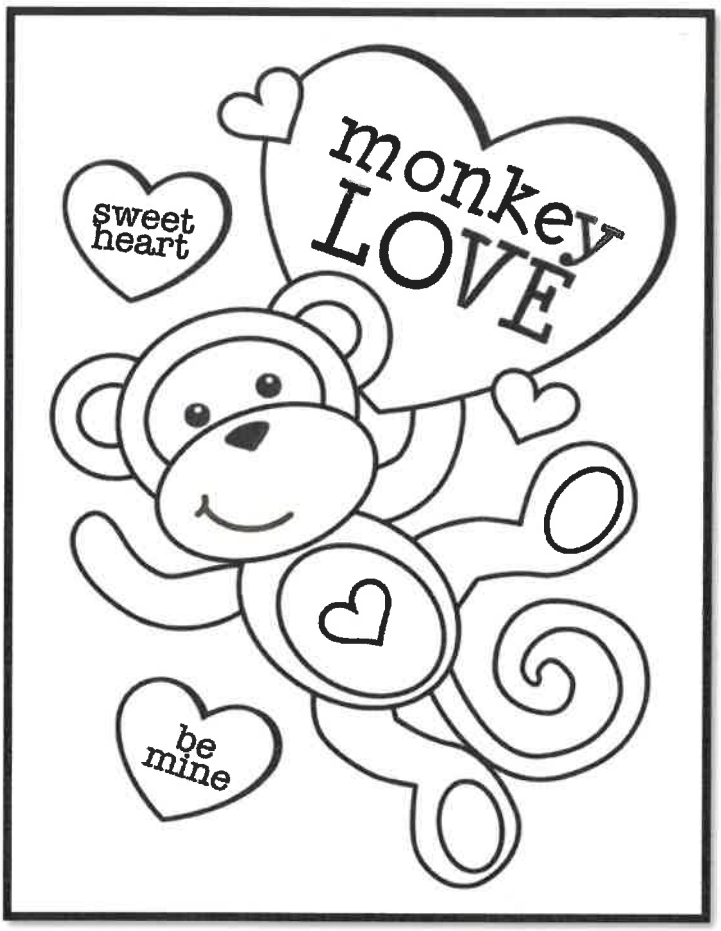
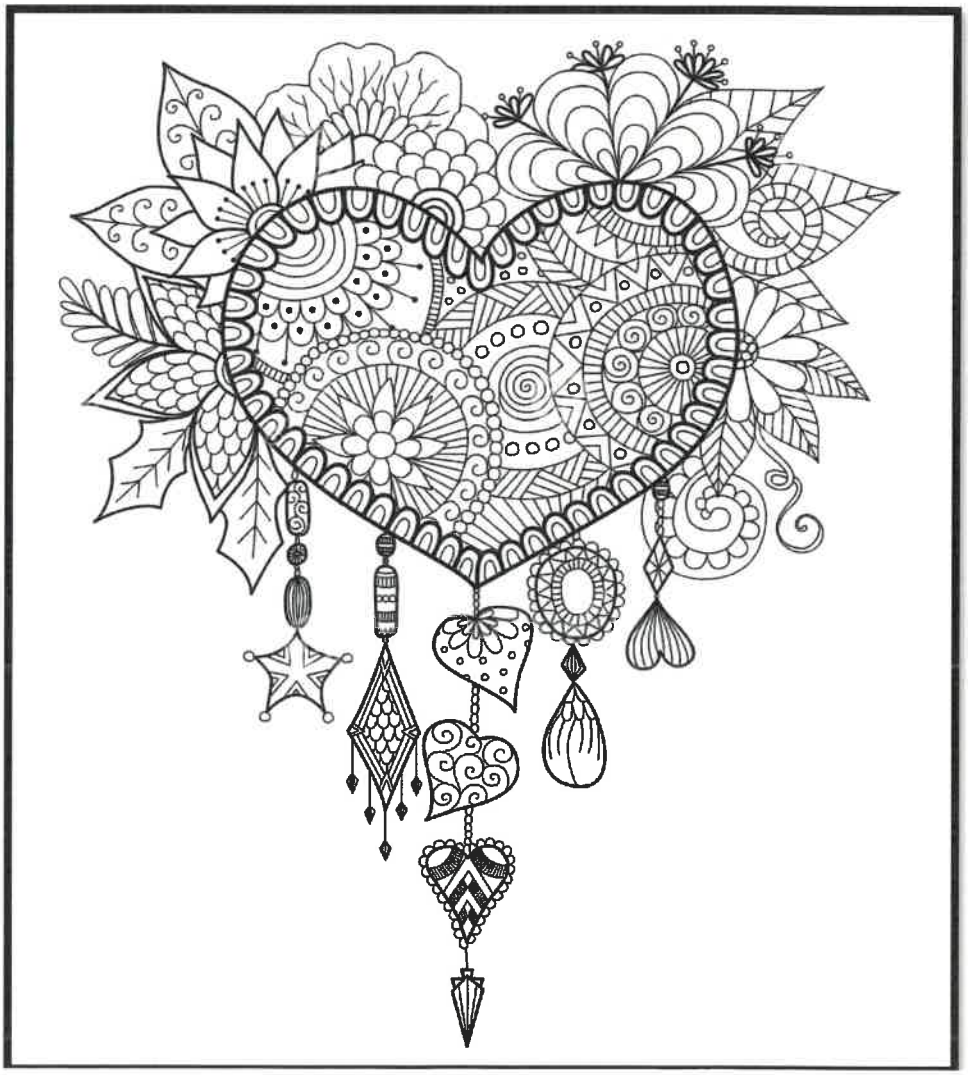

sweet heart
monkey LOVE
be mine



Education Department Directory

Phone: 559.924.1559

Fax: 925.2833

Danny Llamas-Director	Ext. 3155/Cell# 362.1854
Tonya Williams– Receptionist	Main 559-924-1559
Erika Maldonado -Assistant Director	Ext. 3159/Cell# 381.7234
Elizabeth Quair– Bookkeeper	Ext. 3157
Anissa Canseco– File Clerk	Ext. 3163
Nataly Llamas– Liaison Supervisor	Ext. 3167/Cell# 997.9286
Melissa Rodriguez– Career & College Coordinator	Ext. 3168/Cell# 998.9053
Maria Arzate– Kinder-1st Grade Liaison	Ext. 3152/Cell# 998.9590
Melissa Garza– 2nd-3rd Grade Liaison	Ext. 3160/Cell# 381.7410
Dolores Ventura– 4th-5th Grade Liaison	Ext. 3164/Cell# 381.7329
Dena Morris– 6th-7th Grade Liaison	Ext. 3152/Cell# 997.9779
Lizette Cabrera– 8th Grade Liaison	Ext. 3164/Cell# 998.9595
Vanessa Solorio– 9th Grade Liaison	Ext. 3162/Cell# 997.5644
Rebecca Lopez-10th Grade Liaison	Ext.3161/Cell# 997.5413
Rebecca Duncan-11th Grade Liaison	Ext. 3161/Cell# 663.6194
Ashley Sierra– 12th Grade & Jamison Liaison	Ext. 3162/Cell# 381.7594
Richard Parra– Startford K-8th Grade Liaison	Ext. 3152/Cell# 381.7505
Genevieve Lemaster– Out of Area K-12th Grade Liaison	Ext. 3166/Cell# 998.9594

OPERATING HOURS: Monday-Friday 8:00am-5:00pm

CLOSED FOR LUNCH 12:00pm-1:00pm

Important Dates

8th Grade Registration at the administration Office

A parent is required to attend in order to register!

(Special Education Students will be registered in their IEP, and **do not** need to attend the registration.)

Event Date	Event	Event Time	Facility
28-Feb-22	**AVID/Pathways Informational meeting**	**6:00p.m.**	**Presentation Center**
14-Mar-22	**8th grade Parent Night Last Name A-L**	**5:00p.m.**	**Event Center**
14-Mar-22	**8th grade Parent Night Last Name M-Z**	**6:15p.m.**	**Event Center**
09-Mar-22	**AVID Interviews**	**6:00 p.m.**	**Cafeteria**

Registration Dates for Spring, 2022 at the LHS Administration Office		
Date	School	Time
March 21	**University Charter & MIQ** **Stratford, Central** **Akers A - K** (last name) **Akers L - Z** (last name)	**4:30** **5:15** **6:00** **6:45**
March 22	**Island** **Liberty A - Ba** (last name) **Liberty Be – Co** (last name) **Liberty Cr - G** (Last Name)	**4:30** **5:15** **6:00** **6:45**
March 23	**Liberty H - L** (Last Name) **Liberty M - Pa** (Last name) **Liberty Pe - Sc** (Last name) **Liberty Se - Z** (Last name)	**4:30** **5:15** **6:00** **6:45**

One parent/guardian is required to attend in order to register! Please keep in mind that we will be in classrooms. Due to COVID-19, we will only allow one parent/guardian and one student to come on campus for registration. Facemasks are required while on campus.

Summer School

- Summer school classes are not available for incoming freshmen.

Freshman Orientation (and Tiger Link Crew Program)

- August 1-2, 2022

Tiger Link Crew Freshman Assembly Meet and Greet:

- August 3, 2022

First Day of School

- Aug 10, 2022

Lemoore High School Bulletin

LIVE Google DOC- http://bit.ly/LHSbulletin
(Best if viewed on desktop for formatting)

School Announcements

THIS week at a glance:
Friday 2/4 - Disney Grad Nite ticket sales after school

NEXT Week at a glance: (Valentines spirit week)
Monday 2/7- PJ day, balloon gram sales, scavenger hunt begins
Tuesday 2/8- Twin Day, balloon gram sales, Tiger of the Year ceremony, Sober grad parent mtg, Home boys soccer: senior night.
Wednesday 2/9- Jersey Day, last day of ballon gram sales
Thursday 2/10- Stoplight day, speed dating at lunch, scavenger hunt due date, West Hills on campus, Senior Dedication/Recognition Ads DEADLINE, Home girls basketball and girls soccer: senior nights vs. Hanford
Friday 2/11- Anything but a backpack day

Saturday School
LHS Saturday School began on January 22nd and will continue most weekends thru May. Sign up sheets for Saturday School are located in the Library and are open to the first 60 students who sign up. School starts at 8:00am and ends at 12 noon. The door locks at 8:00 sharp and you must stay the whole time. No exceptions. Saturday school allows students to make up for excessive absences. Each Saturday school session will allow the student to make up 7 period absences.

Dress code
Just a reminder that wearing Pajama bottoms to school is considered out of dress code (except if it is a designated spirit dress-up day!). We need your help getting back on track this semester. Make sure when you are getting out of bed each morning, you change into school appropriate clothing.

Sober Grad
Seniors and their families- Let the planning begin for the Sober Grad celebration that happens right after our graduates commencement ceremony! On the evening of Tuesday 2/8/22, there will be a Sober Graduation planning meeting for parents interested in helping out with the event. We encourage all parents to please attend. It will start at 6:00pm in the LHS Presentation Center off Bush Street. Junior parents are also invited to come and help so that they can gain the experience to throw the event next year for their own students.

If your Senior didn't already purchase their ticket at orientation, they are still available with the bookkeeper for $20. Hurry in before ticket prices increase!

Senior Dedication/Recognition Ads DEADLINE 2.10.22 @ 10 pm
Hello, senior parents! The LHS yearbook staff staff wants to be sure that you are aware of the yearbook dedication/recognition advertisement deadline coming up. If you're looking for a way to show your student how proud you are of their accomplishments over the last four years, a dedication in the yearbook is a great way! The deadline to complete your ad

online at Jostens.com is 10:00 pm. on February 10th. Payment plans are available, but you must upload any artwork, complete the ad, and check out before the 10 pm deadline. THIS IS A HARD DEADLINE and is set by the Jostens plant. There are no exceptions.

JOSTENS back on campus-
All cap & gown orders will be available for pickup on Wednesday March 9th. Students will come to the PC during their Civics/Econ class. If you also ordered additional graduation items (announcements, etc) prior to the new year, they will be there to retrieve as well.

LHS Tutoring and Homework Help
Need homework help or extra tutoring? Don't forget that help is available in Science, English, Math and Social Science on different days from 3:15-4:45 ***both in person and online thru google meets code***.
See flyer here

Monday: Math Room 34 -or- Code: *afterschoolmath*
Tuesday: Science Room 23 -or- Code: *afterschoolscience*
Wednesday: English Room 110 -or- Code: *afterschoolenglish*
Thursday: Social Science Room S-6 -or- Google Meets Code: *afterschoolsocialscience*

Tutoring
Spanish Tutoring is also available during the month of February by fellow students for anyone needing help with Spanish or wanting to learn the language. Tutoring will start Feb. 7 - Feb. 25th Monday - Thursdays at lunch in room #108 OR after school Monday -Friday until 4:30 in the Career Center.

Purple and Gold cards
Freshman thru Seniors- Your academic discount cards are now available for pick up in Team Tradition at brunch, lunch, and after school. These "purple and gold" cards are based off your final grades from last semester. If you received a 4.0 or above you earned a gold card which gives you free admission to ASB and sporting events. 3.5-3.99GPA earns a purple card which is usually half off. Congratulations on your achievement. Please make sure you go pick up your cards this week!

Student Activities

Winter Dance Pictures
Winter Dance pictures are in! Please come to room 15 at brunch or lunch to pick up.

Tiger of the Year- Senior voting results are in!
The top 6 Tiger of the Year candidates are:
Austin Antiporda, Manuel Cunha, Isaiah Mavi, Jayssen Soto Guzman, Gael Torres, Noah Wiley
The top 6 Tigress of the year candidates are:
Teagan Dill, Hanna Garcia, Gupreet Gill, Rhilynn Kilner, Madison Martinez, Theneza Metra
Congratulations to these candidates and to everyone nominated! Thank you for voting Seniors! The ceremony where we highlight these students and crown the winners will be on Tuesday February 8th right before the girls varsity basketball game in the Event center. Congratulations again and Go Tigers!

Disney Grad Nite
The date is set! On May 20th, 2022 the senior class will be heading to Disneyland for a day of park hopping and an exclusive Class of 2022 evening celebration. If you are interested in attending this optional trip, initial sales are on Friday, February 4th right after school at

1:03pm in the Event Center Lobby. The total cost of the trip is $260. You can pay for the whole amount up front or just make a deposit of $100 and follow up with payments according to deadlines.

In order to buy a ticket, you must 1) bring your student ID, 2) have cash or check made out to Lemoore ASB, and 3) must currently meet the minimum graduation requirements to participate in the Commencement Ceremonies (see student handbook or Mrs. Strong with questions). Bills will not be checked at this time.

If you cannot attend ticket sales, you can send a parent, sibling, or friend to buy it for you. However, only one ticket will be sold per person in line. Flyers will be passed out to Seniors in Govt/Econ classes within the week or can be seen here for more details. We are excited to bring back this tradition to LHS!

VALENTINE'S SPIRIT WEEK:

DRESS UP DAYS: Feb 7th-14th

Monday: "GOOD MORNING SUNSHINE": PJ day
Tuesday: "MATCH MADE IN HEAVEN": Twin day (come to school matching with your significant other or a friend)
Wednesday: "SHOW YOUR TEAM SOME LOVE": Jersey Day
Thursday: "STOP FOR ROMANCE": Stoplight Day (wear green if you are single, Yellow if it's complicated and Red if you are taken)
Friday: "GET RID OF YOUR BAGGAGE": Anything but a backpack day (put your school stuff in a stroller, garbage bag, wagon, etc.)
Monday 2/14: "FULL OF LOVE": wear hearts or red, pink, or white for Valentines.

LHS SCAVENGER HUNT:

ASB has created a fun scavenger hunt for students and staff to participate in. STARTING Monday 2/7 thru Thursday 2/10 join in on the fun. If you can find all four of these items on campus, take pictures of them, and submit them in our google form, then you will earn a small prize. You will also have your name entered into a grand prize drawing.

Here are the things you should be on the lookout for on campus:

-A kindness chalk drawing in one of our walkways
-A paper conversation heart posted on a wall
-A positivity quote on a window or bathroom mirror. Take a selfie with it!
-A "take one" flyer: pick a flower petal off of the flyer with a note of inspiration you may need for the day.

Must find all 4 to qualify for prizes. All pictures are due on Thursday 2/10 by 3:30pm . Use the Google Form link: https://bit.ly/LHSscavengerhunt to submit the photos (form opens on Monday 2/7 at 8am). Winners will be announced on Valentines Day, February 14th. Open to LHS students and staff :-)

Valentine's Balloon pre-order sale

To get into the holiday spirit, ASB is selling balloon grams to help you get a delivery made for that awesome friend or special someone on campus. This will be done by pre-sale orders ONLY. So come to room 15 Monday Feb 7th thru Wednesday Feb 9th at brunch and lunch.

- There are 2 different types of balloon grams and they each cost $5 (CASH ONLY ACCEPTED). See flyer here.

Speed Dating-
Need to find a Valentine? Or maybe just want to meet new people on campus? Don't worry, we've got an event planned to help you out with that. ASB is bringing back hosting their speed dating extravaganza. It will be in the main gym on Thursday Feb 10th at lunch. Meet a new person every 60 seconds and use our pre-designated talking points. Pizza will be provided for those that participate in the event till the end. Seats are limited, so come quickly right after the lunch bell! Hope you'll join the fun!

Career Center:

Visit website here ***bit.ly/lhscareer***

Fresno Pacific University
Interested in learning more about Fresno Pacific? FPU will be doing a presentation on February 22nd, during 6th and 7th period! To get on the list, sign up here: FPU Sign Up this is open to juniors and seniors!

Honor Cords
Honor Cord Applications are now available from February 1st until 4pm on February 28th. Go to the Career Center website to access the honor cord applications.

West Hills
West Hills will be on campus from 8:15 – 3:30 on Thursday February 10th to help seniors who will be attending West Hills next year complete their financial aid application if they have not done so already. Please stop by the library or career center to sign up and to get a list of documents students will need to bring in order to fill out this application. Students need to fill out this application in order to attend West Hills for free.

Spring ASVAB
If you are interested in taking or retaking the ASVAB, please sign-up using this form: Spring ASVAB. The ASVAB test will be held March 8th so you must sign up by February 24th!

Sports:

Last home games and Senior nights:
2/2 Friday- Boys Basketball
2/8 Tuesday- Boys Soccer
2/10 Thursday- Girls Basketball, Girls Soccer

Sports schedule
Please visit MaxPreps website here to see our upcoming game schedules

Live stream links
Here is our link for a live stream of our home athletic matches. Go Tigers!
https://www.nfhsnetwork.com/schools/lemoore-high-school-lemoore-ca

Fall Semester Grades
Ineligibility less than 2.0 GPA

Overall Ineligibility	Fall 2021	17%
Native American Ineligibility	Fall 2021	38%
Overall Ineligibility	Fall 2020	22%
Native American Ineligibility	Fall 2020	50%

Winter Sports 2021-22

1 participant in Boys Basketball
1 participant in Girls Wrestling

February

ELPAC Testing

February 4	Academic Intervention Lab
February 7	Schoolwide SEL Lesson
February 7-11	DressUp Days (Sports, Crazy Socks, Disney or Marvel, PJs, School Spirit)
February 9-11	Senior Exit Interviews for Early Completers
February 14	Academic Intervention Lab
February 18	Schoolwide SEL Lesson
February 18	End of Trimester 2
February 21	District Holiday- President's Day
February 25	Academic Intervention Lab
February 26	Cash For Colleges at West Hills from 9:00-3:00
February 28	Schoolwide SEL Lesson
February 28	Parent Conferences

March

CAASPP Testing

March 1-4	Parent Conferences
March 7	Schoolwide SEL Lesson
March 11	Academic Intervention Lab
March 14	Schoolwide SEL Lesson
March 18	Academic Intervention Lab
March 28	Schoolwide SEL Lesson

To stay up to date on the most recent activities happening at Jamison High School please visit the following page.

https://docs.google.com/document/d/1vxNHDNhv17x7Pb3hejpgz2GJKUlhfImyaGJwMuaSCbk/edit

Other Things Happening On Campus

Lunchtime activities throughout the month
Financial Aid Applications- FAFSA opens 10/1/2021-3/2/2022 See Mrs. James if you need help.
Any student interested in taking West Hills courses see Mrs. James
Leadership will be making Valentine's Day and St. Patrick's Day cards for the senior citizens.
Paper Tutoring-Available 24 hours a day to students. Login through Clever.
Edgenuity- students can work on recovering credits through Edgenuity. Login through Clever.

Jamison High School Trimester 1 Participation and Performance Data
8/10/21-10/28/21

IXL Scores Trimester 1

Overall ELA Level	Percentage of the Student Body Scoring in This Range	Percentage of Native Americans Scoring In This Range
200-400	35 %	44%
500-700	33%	33%
800-1000	28%	33%
1100 +	4%	

Overall Reading Level	Percentage of the Student Body Scoring in This Range	Percentage of Native Americans Scoring In This Range
200-400 (44% of our Native Americans scored in this range)	28%	40%
500-700 (33% of our Native Americans scored in this range)	33%	20%
800-1000 (33% of our Native Americans scored in this range)	32%	20%
1100 +	7%	20%

Reading Strategies Level	Percentage of the Student Body Scoring in This Range	Percentage of Native Americans Scoring In This Range
5	10%	20%
4	30%	20%
3	19%	20%
2	37%	20%

1	4%	20%

Vocabulary Level	Percentage of the Student Body Scoring in This Range	Percentage of Native Americans Scoring In This Range
8	6%	
7	10%	
6	4%	
5	6%	
4	40%	50%
3	13%	
2	16%	25%
1	5%	25%

Writing Strategies	Percentage of the Student Body Scoring in This Range	Percentage of Native Americans Scoring In This Range
5	15%	33%
4	17%	
3	15%	
2	9%	66%
1	44%	

Grammar and Mechanics	Percentage of the Student Body Scoring in This Range	Percentage of Native Americans Scoring In This Range
5	3%	
4	23%	
3	16%	
2	32%	100%

1	26%	

Trimester 1 Grades

Lowest Grade on Report Card	Percentage of the Student Body In This Range	Percentage of Native American Students In This Range
A	2%	
B	10%	
C	18%	
D	41%	57%
F	29%	43%

	Percentage of the Student Body In This Range	Percentage of Native American Students In This Range
Multiple F's on Report Card	16%	43%

Extra Curricular Activities Participation

	Percentage of the Student Body In This Range	Percentage of Native American Students In This Range
Volleyball Participation	6%	0%

	Percentage of the Student Body In This Range	Percentage of Native American Students In This Range
Leadership/Graphic Arts	14%	14%

SEL Lesson

	Percentage of the Student Body In This Range	Percentage of Native American Students In This Range
Respect Lesson	84%	71%
Adaptable Lesson	90%	86%
Responsibility Lesson	91%	100%
Organized Lesson	90%	100%
Anti Vaping Lessons	100%	100%

CENTRAL ELEMENTARY SCHOOL

15783 18th AVE
LEMOORE, CA 93245
559-925-7797 FAX 924-8019

"HOME OF THE WOLVES"

ANNE GONZALES, PRINCIPAL
ELIZABETH ALVARADO, ASSISTANT PRINCIPAL

Central School
Monthly Highlights and Updates
February 2022

School Activities/Events and Game Days:

1. **February 1-9** — **Parent Teacher Club - Valentine Gram Sale (distribution on 2/14)**
2. **February 3** — **School Site Council Meeting 3rd Quarter @ 2:30pm via Zoom**
3. **February 4** — **Central @ Kettleman (A girls and A boys Basketball) - Time Pending**
4. **February 7-11** — **National School Counseling Week – "Social Awareness Week"**
5. **February 11** — **Island @ Central (A girls and A boys Basketball) – Time Pending**
6. **February 12** — **Saturday School 8am – 12pm (By Teacher Invitation and by Class only)**
7. **February 13-19** — **Random Acts of Kindness Week**

8. **February 14** — **Valentine's Day (Valentine Gram Distribution)**
9. **February 16** — **Parent - Teacher Club (PTC) Meeting @ 2:30pm**
10. **February 18** — **Central @ Reef Sunset School (A girls and A boys Basketball) – Time Pending**
11. **February 25** — **MIQ @ Central (A girls and A boys Basketball) – Time Pending**
12. **February 25** — **Trimester 2 Ends**
13. **February 26** — **Saturday School 8am – 12pm (By Teacher Invitation and by Class only)**

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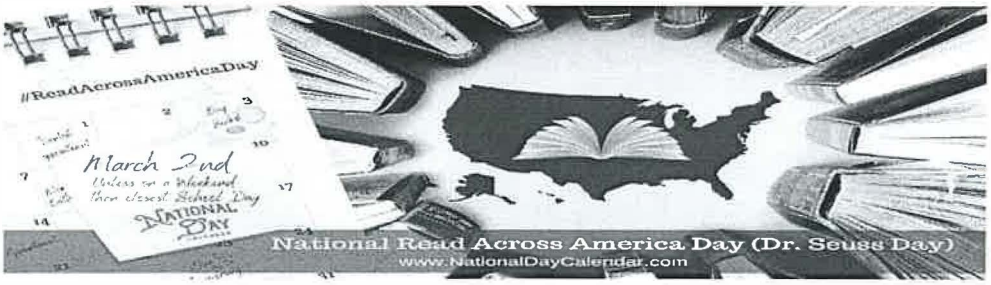
15783 18TH AVE
LEMOORE, CA 93245
559-924-7597 (FAX) 924-0919

ANNE GONZALES, PRINCIPAL
ELIZABETH ALVARADO, ASSISTANT PRINCIPAL

Central School
Monthly Highlights and Updates
Upcoming in March 2022

School Activities, Events and Game Days:

1. **March 1** — **Trimester 2 Report Cards (mailed home for all students)**



2. **March 2** — **Read Across America/Spirit Week (Dress Up Schedule TBA)**
3. **March 4** — **Central @ Reef Sunset School (A girls and A boys Basketball) – Time Pending**
4. **March 10** — **Trimester 2 Academic/Character Awards in Class**
   2nd & 3rd Grades – 8:20am
   Kinder & 1st Grades – 9:10am
5. **March 11** — **Trimester 2 Academic/Character Awards in Class**
   6th- 8th Grades @ 8:15am
   4th & 5th Grades @ 9:00am
6. **March 11** — **Gold Gulch Adventure on site field trip for 4th Grade (Time TBD)**

Stratford Elementary School - February Update

February 2nd	100th Day of School Celebration
February 4th	Basketball Games at MIQ
February 11th	Home Basketball Games vs. Kettleman City
February 13th-19th	Random Acts of Kindness Week
February 18th	Basketball Games at Parkview
February 21st	Presidents' Day- No School
February 25th	**End of Trimester 2** Home Basketball Games vs. Reef Sunset

Upcoming in March

March 2nd	National Read Across America Day
March 4th	Trimester Grades Due Basketball Games at Island School
March 8th	Report Cards Sent Home Basketball Tournament- TBD
March 10th	Basketball Tournament- TBD
March 11th	Trimester Awards in classrooms