

Blochman Union School District  
Benjamin Foxen School \* 4949 Foxen Canyon Road  
Santa Maria, CA 93454 \* (805) 937-1148

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**BOARD OF TRUSTEES AGENDA**

**Tuesday, November 8, 2022**

**Library**

**5:30 p.m. – Regular Session**

*Any materials required by law to be made available to the public prior to a meeting of the Board of Education of the District can be inspected at the above address during normal business hours. Individuals who require special accommodations including, but not limited to, American Sign Language interpreter, accessible seating or documentation in accessible formats should contact the superintendent or designee within a reasonable time before the meeting date. Board agendas can be found on the district's website at [www.blochmanusd.org](http://www.blochmanusd.org).*

**Governing Board Members**

Shannon Clay, President  
Kelly Salas-Ernst, Clerk  
Thomas Gibbons, Trustee  
Daniella Pearce, Trustee  
Jeania Reasner, Trustee

- I. PUBLIC SESSION: 5:30 p.m. Call to Order and Flag Salute**
- II. Welcome Guests**
- III. Reports**
  - A. Charter School Reports**
    - i. Family Partnership Charter School
    - ii. Trivium Charter School
    - iii. Trivium Charter School: Adventure
    - iv. Trivium Charter School: Voyage
  - B. Teacher Reports**
  - C. Superintendent/Principal's Report**
- IV. ITEMS SCHEDULED FOR INFORMATION**
  - A. Facilities use – Jeania Reasner/Alexander Reasner; multipurpose room; 11/4 and 11/5/2022**
- V. ITEMS SCHEDULED FOR DISCUSSION**
  - A. Facilities update**
  - B. Local Control and Accountability Plan (LCAP)**
  - C. Golden State Water Company – water tanks and easements**
- VI. CONSENT AGENDA ITEMS**
  - A. Approval of Minutes**
    - i. Minutes of October 11, 2022 Regular Meeting

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**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the minutes as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

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**B. Approval of Monthly Warrants – October, 2022**

|                        |                      |
|------------------------|----------------------|
| i. Commercial Warrants | \$ 373,246.36        |
| ii. Payroll            | \$ 197,034.68        |
| iii. Revolving Fund    | \$ 137.00            |
| <b>TOTAL</b>           | <b>\$ 570,418.04</b> |

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

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**VII. ITEMS SCHEDULED FOR ACTION**

**A. Approval of Benjamin Foxen Elementary School October 2022 Attendance Report**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the Benjamin Foxen Elementary School October 2022 Attendance Report as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

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**B. Approval of the Blochman Union School District's 2022/2023 Comprehensive School Safety Plan.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the Blochman Union School District's 2022/2023 Comprehensive School Safety Plan as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

**C. Approval of the 2021/2022 Blochman Union School District Annual and Five-Year Developer Fee report.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the 2021/2022 Annual and Five-Year Developer Fee report as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

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**D. Approval of revised board policy 6158.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve revised board policy 6158 as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

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**E. Approval of the 2021-22 Independent Study Certification for ADA Loss Mitigation.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the 2021-22 Independent Study Certification for ADA Loss Mitigation as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

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**F. Approval of the Arts, Music, and Instructional Materials Discretionary Block Grant 2022 Expenditure Plan.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the Arts, Music, and Instructional Materials Discretionary Block Grant 2022 Expenditure Plan as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

**G. Approval of donations:**

- i. South SM Rotary Foundation; \$500; Robotics Club
- ii. Arlene Peterson; \$200; General Fund

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the donations as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

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**H. Approval to allow Golden State Water Company to remove the two water tanks on the hill once they are abandoned by Golden State Water Company.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the removal of the tanks as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

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**I. Approval to keep the two water tanks on the hill once they are abandoned by Golden State Water Company.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve keeping the water tanks as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

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**J. Approval of inter-district transfers.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the inter-district transfers as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

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**VIII. PUBLIC COMMENTS**  
**PUBLIC COMMENTS ARE WELCOME**

The Blochman Union School District will receive public comments about items not appearing on today's agenda, as well as other matters within the subject matter jurisdiction of the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The Board may limit the total time for all public comment to 30 minutes. Persons needing additional time are requested to submit the information in writing.

For comments concerning matters not on the agenda, open meeting laws and fairness to other residents who may have an interest in your topic prohibit the Board from taking action or engaging in extended discussion of your concerns. The Board may direct staff to meet at a later date with speakers who have specific concerns or needs. The Board may also direct that an issue be placed on a future agenda for discussion and consideration. This permits the Board and staff members to prepare and receive necessary information and for the public to be aware that a topic is being formally considered. We appreciate your cooperation.

**IX. MISCELLANEOUS AGENDA ITEMS**

**A. Items Proposed for Future Action or Discussion**

**B. Blochman Union School District Board Member Items**

**C. Items not on the Agenda**

**D. Next regularly scheduled board meeting: December 13, 2022, open session at 5:30 p.m., Library. This meeting will also be the annual organizational meeting.**

**X. CLOSED SESSION – The board will consider and may act upon the following items during closed session:**

**A. Certificated and Classified Personnel Actions**

**i. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations.**

**XI. RECONVENE IN OPEN SESSION**

**A. Report of action taken during closed session.**

**XII. Adjourn**

**TIME: \_\_\_\_\_**

**MOVED:**

**VOTE:**

**Shannon Clay:**

**Daniella Pearce:**

**Thomas Gibbons:**

**SECOND:**

**Jeania Reasner:**

**Kelly Salas-Ernst:**

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**V – B**

**BLOCHMAN UNION SCHOOL DISTRICT  
2023/2024 LCAP COMMITTEE MEETING AGENDA  
OCTOBER 25, 2022**

Current LCAP plan (Note: the entire plan can be found on the district's website, located at <https://www.blochmanusd.org/lcap/>.)

- a. Goal 1 - Improve math test scores
- b. Goal 2 - Improve science test scores
- c. Goal 3 – Improve ELPAC test scores and reclassification rates for English Language Learner (ELL) students
- d. Goal 4 - Improve school engagement including parent involvement, pupil engagement, and school climate.
- e. Goal 5 - Improve English Language Arts test scores



**VI – A**



**MINUTES OF THE BOARD OF TRUSTEES  
BLOCHMAN UNION SCHOOL DISTRICT  
OCTOBER 11, 2022**

A regular meeting of the Board of Education of the Blochman Union School District was held at the Benjamin Foxen Elementary School Library on October 11, 2022.

Members present: Shannon Clay, Daniella Pearce, Jeania Reasner, and Kelly Salas-Ernst. Absent: Thomas Gibbons.

**PUBLIC SESSION:** Mrs. Clay called the meeting to order and led the flag salute at 5:33 p.m. and then welcomed guests. She noted that no one attended via Zoom.

**I. Reports**

**A. Charter School Reports**

- i. **Family Partnership Charter School** – Sharie Strasburger, the new Principal at Family Partnership Charter School, reported that students are happy and present at school. They have already held two professional development opportunities for teachers. Students took a whale watching field trip. Upcoming field trips are to the Monterey Bay Aquarium and The Getty Center.
- ii. **Trivium Charter Schools** – Trisha Vais reported that they made it to the quarter finals of a grant competition sponsored by Edreform.org and the Yass Foundation. They have already received \$100,000 and if they advance to the final round, they could receive one million dollars. She leaves tomorrow for the interview in New York. Current enrollment is approximately 870. Everything is going well.

**B. Teacher Reports** – none.

**C. Superintendent/Principal's Report** – Doug Brown was unable to attend the meeting, but he filed the following report:

I apologize for not being here tonight. Current enrollment is 189. Parent conferences were smooth and well attended. We received many compliments from families. 6th grade science camp, "Camp Whittier", is Tuesday Oct. 18th thru Friday Oct. 21st. We are very excited to start sending students back for this memorable experience. The K-2 field trip to Avila Barn is this Friday. The 4th and 5th grade field trip to La Purisima is on Wednesday October 26<sup>th</sup>. The Pancake Breakfast is this Saturday at Minami Center to benefit the 8th graders trip to Catalina. Tickets are \$12 dollars and can be purchased from all eighth-grade students or in the office. The Halloween Carnival will be on Monday, October 31<sup>st</sup>, from 1-2:30. Families are invited to attend. I want to thank the board for always making me feel that we have your support. I am very proud of the commitment our staff has for our students. Special acknowledgment to Nancy Shafer for the tremendous support I receive from her.

## **II. ITEMS SCHEDULED FOR INFORMATION**

### **A. SBCEO Approval of the 2022/2023 Adopted Budget**

#### **B. Facilities Use**

- i. C.A.R.E. for Paws; parking lot and bathrooms; 10/9/2022; low cost clinic for cats and dogs

## **III. ITEMS SCHEDULED FOR DISCUSSION**

### **A. Facilities**

- i. **General Maintenance** – The board reviewed a letter from the Department of General Services regarding state matching funds for a modernization project that the district was considering several years ago. The board agreed that increased construction costs due to inflation that now was not the right time to pursue this project. A copy of the letter is attached to these minutes.

- B. **Golden State Water Company proposed Amendment to Easement Agreement** – The board reviewed the agreement and discussed the issue of whether the district should keep the water tanks once they are abandoned by GSWC. Questions remain about whether the district has an easement to reach the tanks.

## **IV. CONSENT AGENDA ITEMS**

### **A. Approval of Minutes**

- i. Minutes of September 13, 2022 Regular Meeting

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the minutes as presented:**

**MOVED: Daniella Pearce SECOND: Jeania Reasner**

#### **VOTE:**

|                         |               |                           |            |
|-------------------------|---------------|---------------------------|------------|
| <b>Shannon Clay:</b>    | <b>Aye</b>    | <b>Jeania Reasner:</b>    | <b>Aye</b> |
| <b>Daniella Pearce:</b> | <b>Aye</b>    | <b>Kelly Salas-Ernst:</b> | <b>Aye</b> |
| <b>Thomas Gibbons:</b>  | <b>Absent</b> |                           |            |

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### **B. Approval of Monthly Warrants – September, 2022**

|                        |                     |
|------------------------|---------------------|
| i. Commercial Warrants | \$260,642.41        |
| ii. Payroll            | \$195,641.22        |
| iii. Revolving Fund    | \$ 0.00             |
| <b>TOTAL</b>           | <b>\$456,283.63</b> |

**\*\*\*IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

**MOVED: Jeania Reasner SECOND: Kelly Salas-Ernst**

#### **VOTE:**

|                         |               |                           |            |
|-------------------------|---------------|---------------------------|------------|
| <b>Shannon Clay:</b>    | <b>Aye</b>    | <b>Jeania Reasner:</b>    | <b>Aye</b> |
| <b>Daniella Pearce:</b> | <b>Aye</b>    | <b>Kelly Salas-Ernst:</b> | <b>Aye</b> |
| <b>Thomas Gibbons:</b>  | <b>Absent</b> |                           |            |

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**C. Approval of the 2021/2022 Family Partnership Unaudited Actual Financial Statements**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the 2021/2022 Family Partnership Unaudited Financial Statements as presented:**

**MOVED:** Daniella Pearce                      **SECOND:** Kelly Salas-Ernst

**VOTE:**

|                  |        |                    |     |
|------------------|--------|--------------------|-----|
| Shannon Clay:    | Aye    | Jeania Reasner:    | Aye |
| Daniella Pearce: | Aye    | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons:  | Absent |                    |     |

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**D. Approval of the 2021/2022 Charter School Unaudited Actual Financial Statements:**

- i. Trivium Charter School
- ii. Trivium Charter School: Adventure
- iii. Trivium Charter School: Voyage

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the 2021/2022 Charter School Unaudited Actual Financial Statements as presented:**

**MOVED:** Kelly Salas-Ernst                      **SECOND:** Jeania Reasner

**VOTE:**

|                  |         |                    |     |
|------------------|---------|--------------------|-----|
| Shannon Clay:    | Aye     | Jeania Reasner:    | Aye |
| Daniella Pearce: | Abstain | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons:  | Absent  |                    |     |

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**V. ITEMS SCHEDULED FOR ACTION**

**A. Approval of Benjamin Foxen Elementary School September 2022 Attendance Report**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Benjamin Foxen Elementary School September 2022 Attendance Report as presented:**

**MOVED:** Daniella Pearce                      **SECOND:** Kelly Salas-Ernst

**VOTE:**

|                  |        |                    |     |
|------------------|--------|--------------------|-----|
| Shannon Clay:    | Aye    | Jeania Reasner:    | Aye |
| Daniella Pearce: | Aye    | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons:  | Absent |                    |     |

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**B. Approval of third quarter 2022 Williams Report.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the third quarter 2022 Williams Report as presented:**

|                         |                        |                           |                          |
|-------------------------|------------------------|---------------------------|--------------------------|
| <b>MOVED:</b>           | <b>Daniella Pearce</b> | <b>SECOND:</b>            | <b>Kelly Salas-Ernst</b> |
| <b>VOTE:</b>            |                        |                           |                          |
| <b>Shannon Clay:</b>    | <b>Aye</b>             | <b>Jeania Reasner:</b>    | <b>Aye</b>               |
| <b>Daniella Pearce:</b> | <b>Aye</b>             | <b>Kelly Salas-Ernst:</b> | <b>Aye</b>               |
| <b>Thomas Gibbons:</b>  | <b>Absent</b>          |                           |                          |

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**C. Approval of the Memorandum of Understanding with WestEd for survey administration.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the Memorandum of Understanding with WestEd for survey administration as presented:**

|                         |                          |                           |                       |
|-------------------------|--------------------------|---------------------------|-----------------------|
| <b>MOVED:</b>           | <b>Kelly Salas-Ernst</b> | <b>SECOND:</b>            | <b>Jeania Reasner</b> |
| <b>VOTE:</b>            |                          |                           |                       |
| <b>Shannon Clay:</b>    | <b>Aye</b>               | <b>Jeania Reasner:</b>    | <b>Aye</b>            |
| <b>Daniella Pearce:</b> | <b>Aye</b>               | <b>Kelly Salas-Ernst:</b> | <b>Aye</b>            |
| <b>Thomas Gibbons:</b>  | <b>Absent</b>            |                           |                       |

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**D. Approval of the revised classified salary schedules for 2022/2023 and 2023/2024.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the revised classified salary schedules for 2022/2023 and 2023/2024 as presented:**

|                         |                       |                           |                          |
|-------------------------|-----------------------|---------------------------|--------------------------|
| <b>MOVED:</b>           | <b>Jeania Reasner</b> | <b>SECOND:</b>            | <b>Kelly Salas-Ernst</b> |
| <b>VOTE:</b>            |                       |                           |                          |
| <b>Shannon Clay:</b>    | <b>Aye</b>            | <b>Jeania Reasner:</b>    | <b>Aye</b>               |
| <b>Daniella Pearce:</b> | <b>Aye</b>            | <b>Kelly Salas-Ernst:</b> | <b>Aye</b>               |
| <b>Thomas Gibbons:</b>  | <b>Absent</b>         |                           |                          |

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**E. Approval to allow Golden State Water Company to remove the two water tanks on the hill once they are abandoned by Golden State Water Company.**

**No action was taken – this item will be placed on the next board agenda.**

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**F. Approval to keep the two water tanks on the hill once they are abandoned by Golden State Water Company.**

**No action was taken – this item will be placed on the next board agenda.**

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**G. Approval of the revised board policies: BP 4118, AR 4118, BP 4119.1, BP 4219.1, BP 4319.1, BP 4140, BP 4240, BP 4340, AR 4161.2, AR 4261.2, AR 4361.2, AR 4161.5, AR 4261.5, AR 4361.5, BP 4216, BP 4218, AR 4218, BP 6158, AR 6158, BP 6164.2, BP 7110, BP 7150, AR 7150, BB 9100.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the revised board policies as presented:**

**MOVED:                    Jeania Reasner                    SECOND:                    Daniella Pearce**

**VOTE:**

|                         |               |                           |            |
|-------------------------|---------------|---------------------------|------------|
| <b>Shannon Clay:</b>    | <b>Aye</b>    | <b>Jeania Reasner:</b>    | <b>Aye</b> |
| <b>Daniella Pearce:</b> | <b>Aye</b>    | <b>Kelly Salas-Ernst:</b> | <b>Aye</b> |
| <b>Thomas Gibbons:</b>  | <b>Absent</b> |                           |            |

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**H. Approval of inter-district transfers.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the inter-district transfers as presented:**

**MOVED:                    Kelly Salas-Ernst                    SECOND:                    Daniella Pearce**

**VOTE:**

|                         |               |                           |            |
|-------------------------|---------------|---------------------------|------------|
| <b>Shannon Clay:</b>    | <b>Aye</b>    | <b>Jeania Reasner:</b>    | <b>Aye</b> |
| <b>Daniella Pearce:</b> | <b>Aye</b>    | <b>Kelly Salas-Ernst:</b> | <b>Aye</b> |
| <b>Thomas Gibbons:</b>  | <b>Absent</b> |                           |            |

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**VI. PUBLIC COMMENTS - none.**

**VII. MISCELLANEOUS AGENDA ITEMS**

**A. Items Proposed for Future Action or Discussion – none.**

**B. Blochman Union School District Board Member Items – Mrs. Reasner said the school looks beautiful and she has received many positive comments about it.**

**C. Items not on the Agenda – none.**

**D. Next Scheduled Board Meeting November 8, 2022; open session at 5:30 p.m., Library**

**X. CLOSED SESSION – The board adjourned to closed session at 6:10p.m. where they considered and may act upon the following items:**

**a. Certificated and Classified Personnel Actions**

**i. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations.**

**XI. RECONVENE IN OPEN SESSION**

**a. The board reconvened in open session at 6:11 p.m. Mrs. Salas-Ernst reported that no action was taken.**

**XII.      Adjourn**

**TIME: 6:12 p.m.**

|                         |                       |                           |                          |
|-------------------------|-----------------------|---------------------------|--------------------------|
| <b>MOVED:</b>           | <b>Jeania Reasner</b> | <b>SECOND:</b>            | <b>Kelly Salas-Ernst</b> |
| <b>VOTE:</b>            |                       |                           |                          |
| <b>Shannon Clay:</b>    | <b>Aye</b>            | <b>Jeania Reasner:</b>    | <b>Aye</b>               |
| <b>Daniella Pearce:</b> | <b>Aye</b>            | <b>Kelly Salas-Ernst:</b> | <b>Aye</b>               |
| <b>Thomas Gibbons:</b>  | <b>Absent</b>         |                           |                          |

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September 30, 2022

Mr. Doug Brown  
District Representative  
Blochman Union Elementary School District  
4949 Foxen Canyon Road  
Santa Maria, CA 93454

Dear Mr. Brown:

**RE: Project funding apportionment requirements**

The Office of Public School Construction (OPSC) has recently notified the District that it will be processing the District's School Facility Program (SFP) application for modernization funding at Benjamin Foxen Elementary, application number 50/69112-00-001 for approval by the State Allocation Board (SAB) at a future meeting.

At its September 21, 2022, meeting, the SAB adopted regulations that will result in projects receiving an Apportionment at the time the project is initially presented to the SAB for funding. Formerly, projects were given an unfunded approval when initially approved by the SAB, followed by an Apportionment at a subsequent SAB meeting, after participating in a Priority Funding certification round following the unfunded approval. OPSC is advising the District that with the newly approved regulations this project will not go through the Priority Funding process and will be given an Apportionment when it is presented to the SAB for approval.

Pursuant State Allocation Board action on September 21, 2022, applications that will be Apportioned with use of funding appropriated by Assembly Bill 181 (State Budget Act of 2022/23) will be processed in accordance with Regulation Section 1859.90.2(e) and receive an Apportionment upon approval by the SAB. Applications processed in accordance with Regulation Section 1859.90.2(e), are not subject to certification of Priority Funding filing and will not receive an Unfunded Approval. At such time the project is presented to the SAB for Apportionment, plan approval from the California Department of Education and The Division of the State Architect must be valid.

OPSC has reviewed the application documents and has determined that the Division of the State Architect (DSA) approval(s) will expire prior to the date this project is expected to receive an Apportionment at a future SAB meeting. The District must either submit an updated DSA approval letter and updated CDE approval letter or confirm in writing that the construction contract(s) was/were signed prior to the expiration of the DSA approval(s).

If the project does not have valid State Approvals prior to the future SAB meeting that this project will be schedule for, the application will be revoked and returned back to the District.

**Project Documents and Responses**

As OPSC no longer sends physical copies of application letters, all project documents have been uploaded to the OPSC Online system. District responses may be submitted electronically through the OPSC Online system. This application has already been created and may be accessed here:

<https://www.webapps.dgs.ca.gov/OPSC/OPSCOnline/district/67124/docs>. Additional information about the OPSC Online system is included in this letter.

**OPSC Online Application System**

The District is advised that the OPSC Online System has been enhanced to allow applicants to more efficiently and easily complete and submit applications and responses online, with no hard copy required. The District is encouraged to respond to this letter using the OPSC Online System by uploading required supporting documentation as needed. Access to the OPSC Online System is found on OPSC's website as follows:

- Go to "Resources"
- Click on "[Online Application Tools for School Construction Projects](#)"
- Under the "Online Applications and Tools" header, click on "[OPSC Online Application](#)" and sign in

If you do not have an account for OPSC Online, send a request by emailing [OPSCOnlineSupport@dgs.ca.gov](mailto:OPSCOnlineSupport@dgs.ca.gov). A [User Guide](#) has been created to help navigate the online platform and may be accessed from OPSC's website in the Online Application Tools for School Construction Projects page. Additionally, any questions can be directed to myself, or the Project Manager assigned to your County.

As an alternative and to ensure that all responses are received and recorded, OPSC has established an Electronic Mail Submission process. Should you prefer, you may submit your response to the following email address:

[OPSCApplicationReviewTeam@dgs.ca.gov](mailto:OPSCApplicationReviewTeam@dgs.ca.gov)

Additional recipients, including myself, may still be included in the carbon copy (cc) line of the email.

Hard copy responses are not required; however, if you do choose to send a response by mail, **please be sure to write, "Response to CDE/DSA letter request" as well as my name on both the envelope and the cover letter.** Should you have any questions concerning this matter or need additional information, you may contact me at [Ryan.Phillips@dgs.ca.gov](mailto:Ryan.Phillips@dgs.ca.gov) or (279) 946-8473, or my supervisor at [Candace.ly@dsgs.ca.gov](mailto:Candace.ly@dsgs.ca.gov) or (279) 946-8435.

Sincerely,



*Electronically signed. September 30, 2022.*

Ryan Phillips  
Project Manager  
Office of Public School Construction

cc: Candace Ly, OPSC Program Services Supervisor  
File: Correspondence – 50/69112-00-001

**VI – B**

## Checks Dated 10/01/2022 through 10/31/2022

| Check Number | Check Date | Pay to the Order of            | Fund-Object | Expensed Amount | Check Amount |
|--------------|------------|--------------------------------|-------------|-----------------|--------------|
| 01-711384    | 10/03/2022 | Dekorte, Holly J               | 01-4300     |                 | 21.64        |
| 01-711385    | 10/03/2022 | 805 Dairy Distributing LLC     | 13-4710     |                 | 640.00       |
| 01-711386    | 10/03/2022 | Amazon Capital Services        | 01-4300     |                 | 236.85       |
| 01-711387    | 10/03/2022 | Edna's Bakery                  | 13-4710     |                 | 128.60       |
| 01-711388    | 10/03/2022 | FAMILY PARTNERSHIP CHARTER     | 01-8096     |                 | 38,509.00    |
| 01-711389    | 10/03/2022 | Frontier Communications        | 01-5910     |                 | 1,100.00     |
| 01-711390    | 10/03/2022 | Mission Linen Supply Inc.      | 01-4300     |                 | 198.47       |
| 01-711391    | 10/03/2022 | Nancy B Shafer, CPA            | 01-5800     |                 | 8,027.50     |
| 01-711392    | 10/03/2022 | Pacific Gas & Electric         | 01-5520     |                 | 29.72        |
| 01-711393    | 10/03/2022 | Scholastic                     | 01-4300     |                 | 3,618.67     |
| 01-711394    | 10/03/2022 | Staples                        | 01-4300     |                 | 194.96       |
| 01-711395    | 10/03/2022 | The Parent Institute           | 01-5800     |                 | 1,698.00     |
| 01-711396    | 10/03/2022 | Trivium Charter School         | 01-8096     |                 | 78,198.00    |
| 01-712289    | 10/10/2022 | 805 Dairy Distributing LLC     | 13-4710     |                 | 240.00       |
| 01-712290    | 10/10/2022 | All American Screen Prg Inc    | 01-4300     |                 | 160.08       |
| 01-712291    | 10/10/2022 | Amazon Capital Services        | 01-4300     |                 | 130.84       |
| 01-712292    | 10/10/2022 | American Star Tours            | 01-5800     |                 | 37,758.00    |
| 01-712293    | 10/10/2022 | Coast Networx, Inc.            | 01-4300     |                 | 50.00        |
| 01-712294    | 10/10/2022 | Frontier Communications        | 01-5910     |                 | 169.32       |
| 01-712295    | 10/10/2022 | Go To Communications, Inc.     | 01-5910     |                 | 515.30       |
| 01-712296    | 10/10/2022 | Gold Star Foods, Inc.          | 01-4300     | 329.77          |              |
|              |            |                                | 13-4710     | 4,387.05        | 4,716.82     |
| 01-712297    | 10/10/2022 | McGraw-Hill School Education   | 01-4100     |                 | 1,628.14     |
| 01-712298    | 10/10/2022 | Medical Billing Technology Inc | 01-5800     |                 | 500.00       |
| 01-712299    | 10/10/2022 | Mission Linen Supply Inc.      | 01-4300     |                 | 381.07       |
| 01-712300    | 10/10/2022 | Sisc III Insurance             | 67-5450     |                 | 18,229.50    |
| 01-712301    | 10/10/2022 | Success By Design              | 01-4300     | 48.31           |              |
|              |            |                                | Unpaid Tax  | 2.34-           | 45.97        |
| 01-712302    | 10/10/2022 | US OMNI & TSACG Compliance     | 01-4300     |                 | 50.00        |
| 01-712303    | 10/10/2022 | WM CORPORATE SERVICES, INC.    | 01-5570     |                 | 937.93       |
| 01-713471    | 10/17/2022 | 805 Dairy Distributing LLC     | 13-4710     |                 | 360.00       |
| 01-713472    | 10/17/2022 | Akeso Occupational Health      | 01-5910     |                 | 80.00        |
| 01-713473    | 10/17/2022 | Amazon Capital Services        | 01-4300     |                 | 1,103.81     |
| 01-713474    | 10/17/2022 | Cal-Coast Refrigeration, Inc.  | 13-5800     |                 | 608.99       |
| 01-713475    | 10/17/2022 | Culligan San Paso              | 01-4300     |                 | 84.92        |
| 01-713476    | 10/17/2022 | Department Of Justice          | 01-5800     |                 | 267.00       |
| 01-713477    | 10/17/2022 | Golden State Water Company     | 01-5530     |                 | 277.84       |
| 01-713478    | 10/17/2022 | Jordanos Food Service Division | 13-4300     | 2,134.78        |              |
|              |            |                                | 13-4710     | 251.27          | 2,386.05     |
| 01-713479    | 10/17/2022 | Moss Levy & Hartzheim          | 01-5810     |                 | 1,000.00     |
| 01-713480    | 10/17/2022 | Pacific Gas & Electric         | 01-5520     |                 | 1,658.05     |
| 01-713481    | 10/17/2022 | Staples                        | 01-4300     |                 | 54.80        |
| 01-713482    | 10/17/2022 | XEROX FINANCIAL SERVICES       | 01-5630     |                 | 604.44       |
| 01-714527    | 10/24/2022 | Brown, Douglas C               | 01-4400     |                 | 4,309.98     |
| 01-714528    | 10/24/2022 | Myers, Nancy                   | 01-4300     |                 | 235.00       |
| 01-714529    | 10/24/2022 | Wells, William P               | 01-4300     |                 | 85.84        |

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

ESCAPE ONLINE

Page 1 of 3

## Checks Dated 10/01/2022 through 10/31/2022

| Check Number           | Check Date | Pay to the Order of            | Fund-Object | Expensed Amount | Check Amount             |
|------------------------|------------|--------------------------------|-------------|-----------------|--------------------------|
| 01-714530              | 10/24/2022 | Akeso Occupational Health      | 01-5910     |                 | 40.00                    |
| 01-714531              | 10/24/2022 | ALD TELECOM                    | 01-5910     |                 | 16.56                    |
| 01-714532              | 10/24/2022 | Amazon Capital Services        | 01-4300     |                 | 29.41                    |
| 01-714533              | 10/24/2022 | American Star Tours            | 01-5800     |                 | 213.50                   |
| 01-714534              | 10/24/2022 | Gold Star Foods, Inc.          | 01-4300     | 18.12           |                          |
|                        |            |                                | 13-4710     | 4,628.81        | 4,646.93                 |
| 01-714535              | 10/24/2022 | Mission Linen Supply Inc.      | 01-4300     | 391.81          |                          |
|                        |            |                                | 13-4300     | 207.91          | 599.72                   |
| 01-714536              | 10/24/2022 | O'Connor Pest Control          | 01-5800     |                 | 10.00                    |
| 01-714537              | 10/24/2022 | Procare Janitorial Supply      | 01-4300     |                 | 1,507.52                 |
| 01-714538              | 10/24/2022 | So California Pizza Co         | 13-4710     |                 | 679.91                   |
| 01-714539              | 10/24/2022 | SoCalGas                       | 01-5510     |                 | 268.59                   |
| 01-714540              | 10/24/2022 | Staples                        | 01-4300     |                 | 29.57                    |
| 01-714541              | 10/24/2022 | Verizon Wireless               | 01-5910     |                 | 204.47                   |
| 01-715369              | 10/31/2022 | Batchelor, Melanie             | 01-5800     |                 | 31.00                    |
| 01-715370              | 10/31/2022 | 805 Dairy Distributing LLC     | 13-4710     |                 | 320.00                   |
| 01-715371              | 10/31/2022 | Amazon Capital Services        | 13-4300     |                 | 179.47                   |
| 01-715372              | 10/31/2022 | American Star Tours            | 01-5800     |                 | 216.00                   |
| 01-715373              | 10/31/2022 | Blochman Union School District | 01-5800     |                 | 137.00                   |
| 01-715374              | 10/31/2022 | Camp Whittier                  | 01-5800     |                 | 6,779.00                 |
| 01-715375              | 10/31/2022 | Edna's Bakery                  | 13-4710     |                 | 81.90                    |
| 01-715376              | 10/31/2022 | FAMILY PARTNERSHIP CHARTER     | 01-8096     |                 | 38,509.00                |
| 01-715377              | 10/31/2022 | Farm Supply Company            | 01-4300     |                 | 408.70                   |
| 01-715378              | 10/31/2022 | Frontier Communications        | 01-5910     |                 | 1,100.00                 |
| 01-715379              | 10/31/2022 | HOME DEPOT CREDIT SERVICES     | 01-4300     |                 | 1,328.49                 |
| 01-715380              | 10/31/2022 | Insight Public Sector SLED     | 01-4400     |                 | 18,683.08                |
| 01-715381              | 10/31/2022 | Mission Linen Supply Inc.      | 01-4300     | 124.22          |                          |
|                        |            |                                | 13-4300     | 199.17          | 323.39                   |
| 01-715382              | 10/31/2022 | O'Connor Pest Control          | 01-5800     |                 | 85.00                    |
| 01-715383              | 10/31/2022 | Pacific Gas & Electric         | 01-5520     |                 | 9.53                     |
| 01-715384              | 10/31/2022 | PCPA Group Sales               | 01-4300     |                 | 3,485.00                 |
| 01-715385              | 10/31/2022 | Trivium Charter School         | 01-8096     |                 | 78,198.00                |
| 01-715386              | 10/31/2022 | US Bank Corporate Payments     | 01-4300     | 2,497.51        |                          |
|                        |            |                                | 01-5200     | 293.73          |                          |
|                        |            |                                | 01-5570     | 40.55           |                          |
|                        |            |                                | 01-5800     | 72.40           |                          |
|                        |            |                                | 01-5919     | 32.70           |                          |
|                        |            |                                | 01-9505     | 957.63          | 3,894.52                 |
| Total Number of Checks |            |                                | 73          |                 | <u><u>373,246.36</u></u> |

## Fund Recap

| Fund | Description             | Check Count | Expensed Amount |
|------|-------------------------|-------------|-----------------|
| 01   | General Fund            | 62          | 339,971.34      |
| 13   | Cafeteria Spec Rev Fund | 14          | 15,047.86       |
| 67   | Self-Insurance Fund 1   | 1           | 18,229.50       |

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

ESCAPE **ONLINE**

Page 2 of 3



## Checks Dated 10/01/2022 through 10/31/2022

| Check Number | Check Date | Pay to the Order of       | Fund-Object | Expensed Amount   | Check Amount |
|--------------|------------|---------------------------|-------------|-------------------|--------------|
|              |            | Total Number of Checks    | 73          | 373,248.70        |              |
|              |            | Less Unpaid Tax Liability |             | 2.34-             |              |
|              |            | Net (Check Amount)        |             | <u>373,246.36</u> |              |

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

ESCAPE ONLINE

Page 3 of 3

Pay Date 10/31/2022

| EARNINGS by Earnings Code |  | Income     | Adjustments |
|---------------------------|--|------------|-------------|
| No Gross Pay              |  |            | 1.00        |
| Regular                   |  | 145,501.60 |             |
| TOTAL                     |  | 145,501.60 | 1.00        |

| EARNINGS by Group |  | Income     | Adjustments |
|-------------------|--|------------|-------------|
| Base Pay          |  | 141,944.86 |             |
| Miscellaneous     |  | 1,102.05   | 1.00        |
| Overtime          |  | 180.31     |             |
| Stipends          |  | 2,274.38   |             |
| TOTAL             |  | 145,501.60 | 1.00        |

| EARNINGS     |    | Person Type | Female Employees |
|--------------|----|-------------|------------------|
| Certificated | 18 | 100,748.08  | 13               |
| Classified   | 15 | 44,753.52   | 10               |
| TOTAL        | 33 | 145,501.60  | 23               |

## Vendor Summary for Pay Date 10/31/2022

|                    |                  |           |
|--------------------|------------------|-----------|
| Vendor Checks      | 1,351.44         | 4         |
| Vendor Liabilities | 95,399.32        | 26        |
|                    | <u>96,750.76</u> | <u>30</u> |

| TAXES               |  | Employee  | Employer | Total     | Subject Grosses |
|---------------------|--|-----------|----------|-----------|-----------------|
| Federal Withholding |  | 10,533.77 |          | 10,533.77 | 129,799.09      |
| State Withholding   |  | 3,282.05  |          | 3,282.05  | 129,799.09      |
| Social Security     |  | 2,935.82  | 2,935.82 | 5,871.64  | 47,351.87       |
| Medicare            |  | 2,067.50  | 2,067.50 | 4,135.00  | 142,583.83      |
| SUI                 |  | 712.92    |          | 712.92    | 142,583.83      |
| Workers' Comp       |  |           | 1,067.96 | 1,067.96  | 142,583.83      |
| SUBTOTAL            |  | 18,819.14 | 6,784.20 | 25,603.34 |                 |

| REDUCTIONS |  | Employee  | Employer  | Total     | Subject Grosses |
|------------|--|-----------|-----------|-----------|-----------------|
| PERS       |  | 398.88    | 1,445.66  | 1,844.54  | 5,698.30        |
| PERS / 62  |  | 3,884.61  | 12,319.10 | 16,203.71 | 48,557.65       |
| STRS / 60  |  | 7,302.75  | 13,608.05 | 20,910.80 | 71,246.38       |
| STRS / 62  |  | 1,288.60  | 2,411.78  | 3,700.38  | 12,627.10       |
| Benefits   |  | 2,669.41  | 575.41    | 3,244.82  |                 |
| Misc       |  | 248.36    |           | 248.36    |                 |
| Retirement |  | 90.10     |           | 90.10     |                 |
| SUBTOTAL   |  | 15,702.51 | 30,360.00 | 46,062.51 |                 |

| DEDUCTIONS     |  | Employee  | Employer  | Total     | Subject Grosses |
|----------------|--|-----------|-----------|-----------|-----------------|
| Benefits       |  |           | 14,388.88 | 14,388.88 |                 |
| Misc           |  | 1,103.08  |           | 1,103.08  | 8.00            |
| Summer Savings |  | 9,158.69  |           | 9,158.69  | 65,120.57       |
| Taxes          |  | 434.26    |           | 434.26    | 39,477.12       |
| SUBTOTAL       |  | 10,696.03 | 14,388.88 | 25,084.91 |                 |
| TOTALS         |  | 45,217.68 | 51,533.08 | 96,750.76 |                 |

## Cancel/Reissue for Process Date 10/31/2022

Reissued  
Cancel Checks  
Void ACH

Pay Date: 10/31/2022

## BALANCING DATA

## NET

|                    |                   |                   |                 |                   |           |
|--------------------|-------------------|-------------------|-----------------|-------------------|-----------|
| Gross Earnings     | 145,501.60        | 100,283.92        | Net Pay         | 94,204.17         | 28        |
| District Liability | 51,533.08         | 45,217.68         | Deductions      | 2,013.64          | 3         |
|                    | <u>197,034.68</u> | <u>51,533.08</u>  | Contributions   |                   |           |
|                    |                   | <u>197,034.68</u> |                 |                   |           |
|                    |                   |                   | Partial Net ACH |                   |           |
|                    |                   |                   | Negative Net    |                   |           |
|                    |                   |                   | Check Holds     | 4,066.11          | 2         |
|                    |                   |                   | Zero Net        |                   |           |
|                    |                   |                   | <b>TOTAL</b>    | <b>100,283.92</b> | <b>33</b> |

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11/01/22

Accrual Basis

**BLOCHMAN REVOLVING FUND**  
**Expenses by Vendor Detail**  
**October 2022**

| Type                             | Date       | Num  | Memo                | Account               | Clr | Split          | Amount        | Balance       |
|----------------------------------|------------|------|---------------------|-----------------------|-----|----------------|---------------|---------------|
| <b>Andrew Goodchild</b><br>Check | 10/20/2022 | 1258 | Volunteer reimburse | Fingerprint Reimburse |     | Revolving Fund | 31.00         | 31.00         |
| Total Andrew Goodchild           |            |      |                     |                       |     |                | 31.00         | 31.00         |
| <b>Cynthia Shay</b><br>Check     | 10/20/2022 | 1259 | Volunteer reimburse | Fingerprint Reimburse |     | Revolving Fund | 24.00         | 24.00         |
| Total Cynthia Shay               |            |      |                     |                       |     |                | 24.00         | 24.00         |
| <b>Lyuba Corbett</b><br>Check    | 10/20/2022 | 1260 | Volunteer reimburse | Fingerprint Reimburse |     | Revolving Fund | 31.00         | 31.00         |
| Total Lyuba Corbett              |            |      |                     |                       |     |                | 31.00         | 31.00         |
| <b>Malia Goodchild</b><br>Check  | 10/20/2022 | 1257 | Volunteer reimburse | Fingerprint Reimburse |     | Revolving Fund | 51.00         | 51.00         |
| Total Malia Goodchild            |            |      |                     |                       |     |                | 51.00         | 51.00         |
| <b>TOTAL</b>                     |            |      |                     |                       |     |                | <b>137.00</b> | <b>137.00</b> |



**VII – A**

**4269112 Blochman  
Union Elem District**4949 Foxen Canyon Rd., Santa Maria, CA 93454-9666  
Generated on 11/01/2022 01:23:30 PM Page 1 of 1**Attendance/Membership Summary Report**

Start/End Date: 10/01/2022 - 10/31/2022 School(s): 1 Calendar(s): 2

Grade: 5, 6, 7, 8, K, 1, 2, 3, 4, TK

**SUMMARY Total Schools: 1 Total Calendars: 2**

|       | Student Membership |       | Absent Days | Present Days | ADM  | ADA    | Unexcused Absences |      | Percent In Attendance |            |
|-------|--------------------|-------|-------------|--------------|------|--------|--------------------|------|-----------------------|------------|
|       | Grade              | Count |             |              |      |        | Days               | Days |                       | Avg. Daily |
|       | 5                  | 24    | 504         | 23           | 481  | 24.00  | 22.91              | 14   | 0.67                  | 95.44%     |
|       | 6                  | 23    | 483         | 12           | 471  | 23.00  | 22.43              | 1    | 0.05                  | 97.52%     |
|       | 7                  | 19    | 386         | 19           | 367  | 18.38  | 17.48              | 4    | 0.19                  | 95.08%     |
|       | 8                  | 25    | 525         | 27           | 498  | 25.00  | 23.71              | 6    | 0.29                  | 94.86%     |
|       | K                  | 12    | 239         | 11           | 228  | 11.38  | 10.86              | 1    | 0.05                  | 95.40%     |
|       | 1                  | 23    | 483         | 26           | 457  | 23.00  | 21.76              | 2    | 0.10                  | 94.62%     |
|       | 2                  | 20    | 420         | 11           | 409  | 20.00  | 19.48              | 2    | 0.10                  | 97.38%     |
|       | 3                  | 21    | 441         | 15           | 426  | 21.00  | 20.29              | 5    | 0.24                  | 96.60%     |
|       | 4                  | 21    | 441         | 10           | 431  | 21.00  | 20.52              | 2    | 0.10                  | 97.73%     |
|       | TK                 | 3     | 63          | 5            | 58   | 3.00   | 2.76               | 3    | 0.14                  | 92.06%     |
| Total | 10                 | 191   | 3985        | 159          | 3826 | 189.76 | 182.20             | 40   | 1.93                  | 96.01%     |

**School: Benjamin Foxen School Calendar: 22-23 Blochman 5-8**

|       | Student Membership |       |      | Absent<br>Days | Present<br>Days | ADM   | ADA   | Unexcused Absences |            | Percent In<br>Attendance |
|-------|--------------------|-------|------|----------------|-----------------|-------|-------|--------------------|------------|--------------------------|
|       | Grade              | Count | Days |                |                 |       |       | Days               | Avg. Daily |                          |
|       | 5                  | 24    | 504  | 23             | 481             | 24.00 | 22.91 | 14                 | 0.67       | 95.44%                   |
|       | 6                  | 23    | 483  | 12             | 471             | 23.00 | 22.43 | 1                  | 0.05       | 97.52%                   |
|       | 7                  | 19    | 386  | 19             | 367             | 18.38 | 17.48 | 4                  | 0.19       | 95.08%                   |
|       | 8                  | 25    | 525  | 27             | 498             | 25.00 | 23.71 | 6                  | 0.29       | 94.86%                   |
| Total | 4                  | 91    | 1898 | 81             | 1817            | 90.38 | 86.53 | 25                 | 1.20       | 95.73%                   |

**School: Benjamin Foxen School Calendar: 22-23 Blochman K-4**

|       | Student Membership |       | Absent<br>Days | Present<br>Days | ADM  | ADA   | Unexcused Absences |      | Percent In<br>Attendance |        |
|-------|--------------------|-------|----------------|-----------------|------|-------|--------------------|------|--------------------------|--------|
|       | Grade              | Count |                |                 |      |       | Days               | Days |                          | Days   |
|       | K                  | 12    | 239            | 11              | 228  | 11.38 | 10.86              | 1    | 0.05                     | 95.40% |
|       | 1                  | 23    | 483            | 26              | 457  | 23.00 | 21.76              | 2    | 0.10                     | 94.62% |
|       | 2                  | 20    | 420            | 11              | 409  | 20.00 | 19.48              | 2    | 0.10                     | 97.38% |
|       | 3                  | 21    | 441            | 15              | 426  | 21.00 | 20.29              | 5    | 0.24                     | 96.60% |
|       | 4                  | 21    | 441            | 10              | 431  | 21.00 | 20.52              | 2    | 0.10                     | 97.73% |
|       | TK                 | 3     | 63             | 5               | 58   | 3.00  | 2.76               | 3    | 0.14                     | 92.06% |
| Total | 6                  | 100   | 2087           | 78              | 2009 | 99.38 | 95.67              | 15   | 0.73                     | 96.26% |



**VII – B**

Blochman Union School District

**Comprehensive School Safety Plan**

**Benjamin Foxen Elementary School**

2022-2023

| <b>Required Members</b>  | <b>Title</b>                         |
|--|--------------------------------------|
| Doug Brown   | Superintendent/Principal             |
| Jennifer Arkinson, Holly DeKorte,<br>Nancy Myers, Adrienne Perkins,<br>Stacey Rapp | Teacher                              |
| Deanna Barnes  | Classified Staff                     |
| N/A  | Student                              |
| Nina Esquivias, Cindy Shay, Christin Tefft   | Parent of Child Attending the School |

Date Adopted by School Site Council: October 25, 2022

## Background

The development of a comprehensive school safety plan is mandated by California Education Code 32281. This mandate, which was established by Senate Bill 187, states that each school's Site Council, or a Safety Planning Committee authorized by the Site Council, shall develop a "safety plan" relevant to the needs and resources of the school. For schools built before 1998, the initial plans were to be adopted by September 1, 1998. For schools built after 1998, the plans are to be developed and adopted prior to the school's opening.

According to the education code, the School Site Council may delegate this responsibility to a School Safety Planning Committee. However, the committee must include the following members and must consult with a representative from a law enforcement agency in the writing and development of the plan:

- Principal or designee
- Teacher
- Parent Whose Child Attends the School
- Classified Employee

You are strongly encouraged to consult with staff, parents, students (where appropriate), and the broader community, in the development of the plan.

The plan is to be updated annually and kept on file at both the school site AND the district office, and readily available for inspection by the public.

The plan shall consist of two parts:

**Part 1** – The "Comprehensive School Safety Plan" shall include all components required by Education Code 32281-32282 except for the emergency preparedness components. The Comprehensive School Safety Plan shall be on file, and available for inspection by the public, with the Educational Services Division of the district.

**Part 2** – The "Emergency Preparedness Plan" shall include disaster procedures (routine and emergency), including earthquakes and other manmade or natural disasters.

The Comprehensive School Safety Plan shall include an action plan that clearly identifies policies and procedures that will improve both the safety and climate on campus, and shall include an evaluation component.

## Section I

**State your sites GOALS for the 2022-2023 school year. Please remember to have at least one ATTENDANCE and one SCHOOL CONNECTEDNESS goal, as this links directly to the LCAP. Our goals outlined in this plan are as follows:**

1. Ensure parents have opportunities to participate in school activities and provide input in decisions that affect the school.
2. Increase school attendance rates.
3. Reduce pupil suspension and expulsion rates.

**Assessment of current status of school crime, safety and climate (provide site specific data and at least 3 years of trend data) The primary source of data for school crime, safety and climate is provided by annual CALPADS reporting. The three-year trend as shown below indicates that chronic absenteeism, suspensions, and expulsions are low and continue to decrease. This data reinforces that our current efforts in most areas of crime, safety and climate are within the range of expectations for our district. However, due to the pandemic, our chronic absenteeism rate was unusually high for 2021/2022.**

The three-year trend is as follows:

| Year      | Chronic Absenteeism Rate | Suspension Rate | Expulsion Rate |
|-----------|--------------------------|-----------------|----------------|
| 2021/2022 | 12.16%                   | 0%              | 0%             |
| 2020/2021 | 2.19%                    | 1.72%           | 0%             |
| 2019/2020 | 0.0%                     | 0.009%          | 0%             |

In an effort to reduce pupil suspensions and expulsions we have a school psychologist who meets with students who have social and emotional issues. Our teachers emphasize practicing good character traits in the classroom. School assemblies address bullying issues. Teachers have consistent classroom, cafeteria, and playground rules so that students know what is expected of them.

**“State your site goals from your 2021-2022 comprehensive school safety plan (or LCAP) and the status of those goals. Be specific with what the site has accomplished, or not done, regarding each specific goal.**

1. Ensure parents have opportunities to participate in school activities and provide input in decisions that affect the school.  
Our goal is to provide opportunities for parental involvement with making decisions that affect the school. We provide multiple opportunities for parental involvement throughout the year. We have a strong group of parents who participate in the majority of the events. Other parents are not able to participate due to barriers that are out of the school's control. Parental involvement is evidenced by parent participation in School Site Council and LCAP meetings, attendance at school events, and attendance at parent-teacher conferences.
2. Increase school attendance rates.  
The majority of the actions/services were already in place and we simply continued them from the prior year. In 2017/2018 we added a monthly lottery to win lunch field trips with the Principal for students with perfect attendance during the month and a lunch with the Principal for all students with perfect attendance during the trimester.
3. Reduce pupil suspension and expulsion rates.  
While our school suspension and expulsion rates are low, as shown in the chart above, there is always room for improvement. We will continue to work with our students to minimize bullying and encourage tolerance and cooperation.

## Section II

**Strategies and programs - Board Policies, Procedures and California Education Code that support student and staff safety, and positive school climate**

**These policies, procedures and education codes are to be reviewed at the beginning of every school year with all staff. Benjamin Foxen Elementary School commits to:**

Sharing the comprehensive school safety plan, the emergency plan, and our action plan, with both site council and all staff members, before the end of October of the current school year.

### **A. Positive School Climate (BP 5137)**

The Board of Trustees desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 3515 - Campus Security)*

*(cf. 3515.2 - Disruptions)*

*(cf. 5030 - Student Wellness)*

*(cf. 5131.4 - Student Disturbances)*

*(cf. 5142 - Safety)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*



All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 3513.3 - Tobacco-Free Schools)*

*(cf. 4020 - Drug and Alcohol-Free Workplace)*

*(cf. 5131 - Conduct)*

*(cf. 5131.1 - Bus Conduct)*

*(cf. 5131.6 - Alcohol and Drugs)*

*(cf. 5131.7 - Weapons and Dangerous Instruments)*

*(cf. 5136 - Gangs)*

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 5145.2 - Freedom of Speech/Expression)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

BP 5137(b)

*(cf. 5131.9 - Academic Honesty)*

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6142.94 - History/Social Science Instruction)*

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.4 - Service Learning/Community Service Classes)*

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

The Superintendent/Principal or designee may develop other strategies to enhance students' feelings of connectedness with the school, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the school.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 5126 - Awards for Achievement)*

*(cf. 5131.5 - Vandalism and Graffiti)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6020 - Parent Involvement)*

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.5 - Student Organizations and Equal Access)*

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The school shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors

that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

(cf. 5138 - *Conflict Resolution/Peer Mediation*)

(cf. 6164.2 - *Guidance/Counseling Services*)

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

(cf. 4131 - *Staff Development*)

(cf. 4231 - *Staff Development*)

(cf. 4331 - *Staff Development*)

*Legal Reference:*

BP 5137(c)

*Legal Reference:*

EDUCATION CODE

233-233.8 *Hate violence prevention*

32280-32289 *School safety plans*

32295.5 *Teen court programs*

35181 *Governing board policy on responsibilities of students*

35291-35291.5 *Rules*

44807 *Teachers' duty concerning conduct of students*

48900-48925 *Suspension and expulsion*

*Management Resources:*

CSBA PUBLICATIONS

*Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007*

*Protecting Our Schools: Governing Board Strategies to Combat School Violence, rev. 1999*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Bullying at School, 2003*

*Creating Safe and Drug-Free Schools: An Action Guide, 1996*

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

*Preventing Bullying: A Manual for Schools and Communities, 1998*

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Learning Support: <http://www.cde.ca.gov/lr>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/offices/OESE/SDFS>

Policy **BLOCHMAN UNION SCHOOL DISTRICT**

adopted: November 14, 2017 Santa Maria, California

## **B. Nondiscrimination/Harassment/Anti-Bullying (BP 5145.3)**

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The Board of Trustees desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

### **Record-Keeping**

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Policy BLOCHMAN UNION SCHOOL DISTRICT

Original adopted date : 11/14/2017 Last revised date: 6/09/2020 Santa Maria, California

### **C. Child Abuse Reporting Procedures**

#### **(AR 5141.4)**

##### **Definitions**

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 of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming 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

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

##### **Reportable Offenses**

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or

lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

### **Responsibility for Reporting**

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

### **Reporting Procedures**

#### **1. Initial Telephone Report**

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Blochman Union School District (name of appropriate agency)

4949 Foxen Canyon Rd., Santa Maria, CA 93454 (address)

805-937-1148

(phone number)

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

#### **2. Written Report**

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class

- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

### 3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

#### Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

#### Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected

person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### **Release of Child to Peace Officer**

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

#### **Parent/Guardian Complaints**

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

#### **Notifications**

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Regulation BLOCHMAN UNION SCHOOL DISTRICT

Original approval: November 14, 2017 Revised: 8/10/2021 Santa Maria, California

**D. Policies Regarding Actions Leading to Suspension and/or**

**Expulsion (AR 5144.1) (All statutory references are to the**

**Education Code unless otherwise noted.)**

**Definitions**

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

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

**Notice of Regulations**

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

**Grounds for Suspension and Expulsion: Grades K-12**

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. 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))
3. 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))
4. 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))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. 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 prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))

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))

13. 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))
14. 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))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. 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. (Education Code 48900(q))

17. 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 self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another

student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

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)

#### **Additional Grounds for Suspension and Expulsion: Grades 4-12**

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

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)

2. 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)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. 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)

#### **Suspension from Class by a Teacher**

A teacher may suspend a student from class for the remainder of the day and the following day for any of the

acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension.

A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

#### **Suspension by Superintendent, Principal or Principal's Designee**

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

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

#### **Length of Suspension**

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward

the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

#### **Due Process Procedures for Suspension**

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8) In addition, the notice may state the date and time when the student may return to school.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
  - a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
  - b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

- c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)
- d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)
- In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school.

### **Suspension by the Board**

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K- 12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice.

However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

### **On-Campus Suspension**

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

### **Superintendent or Principal's Authority to Recommend Expulsion**

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense

2. Possession of any knife 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 or other medication prescribed by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee
  - In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

#### **Student's Right to Expulsion Hearing**

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

#### **Stipulated Expulsion**

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and parent/guardian shall be effective upon approval by the Board.

#### **Rights of Complaining Witness**

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. Have a closed hearing during the time the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

#### **Written Notice of the Expulsion Hearing**

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

#### **Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students**

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

#### **Conduct of Expulsion Hearing**

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the

hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
  - a. Any complaining witness shall be given five days' notice before being called to testify.
  - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.



- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
  - i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
  - ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
  - iii. The person conducting the hearing may:
    - A. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
    - B. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
    - C. Permit one of the support persons to accompany the complaining witness to the witness stand
- 6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

#### **Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff,

including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

### **Final Action by the Board**

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs  
With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

### **Written Notice to Expel**

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)

3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

#### **Decision to Suspend Expulsion Order**

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program The suspension of the enforcement of an expulsion shall be governed by the following:
4. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
  - a. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
  - b. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
  - c. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
  - d. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
  - e. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
  - f. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

#### **Appeal**

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education

Code 48919)

#### **Notification to Law Enforcement Authorities**

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

#### **Placement During Expulsion**

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

#### **Readmission After Expulsion**

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.

6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

#### **Maintenance of Records**

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

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Policy BLOCHMAN UNION SCHOOL DISTRICT

Original adoption date: November 14, 2017 Revised: 4/14/2020 Santa Maria, California

**Section III A**

Action plan for 2023-2024: (School Safety, Climate and Character Development Matrix)

| Program, Curriculum, Other Efforts<br>(Please include an overview of how the program, curriculum, and/or other effort is specifically utilized at your site, by whom, the frequency, and if it is done with fidelity, how the site ensures that fidelity)   | Target Population<br>(school-wide, specific grade level(s), parents, etc.) | Specific Character Trait(s)<br>(check all that apply) |         |          |         |                |                 | Person(s) Responsible<br>(for implementation and evaluation)              | Evaluation Method<br>(For each program, curriculum, etc., please document what evidence will be gathered and analyzed by the site in order to determine if the desired outcomes have been achieved?) |
|---|--|---|---------|----------|---------|----------------|-----------------|---|--|
|   |  | Citizenship*  | Empathy | Fairness | Respect | Responsibility | Trustworthiness |   |  |
| Attendance<br>Awareness of attendance issues will be communicated to all stakeholder groups, including parents, students and staff.<br>Accurate real-time information will be provided on a regular basis   | Parents and students grades K - 8  | X   |         |          |         |                | X               | Principal<br>Attendance secretary<br>Site Council<br>Teachers<br>Students | Annual review of attendance data.  |
| RED RIBBON WEEK- Each year, red ribbons are worn and displayed during National Red Ribbon Week to demonstrate a visible and unified commitment toward making healthy choices. During Red Ribbon Week the school community promotes and encourages a healthy and safe lifestyle.   | K - 8  | X   | X       | X        | X       | X              | X               | Parents<br>Teachers<br>Students   | Student participation  |
| CHARACTER TRAITS – Teachers choose a monthly character trait and awards are given to students who exemplify that trait.   | K – 8  | X   | X       | X        | X       | X              | X               | Teachers<br>Students  | A review of student disciplinary actions.  |
| PARENT PARTICIPATION - We will provide opportunities for all parents to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, monthly newsletters, open sessions at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies. | K - 8  |   |         |          | X       | X              |                 | Parents   | A review of parent participation in events.  |



**Below are the internal working definitions of the 6 character traits. Sites may post and discuss definitions that are age/developmentally appropriate.**

**Citizenship** – Citizenship is taking responsibility for yourself and your community, in order to make it a better place.

**Empathy** – Empathy is putting yourself in someone else's place and trying to understand how he/she may be feeling (through caring, understanding, kindness and respect).

**Fairness** – Fairness is treating others equitably, consistently, and without bias.

**Respect** – Respect is being considerate of property, people, and yourself.

**Responsibility** – Responsibility is being accountable for your words, actions, and attitudes and being an advocate for yourself.

**Trustworthiness** – Trustworthiness is acting in a dependable and loyal way, including telling the truth, being honest, being reliable, and keeping your word.

## **Reporting**

Benjamin Foxen Elementary School

Date Adopted by School Site Council: October 25, 2022

A member of the Lompoc City Fire Department was consulted regarding this plan on September 22, 2022. A copy of this plan will be distributed to the Santa Barbara County Fire Department and the Santa Barbara County Sherriff's office.

A copy of this plan will be placed on the district website and in each classroom. Staff will be trained on the plan during monthly staff meetings.

Pursuant to Education Code Section 32282 the school has procedures for the safe ingress and egress of pupils, parents, and school employees to and from the school site. These procedures include maintaining a crossing guard program, posted speed limits in the parking lot, and a digital school zone sign to encourage drivers near the school to slow down.

**State your sites GOALS for the 2022-23 school year. Please remember to have at least one ATTENDANCE and one SCHOOL CONNECTEDNESS goal, as this links directly to the LCAP.**

- 1. Ensure parents have opportunities to participate in school activities and provide input in decisions that affect the school (LCAP Goal 4).**
- 2. Increase school attendance rates (LCAP Goal 4).**
- 3. Maintain low pupil suspension and expulsion rates (LCAP Goal 4).**

Note that the Blochman Union School District's Emergency Management Plan is a separate document but that it is an integral part of this document and that it fulfills the requirements of Education Code Section 32282. A copy of the Emergency Management Plan is attached to this document.

*School Site Council*

*10/25/2022*

***Agenda***

Welcome

Approval of Minutes (September 27, 2022)

2022/23 Council Members (9 Members)

|                   |           |
|-------------------|-----------|
| Doug Brown        | Principal |
| Christin Tefft    | Parent    |
| Nancy Myers       | Teacher   |
| Cindy Shay        | Parent    |
| Adrianna Perkins  | Teacher   |
| Nina Esquivias    | Parent    |
| Jennifer Arkinson | Teacher   |
| Stacey Rapp       | Teacher   |
| Holly DeKorte     | Teacher   |

**Public Comments**

(Members of the public are welcome to attend SSC meetings. Input to the SSC is appreciated. Agenda items should be directed to the Principal 10 days prior to the next scheduled meeting.)

Principals Report

Medical

Approval of Comprehensive School Safety Plan

LCAP

Budget

SSC Requests

Items From Council Members

Next Meeting January 24, 2023

Adjournment

Blochman Union School District  
School Site Council Meeting Minutes  
October 25th, 2022  
Meeting began at 3:00pm

**In Attendance:** Doug Brown, Nancy Myers, Jennifer Arkinson, Adrienne Perkins, Christin Tefft, Cindy Shay, Holly DeKorte, Stacey Rapp, Nina Esquivias, Guest: Nancy Schaffer

Motion to approve minutes: Jen Arkinson

2nd: Nina Esquivias

Vote in favor 9 - 0

Public Comments: None at this time

Principal's Report:

- Current enrollment is 191 students
- On 10-26-22 4th grade went to La Purisima. It was a successful field trip
- Homework club is going well. They do many activities including reading, crafts, snack and recess in addition to working on homework in small groups and individualized tutoring.
- Music on minimum days - 4th thru 8th keyboard or guitar. Students are learning an instrument, how to read and play music as well as music appreciation.
- Carnival
- Nov. 10th - end of trimester
- More information on state testing is coming out. Here are some of the stats:

In Language arts:

The California average - 47.06

The Blochman average - 64.01

In Mathematics

The California average - 33.38

The Blochman average - 42.01

Orcutt average - language arts: 49.66, mathematics: 35.17

Santa Maria average - language arts: 15.88, mathematics: 10.49

Guadalupe average - language arts: 25.80, mathematics: 12.16

Approval of comprehensive school safety plan

Motion to approve - Stacey Rapp

2nd Adrienne Perkins

Vote to approve 9 -0

Medical billing committee agenda - Presented by Nancy Schafer

1. General overview
2. Recommendations for special funding.
  - a. Nursing Services for 2022/2023 - We are using the funds we have for nursing services. Nothing changed since first meeting
3. Questions or comments - none at this time

LCAP

1. We are in the 3rd year of a 3 year cycle.  
There are 5 main goals for LCAP:
  1. Goal 1 - Improve math test scores
  2. Goal 2 - Improve science test scores
  3. Goal 3 - Improve ELPAC test scores and reclassification rates for English Language Learner (ELL) students
  4. Goal 4 - Improve school engagement including parent involvement, pupil engagement, and school climate
  5. Goal 5 - Improve English Language Arts test scores.
2. Items to add for 2023/2024 LCAP - none at this time
3. Questions or comments: None at this time

Budget

Account Balance is \$10,222.50

Request

ESGI - Kindergarten assessment online tool for Mrs. Myers classroom

Motion to approve - Stacey

2nd Cindy

Vote to approve 9 -

Items from Student Council presented by supervising teacher Jen Arkinson

1. Recess equipment is coming. The shed that was ordered may be lost. It was supposed to be here on October 9th. As soon as it comes in we will order recess equipment.
2. ASB - Carnival in full swing. The Student Council is working hard - they planned, organized, and made everything, including all of the booths and carnival activities. The activities will include a Candy Raffle, a Pumpkin decorating contest, a Cake walk, and 20 carnival games!

This week is:

Red Ribbon Week - prizes every day

Spirit week - dress up every day

Thursday is picture day!!

Next meeting is on Tuesday January 24, 2023

Motion to adjourn the meeting - Adrienne Perkins

2nd - Christin Tefft

Meeting adjourned at 3:29pm

Respectfully submitted,  
Nancy Myers

**Absent:**0

BLOCHMAN UNION SCHOOL DISTRICT  
SCHOOL SITE COUNCIL MEETING  
SIGN IN SHEET  
October 25, 2022

1. Judy Allen
2. Cindy Shay
3. Walter Esquivias
4. Adam
5. Nancy Myers
6. Adrienne Perkins
7. Christin Tetht
8. Doug Brown
9. Adrian
10. Nancy Shaper
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_



# **BLOCHMAN UNION SCHOOL DISTRICT**

## **S.E.M.S. STANDARDIZED EMERGENCY MANAGEMENT SYSTEM**

## **N.I.M.S. NATIONAL INCIDENT MANAGEMENT SYSTEM**

Blochman Union School District Administrators have the task and responsibility to ensure the safety of their students and staff in an emergency, whether it's an earthquake, a flood or an act of terrorism. Developing emergency operations plans and training staff in emergency response procedures is required by law.

The Katz Act of 1984 (Sections 35295-35297 of the *California Education Code*) requires that schools plan for earthquakes and other emergencies. The Petris Bill of 1992 (Section 8607 of the *California Government Code*) requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). This necessitates that the principals of SEMS be incorporated in plans that all school personnel be trained in how the system works, and that schools have drills and exercises in order to practice using the system.

In 2004, pursuant to Homeland Security Presidential Directive Number 5, the federal government adopted a National Incident Management System (NIMS) to "provide a consistent nationwide approach for federal, state and local governments to work effectively together to prepare for, prevent, respond to and recover from domestic incidents, regardless of cause, size or complexity." Because NIMS explicitly includes school districts in its definition of "local government," it is clear that schools must comply with both SEMS and NIMS requirements as they plan, train, and respond to emergencies.

Fortunately, NIMS is based largely on the same management principles embodied by California's SEMS. This means that with but a few minor exceptions, compliance with SEMS will ensure NIMS compliance as well.

# **Blochman Union School District**

## **S.E.M.S. /N.I.M.S. Plan**

**Board Approved  
November 8, 2022**

# Table of Contents

|     |                                     |         |
|-----|-------------------------------------|---------|
| 1.  | CAMPUS LAYOUT- MAPS AND BLUE PRINTS | Page 4  |
| 2.  | FIRE ALARM TURNOFF PROCEDURES       | Page 5  |
| 3.  | UTILITY SHUT-OFF PROCEDURES         | Page 6  |
| 4.  | FIRST AID SUPPLIES                  | Page 7  |
| 5.  | DESIGNATED COMMAND POSTS LOCATIONS  | Page 8  |
| 6.  | EVACUATION ROUTES AND STAGING AREAS | Page 9  |
| 7.  | INCIDENT COMMAND SYSTEM             | Page 10 |
|     | A. Management Command Section       | Page 12 |
|     | B. Operations Section               | Page 17 |
|     | C. Planning Section                 | Page 24 |
|     | D. Logistics Section                | Page 27 |
|     | E. Finance/Administration Section   | Page 31 |
| 8.  | BUSD EMERGENCY RESPONSE PROCEDURES  | Page 36 |
| 9.  | EMERGENCY RESOURCE LIST             | Page 66 |
| 10. | TEACHERS AND STAFF ROSTERS          | Page 67 |

# **CAMPUS LAYOUT- MAPS AND** **BLUE PRINTS**

**All blue prints are kept in the safe room within the office.**

# **FIRE ALARM TURN OFF PROCEDURES**

The location of the fire alarm panels is in the office on the west wall. Instructions on how to turn off the systems are located inside the panels.

# **UTILITY SHUT-OFF PROCEDURES**

Every classroom has a fire extinguisher in them and the cafeteria has 4 fire extinguishers. There is an electrical room on the south side of the office building 010 that can turn off all electrical to the school. The telephone panel is also in this room. The natural gas “main” is on the outside of the school grounds on the east corner. The water main is out next to the playground.

The fenced in area next to the black top is the water for the township of Sisquoc. It is operated by Golden State Water.

## **FIRST AID SUPPLIES**

The office, cafeteria and every classroom has a first aid kit.



# **DESIGNATED COMMAND POSTS** **LOCATIONS**

The designated command post locations are

- 1<sup>st</sup> Office
- 2<sup>nd</sup> Library
- 3<sup>rd</sup> Cafeteria
- 4<sup>th</sup> Black top

The off site location will be the Fire Station #23

# **EVACUATION ROUTES AND STAGING AREAS**

The evacuation routes are as listed:

Building 010 goes to the blacktop.

Building 020 goes to the baseball field.

Building 030 goes to the baseball field.

Building 040 goes to the baseball field.

Building 050 goes to the baseball field.

Portables 1 and 2 goes to the blacktop.

Alternative route:

All buildings go to the grass area by the flags in front of the school.

## **INCIDENT COMMAND SYSTEM (ICS) - Information Regarding System**

- Based on function, not title. Anyone can be placed in any function at anytime.
- Can be used for any incident small to large.
- Utilizes a chain of command.
- The principal is usually, but not always, the school incident commander.

### **Main ICS Sections-**

- **School Incident Commander** - “The Boss”- accountable for successful outcome of incident.
- **Operations** - “The Doers”- accountability of all on campus first aid, parent information, assembly, shelter if needed, search and locate security.
- **Logistics** - “The getters”- resources, volunteers, transportation, communication, restrooms, water, food, etc.
- **Planning/ Intelligence** - “The Thinkers”- collects information, plans ahead, coordinates district mental health crisis teams, provides incident log scribes.
- **Administration/ Finance** - “Keepers”- record keeping, funding, costs.

## **SCHOOL EMERGENCY MANAGEMENT TEAM**

### **A. Incident Commander and Alternate *Public Information Officer***

- *Safety/Security Officer*

### **B. Operations Section Chief and Alternate**

- *Search and Rescue Team Leader and Alternate*
- *Medical Team Leader and Alternate*
- *Student Release Team Leader and Alternate*

### **C. Planning Section Chief and Alternate**

- *Documentation Unit Leader and Alternate*

### **D. Logistics Section Chief and Alternate**

- *Supplies/ Facilities Unit Leader*
- *Transportation Unit Leader and Alternate*

### **E. Finance/ Administration Section Chief and Alternate**

- *Recordkeeping Unit Leader and Alternate*

# **MANAGEMENT COMMAND SECTION**

## **A.1 INCIDENT COMMANDER**

**Primary: Doug Brown**

**Alternate: Sam Orozco/Nancy Shafer**

**The Incident Commander (IC) is responsible for emergency and/or disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. You are responsible to ensure the safety of students, staff and others on campus. Lead by example; your behavior and decisions set the tone for staff and students.**

### **Start up actions:**

- Obtain your personal safety equipment; i.e. hardhat, vest, clipboard with job description sheet
- Access type and scope of emergency.
- Determine threat to human life and structures.
- **Implement the Emergency Operations Plan and relevant hazard specific procedures.**
- Assume the duties of ALL incident positions until staff is assigned and available.
- Activate functions (assign positions) as needed. Appoint a backup or alternate for IC.
- Assign staff to initiate check-in procedures.
- Ensure that an incident organization and staffing chart is posted and arriving staff are assigned by name.
- Ensure the Incident Command Post is properly set up and ready for operation.
- Ensure that telephone and/or radio communication with other facilities are established and tested.
- In conjunction with the Planning Section Chief, develop and communicate an incident action plan with objectives and a time frame to meet those objectives.
- Open and maintain a position log.

### **Ongoing operational Duties:**

- Continue to monitor and assess total school situation.
- View site map periodically for Search and Rescue progress and damage assessment information.
- Check with section chiefs for periodic updates.
- Reassign personnel as needed.

- Establish contact with local law enforcement and/ or fire department and other agencies, as needed, to provide assistance and/ or to keep informed of school disaster status.
- Develop and communicate with Planning Section revised incident action plans as needed.
- In conjunction with the Public Information Officer, conduct press briefings and review media releases as required. Establish procedures for information releases and press briefings with other agencies who may be involved.
- Begin student release when appropriate. **NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent or his/her designee, except individuals on request of parent/ guardian.**
- Utilize your alternate; plan and take regular breaks, 5-10 minutes per hour away from CP.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers.
- Release teachers as appropriate. By law, during a disaster, teachers become “disaster workers.” Stagger teachers and staff appropriate release time to check on family and loved ones when possible.
- Remain on and in charge of your campus until redirected or released by the Superintendent or his/ her designee.

#### **Closing Down:**

- Authorize deactivation of sections, branches or units when they are no longer required.
- At the direction of the Superintendent or his/her designee, deactivate the entire emergency response. If the Fire Department or other outside agency calls an “All Clear,” contact the district before taking any further action.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

## **Public Information Officer**

**Primary: Board President or Board Member**

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.

- ***Important Note-** the public has the right and need to know important information related to emergencies/ disaster at the school site as soon as it is available and does not jeopardize an ongoing investigation or local and/or national security.*
- ***News media can play a key role assisting the school in getting emergency/disaster related information to the public and parents. Information released must be consistent, accurate and timely.***

### **Start up Actions:**

- Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the “PIO” (vest, visor, hat, sign etc.)
- Consult with district PIO to coordinate information release.
- Assess situation and obtain statement from IC. Tape record if possible.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.
- Contact local Emergency Operations Center (EOC) to coordinate incident specific information to be released to media (i.e.; size of disaster ect.)

### **Operational Duties:**

- Keep up to date on the situation
- Statements must be approved by the IC and should reflect:
  - Reassurance
  - Incident or disaster cause and time of origin
  - Size and scope of incident
  - Current situation e.g. condition of school site, evacuation progress, care being given, injuries, student release location, etc. **Do not release any names.**
  - Resources in use
  - Best routes to school if known and appropriate
  - Any information school wishes to be released to the public
- Read statements if possible



When answering questions, be complete and truthful, always considering the emotional impact. Avoid speculation, bluffing, lying, and talking ‘off the record’, arguing, etc. Avoid use of the phrase “no comment.”

- Remind school staff to refer all questions from media or waiting parents to the PIO.
- Update information periodically with IC
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

**Closing Down:**

- At the Incident Commanders direction, release PIO staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit

**Public Information Officer Equipment and Supplies**

- ID Vest
- Battery Operated AM/FM radio and/or television (if possible)
- Paper/pencils/marketing pens
- Scotch tape/masking tape
- Scissors
- School site maps and area maps
- Laminated poster board or dry erase board for display
- Activity Log

**Command Post Equipment and Supplies:**

- Emergency Operations Plan
- Campus maps
- Master keys
- Pens, pencils etc.
- Clipboards
- Staff and student rosters- 2 sets
- 2- way radio
- Cell phone
- AM/FM portable radio
- Bullhorn
- Tables and chairs
- Canopy for shelter (if outside)
- Hardhat
- Vest
- Activity log

## ***A.2 Safety/Security Officer***

**Primary: Ernesto Capistran**

**Alternate: Sam Orozco**

**The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.**

### **Start up Actions:**

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
- Document the following: Messages received, action taken, decision justification and documentation, requests filled.

### **Operational Duties:**

- Monitor drills, exercises and emergency response for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks in all planning.
- Ensure personnel have adequate intake of water and healthy meals, in the event of a prolonged activation.
- Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions.

### **Closing Down:**

- When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

### **Safety Officer Supplies/ Equipment:**

- Vest or position identifier
- Hardhat
- Clipboard, paper, pens and pencils
- Two-way radio

# **OPERATIONS SECTION**

## **B.1 OPERATIONS SECTION CHIEF**

**Primary: Cesar Mena**

**Alternate: Karen Goodchild / Deanna Barnes**

**The Operations Chief manages the direct response to the disaster, which can include the following teams:**

- **Search and Rescue**
- **Medical, First Aid**
- **Student Release**

### **Start up Actions:**

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Assume the duties of ALL Operations Section positions until staff is available and assigned.
- Activate Team Leaders.
- Meet with Team Leaders and initiate response activities.
- Open and maintain activity log.
- Put on position identifier, such as vest or hat if available.

### **Operational Duties:**

- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search and Rescue operations. Appoint Search and Team leaders to direct their operations if necessary.
- As information is received from Operations Staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

**Closing Down:**

- At the Incident Commanders direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Operations Section Chief Equipment and Supplies:**

- Vest or position identifier
- Two-way radio
- Search and Rescue Equipment
- Job Description
- Clipboard, paper or notebook, pens and pencils
- Search and Rescue maps
- Large campus maps
- Activity Log

## **B.2 Search and Rescue Team Leader**

**Primary: Ernesto Capitran**

**Alternate: Sam Orozco / Cesar Mena**

**The Search and Rescue Team Leader is responsible for coordinating all on-site search and rescue efforts. This responsibility includes identifying search and rescue priorities and making team assignments. The Search and Rescue team Leader is also responsible for ensuring the safety of his/her teams while they are in the field.**

### **Start up Actions:**

- Obtain all necessary equipment.
- Obtain briefing from operations Chief, noting known fires, injuries, or other situations requiring response.
- Assume all Team duties until staff is assigned and available.
- Assign teams based on available manpower, minimum 2 persons per team.

### **Operational Duties:**

- Perform visual check of outfitted team leaving CP, include radio check. Teams must wear sturdy shoes and safety equipment.
- Record names and assignments before deploying teams.
- Dispatch teams to high priority areas first, then to search the campus using specific planned routes.
- Send a specific map assignment with each team.
- Remain at Command Post (CP) in radio contact with Search and Rescue Teams.
- Record all teams' progress and reports on site map, keeping other at CP informed of problems. When a room is reported clear, mark a "C" on the site map.
- If injured students or staff is located, consult Operations Chief for response. Utilize Transport Teams, or send a Medical/First Aid Team.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on map.
- Keep radio communication brief and simple. No codes.

### **Closing Down:**

- Record the return of each S and R Team. Direct them to return equipment and report for additional assignments to Logistics.
- Provide maps and logs to the Documentation Unit.

### **Search and Rescue Team Leader and Teams Equipment/Supplies**

- **Vest**
- **Hardhat**
- **Work gloves**
- **Latex Gloves**
- **Whistle with Master key on lanyard**
- **One member wear first aid backpack**
- **Teams have 2-way radio each**
- **Clipboard with job description and maps of site indicating search plans.**
- **Goggles**
- **Flashlight**
- **Dust masks**
- **Pry bar**
- **Grease pencil**
- **Pens and pencils**
- **Duct tape**
- **Masking tape**
- **Activity log**

### **B.3 Medical Team Leader**

**Primary: Kim Troeger**

**Alternate: Amy Sage / Karen Goodchild**

**The Medical Team Leader is responsible for the provision of emergency medical response, first aid and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.**

#### **Start Up Actions:**

- Establish scope of incident with Incident Commander and determine probability of outside emergency medical support and transport needs.
- Assume all Team duties until staff is assigned and available.
- Make Team personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Setup first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/ supplies.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry for triage into treatment area.
- Establish immediate and delayed treated areas.
- Set up separated Psychological First Aid area if staff levels are sufficient.

#### **Operational Duties:**

- Oversee care, treatment, and assessment of patients.
- Ensure Caregiver and rescuer safety: Latex gloves for protection.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request transport team from Logistics.
- If needed, request additional personnel from Logistics.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated secure area; follow guidelines.
- Stay alert for communicable and isolate as appropriate.
- Consult with Student Care director regarding health care, medications and meals for students with known medical conditions.



### **Closing Down**

- At the Incident Commanders direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

### **Medical Team Leader Equipment and Supplies**

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- First Aid Kits w/ backpacks
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Stretchers (located in bus barn)
- Blankets
- Quick Medical Reference Guides
- Tables and Chairs
- Ground cover
- Activity log

## **B.4 Student Release Team Leader**

**Primary: Kim Troeger**

**Alternate: Ellen Hill / Karen Goodchild**

**Oversee the reunification of students with their parents or authorized adult through separate Request and Release Gates.**

**Personnel: School Registrar, available staff and emergency volunteers. Law enforcement if available, to maintain security of release area.**

### **Start up Actions:**

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assume all Team duties until staff is assigned and available.
- Designate secure areas for student request and release and authorize setup.
- Set up Request Gate at a main student access gate if possible. **Note:** Release Gate should be some distance from Request Gate.
- Obtain and wear vest or position identifier, if available.
- Obtain necessary equipment and forms from Logistics.

### **Operational Duties:**

- Monitor request and release operations.
- Oversee Student Release Team "Procedures" for request and release of students.
- Assist with the location/ verification of missing students.
- Stay in contact with Safety/Security, and Medical Team Leaders.

### **Closing Down:**

- At the direction of the Operations Chief, Return equipment and unused supplies to Logistics.
- Complete all paperwork and turn in to the Documentation Unit.

### **Student Release Team Leader Equipment/Supplies**

- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

# **PLANNING SECTION**

## **C.1 PLANNING SECTION CHIEF**

**Primary: Nancy Shafer**

**Alternate: Deanna Barnes/Kim Troeger**

**This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status. Work with Incident Commander to develop the Incident Action Plan. The Section is made up of the Documentation Unit and the Situation Analysis Unit.**

**This unit is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.**

### **Start up Actions:**

- Check in with Incident Commander (IC) for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Open and maintain activity log.
- Assume duties of ALL Planning Section positions until staff is assigned and available.
- Activate Unit Leaders as needed.
- Put on position identifier, such as vest etc.
- File all reports for reference.
- **Important: a permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.**

### **Student and Staff Accounting:**

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff signs in, recording name, assignment, and time on-duty and off-duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to Medical Team Leader.
- File forms for reference.

### **Closing Down:**

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

**Planning Chief Equipment/Supplies**

- **2 way radio**
- **Paper, pens**
- **File Box**
- **Job Description clipboard**
- **Forms: Situation/Status Report**  
    **Situation/ Status Update**  
    **Activity Log**

**Start up Actions:**

- Check in with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest.
- Determine whether there will be a Staffing Unit and a Finance/Administration Section. If there is neither, the Documentation Unit will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

**Operational Duties**

- Maintain time log of the incident, noting all actions and reports.
- Record content of all communication with Kern High School District Emergency Operations Center (EOC).
- Record verbal communication for basic content.
- Log in all written reports.
- File all reports for reference.

**Student and Staff Accounting:**

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff signs in, recording name, assignment, and time on duty and off duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to medical team leader.
- File forms for reference.

**Closing Down:**

- Collect and file all paper work and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

**Documentation Unit Equipment/Supplies**

- 2 way radio
- Paper, pens and pencils, file boxes, Job Description Clipboard

# **LOGISTICS SECTION**

## **D.1 LOGISTICS SECTION CHIEF**

**Primary: Doug Brown**

**Alternate: Ernesto Capistran**

The Logistics Section is responsible for providing facilities, services, personnel, equipment, materials and forms in support of the incident. The section set ups and maintains an Incident Check In Roster. This unit is responsible for coordinating the check in and assignment of personnel (staff, students, incident volunteers) in support of the incident. The Section is made up of the following units: Supplies/Facilities and Transportation.

### **Start up Actions:**

- Check in with Incident Commander for situation briefing.
- Obtain on site supplies and open facilities.
- Put on position identifier, such as vest or hat.
- Assume lead of all Logistics positions until staffed.
- Establish a check in location to insure that all personnel working on the incident are accounted for.
- Post signs so that staff can easily find incident check in location.
- Activate Team leaders.
- Begin distribution of supplies and equipment as needed.

### **Operational Duties:**

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Ensure that the Incident Command Post and other facilities are properly set up.
- Coordinate supplies, equipment and personnel needs with the Incident Commander.
- Maintain security of stored supplies and equipment.
- Oversee distribution of supplies and equipment where and as needed.
- Open three logs to list staff, volunteers and students who are awaiting assignment.
- Ensure that staff sign in, recording name, assignment, and time on duty and off duty. Make photocopies for the Documentation Unit in the Planning Section.
- Deploy personnel as requested by the incident Commander.
- Sign in volunteers, making sure that volunteers are wearing ID badges and are on the site disaster list. Unregistered volunteers need to be registered.

**Closing Down:**

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.
- Ask volunteers to sign out.
- Close out all logs and turn them into Documentation Unit.

**Logistics Section Chief Equipment/ Supplies**

- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus.

## **D.2 Supplies/Facilities Unit**

**Primary: Doug Brown**

**Alternate: Ernesto Capistran**

**This unit is responsible for providing facilities, equipment, supplies and materials in support of the incident.**

### **Start Up Action:**

- Check in with Logistics chief for situation briefing.
- Open supplies container or other storage area if necessary.
- Put on position identifier, such as vest or hat.
- Begin distribution of supplies and equipment as needed.
- Set up the Command Post.

### **Operational Duties:**

- Maintain security of supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area and other facilities as needed.

### **Closing Down:**

- At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- Secure all equipment and supplies.

### **Supplies/ Facilities Unit Equipment/ Supplies**

- 2 way radio
- Job Description clipboard
- Paper, pens and pencils
- Cargo container or other storage area with emergency supplies stored on campus



### **D.3 Transportation Unit**

**Primary: Doug Brown**

**Alternate: Kim Troeger**

**The Transportation Unit is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities include assessing the need for buses and trucks for the ferrying of students, staff and/or supplies and directing vehicles to where they are needed.**

#### **Start Up Actions:**

- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader.
- Open and maintain position activity log.
- Gather all supplies and personal safety gear.

#### **Operational Duties:**

- Implement various components of the transportation plan.
- Direct the use of vehicles on campus.
- Stay in contact with Section Chief about the needs of other sections.

#### **Closing Down:**

- Release staff and volunteers per direction of Incident Commander.
- Arrange for return of vehicles to vendors.
- Make sure all equipment and reusable supplies are safely and securely stored.
- Close out all logs, messages forms, etc and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

#### **Transportation Unit Equipment/ Supplies**

- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

# **FINANCE/ADMINISTRATION SECTION**

## **E.1 FINANCE/ADMINISTRATION SECTION CHIEF**

**Primary: Nancy Shafer**

**Alternate: Candice Allen / Deanna Barnes**

**The Finance/Administration Section is responsible for financial tracking, procurement and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.**

### **Start Up Actions:**

- Check in with Incident Commander for situation briefing.
- Put on position identifier, such as vest or hat.
- Locate and set up workspace.
- Check in with the Documentation Clerk to collect records and information, which relate to personnel time keeping and/or purchasing.

### **Operational Duties:**

- Assume all duties of the Recordkeeping Unit until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Document all expenses for possible future reimbursement.

### **Closing Down:**

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

### **Finance/Administration Equipment/ Supplies**

- **Job Description clipboard**
- **Paper, Pens and Pencils**
- **Activity Log**

## **E.2 Recordkeeping Unit**

**Primary: Nancy Shafer**

**Alternate: Kim Troeger/Deanna Barnes**

**The Recordkeeping Unit is responsible for ensuring that records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims and cost recovery are maintained during campus emergencies.**

### **Start Up Actions:**

- Attend a briefing with Finance/Administration Section Chief.
- Locate all supplies.
- Activate personnel and make appropriate assignments.

### **Operational Duties:**

- Monitor the tracking of staff and volunteer hours.
- Monitor the tracking of response-related requests and purchases.
- Facilitate the processing of purchase requests from Logistics Section Chief.

### **Closing Down:**

- Release staff and volunteers per direction of Section Chief.
- Make sure all equipment and unused supplies are returned to Logistics.
- Complete/close-out all logs and turn them over Documentation Team.

### **Recordkeeping Unit Equipment/ Supplies**

- **Job Description clipboard**
- **Paper, Pens and Pencils**
- **Activity Log**

## **9. BLOCHMAN UNION SCHOOL DISTRICT EMERGENCY RESPONSE PROCEDURES**

- **Local Emergency and Agency Phone Numbers**
- **Overview of Emergency Procedures**
- **Initial Response To Emergencies**
  
- **Duck and Cover**
- **Shelter In Place**
- **Lock Down**
- **Building Evacuation**
- **Off- Site Evacuation**
- **All-Clear**
  
- **Aircraft Crash**
- **Animal Disturbance**
- **Armed Assault on Campus**
- **Biological or Chemical Release**
- **Bomb Threat**
- **Bus Disaster**
- **Disorderly Conduct**
- **Earthquake**
- **Explosion**
- **Fire**
- **Fire on School Grounds**
- **Flooding**
- **Incapacitated Staff Member**
- **Loss of Utilities**
- **Motor Vehicle Crash**
- **Psychological Trauma**
- **Suspected Contamination of Food and/ or Water**
- **Unlawful Walkout/Demonstration**
- **Windstorm**
- **First Aid Guidelines**

Each procedure is described in detail and utilizes the school emergency management team for emergency procedures. Not every position may need to be activated on every incident. Each incident needs to be evaluated individually with appropriate response initiated depending on the complexity.

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

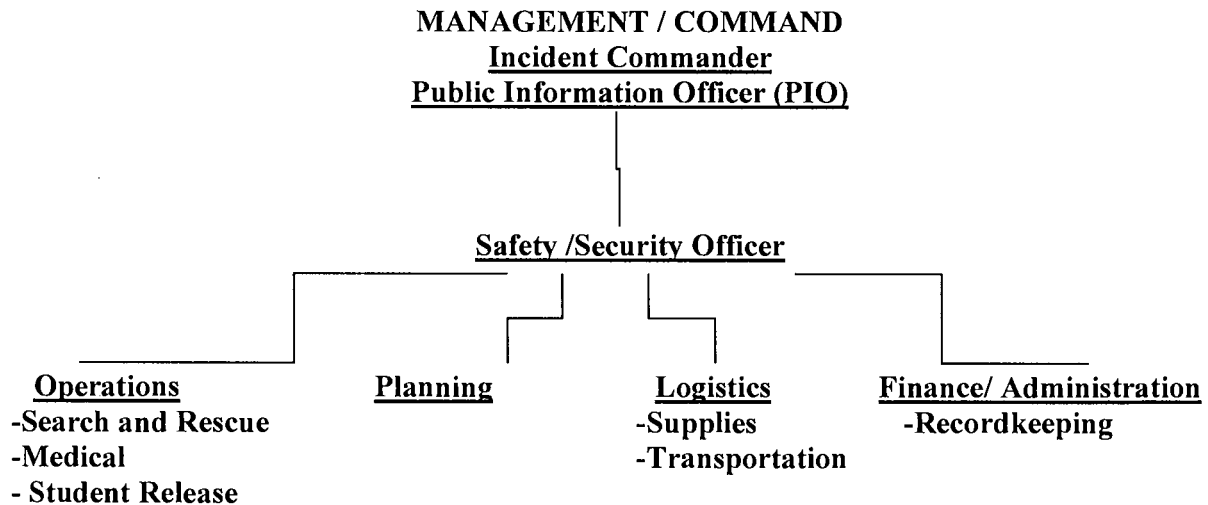
## **LOCAL EMERGENCY AND AGENCY PHONE NUMBERS**

Santa Barbara County Sheriff's Department.....911..... (805) 934-6150  
Santa Maria Police Department.....911..... (805) 928-3781  
California Highway Patrol.....911..... (805) 349-8728  
Santa Barbara County Probation Department..... (805) 739-8550  
  
Santa Barbara County Fire Department.....911..... (805) 934-6294  
  
American Medical Response Ambulance..... (805) 922-1514  
  
Santa Barbara County Health Department..... (805) 346-8450  
Poison Control Center..... (800) 222-1222  
Red Cross Santa Maria Chapter..... (805) 928-0801

## **OVERVIEW OF EMERGENCY PROCEDURES**

### **How To Use This Resource**

- 1. INCIDENT HAPPENS**
- 2. LOCATE PARTICULAR INCIDENT DESCRIPTOR**
- 3. FOLLOW PROCEDURES FOR THAT INCIDENT**
- 4. ACTIVATE INCIDENT COMMAND SYSTEM (ICS) (See below)**



## **INITIAL RESPONSE TO EMERGENCIES**

*When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three- step process.*

- 1. Identify the type of emergency.**
- 2. Identify the level of emergency.**
  - **Level 1 A *Minor* emergency handled by School Personnel without assistance from outside agencies: temporary power outage, minor earthquake, injury to student, etc.**
  - **Level 2 A *Moderate* emergency that requires assistance from outside agencies: fire, moderate earthquake, hazardous material accident, etc.**
  - **Level 3 A *Major* emergency event that requires assistance from outside agencies: major earthquake, civil disturbance, large scale act of terrorism, etc.**
- 3. Determine immediate action(s) that may be required:**
  - **Duck and Cover**
  - **Shelter In Place**
  - **Lockdown**
  - **Evacuate Building(s)**
  - **Off-Site Evacuation**
  - **All Clear**

## **DUCK AND COVER**

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

### **Description of action**

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

### **Announcement:**

**“YOUR ATTENTION PLEASE. DUCK, COVER AND HOLD ON. DUCK, COVER AND HOLD ON. ADDITIONAL INFORMATION AND INSTRUCTIONS TO FOLLOW.”**

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



### **SHELTER- IN-PLACE**

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

#### **Announcement:**

**“YOUR ATTENTION PLEASE.  
SHELTER IN PLACE...SHELTER IN PLACE.  
STUDENTS AND STAFF ARE TO REMAIN INSIDE THE  
BUILDING AWAY FROM OUTSIDE AIR WITH  
WINDOWS CLOSED AND DOORS SECURELY CLOSED  
AND AIR CONDITIONING UNITS TURNED OFF.  
ALL STUDENTS AND STAFF WHO ARE OUTSIDE, ARE  
TO IMMEDIATELY MOVE TO THE PROTECTION OF AN  
INSIDE ROOM. AS SOON AS WE FURTHER  
INFORMATION, WE WILL SHARE IT WITH YOU.”**

1. If inside, teachers keep students in classroom until further instructions are given.
2. If outside during passing period, students proceed to the next period classroom immediately if it is safe to do so. If not, teachers and staff are to direct students into nearby classrooms or other school buildings. Teachers are to consider location and proximity of identified hazard and if necessary, proceed to an alternative indoor location.
3. Teachers secure individual classrooms while Safety/Security Team assists completing procedures as needed: shut down classroom/building(s), air system, turn off local fans in area, close and lock doors and windows. If necessary, seal gaps under doors and windows with wet towels or duct tape. Seal vents with aluminum foil or plastic wrap if available and turn off sources of ignition, such as pilot lights.

## **LOCK DOWN**

*Action taken when threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent perpetrator(s) from entering occupied areas. During Lock Down, students remain in classrooms or designated locations at all times.*

**See the section entitled Armed Assault on Campus for further instructions on dealing with an active shooter.**

### **Announcement:**

**"YOUR ATTENTION PLEASE.  
LOCK DOWN... LOCK DOWN.  
IMPLEMENT LOCK DOWN PROCEDURES.  
TEACHERS ARE TO LOCK CLASSROOM DOORS AND  
KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL  
FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL  
NOTIFIED BY AN ADMINISTRATOR OR LAW  
ENFORCEMENT.  
IF YOU ARE OUTSIDE, STUDENTS AND STAFF ARE TO  
PROCEED INSIDE THE NEAREST BUILDING OR  
CLASSROOM IMMEDIATELY. LOCK DOWN."**

1. If inside, teachers instruct students to lie on floor, lock doors and close any shades or blinds if safe to do so.
2. If outside, students proceed to their classrooms if it safe to do so. If not, teachers or staff are to direct students into nearby classrooms or school buildings.
3. Call 911.
4. Teachers and students remain in classroom or secured area until further instructions are given by School Administration and/or law enforcement.
5. Front entrance is to be secured. No visitors, other than appropriate law enforcement or emergency personnel are allowed on campus.

## **EVACUATE BUILDING**

*Action taken after decision is made that it is unsafe to remain in the building.*

### **Announcement:**

**“YOUR ATTENTION PLEASE...PLEASE EVACUATE ALL BUILDINGS. EVACUATE ALL BUILDINGS.**

**TEACHERS AND STUDENTS ARE TO EVACUATE TO THEIR DESIGNATED ASSEMBLY AREA. LOCK DOORS AS YOU ARE EXITING.**

**EVACUATE ALL BUILDINGS.”**

1. Principal or designee initiates fire alarm.
2. Teachers instruct students to evacuate building, using designated routes and assemble in their assigned assembly/shelter area.
3. Once assembled, teachers and students stay in place until further instructions are given.

## **OFF-SITE EVACUATION**

*Action taken after decision is made that it is unsafe to remain on campus. Evacuation to an off-site assembly area is required.*

### **Announcement:**

**“YOUR ATTENTION PLEASE...OFF- SITE EVACUATION. OFF-SITE EVACUATION.**

**TEACHERS AND STUDENTS REPORT TO OFF-SITE ASSEMBLY AREA. LOCK DOORS AS YOU EXIT.**

**OFF-SITE EVACUATION.”**

1. Principal or designee determines safest method for evacuating campus. This may include use of school buses or simply walking to designated off-site location.
2. Teachers secure student roster when leaving building and take attendance once class is assembled in pre-designated safe location.

3. Once assembled off-site, teachers and students stay in place until further instructions are given.
4. In the event clearance is received from appropriate agencies, Principals may authorize students and staff to return to classrooms.

### **ALL CLEAR**

*Action taken to notify teachers that normal school operations can resume*

#### **Announcement:**

**“YOUR ATTENTION PLEASE...IT IS NOW OKAY TO  
RETURN TO YOUR CLASSROOM AND RESUME  
NORMAL OPERATIONS.**

**I WOULD LIKE TO THANK AND COMMEND ALL  
STUDENTS AND STAFF OF BLOCHMAN FOR THEIR  
COOPERATION.**

1. This action signifies the emergency is over.
2. If appropriate, teachers immediately begin discussions and activities to address student's fears, anxieties, and other concerns.

## **AIRCRAFT CRASH**

*Address situations involving and Aircraft Crash on or in proximity to school property.*

### **Procedure**

1. **Call 911.** School Administrator initiates appropriate immediate Response Action.
2. If school Administrator issues **Evacuate Building** action, staff and students evacuate buildings by prescribed routes or other safe routes to assembly/shelter area.
3. Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Student Care Team notified of any missing students.
4. If on school property, Safety/Security secures crash area to prevent unauthorized access. For fuel or chemical spill on school property or utility interruption see appropriate section of Emergency Response Guide.
5. School Administrator directs Safety/Security Team to organize fire suppression activities until Fire Department arrives.
6. Medical Team checks injuries and provides appropriate first aid.
7. Any affected areas closed until appropriate public safety and hazardous materials agency provide clearance and School Administrator issues authorization to do so.
8. If it is unsafe to remain on campus, School Administrator initiates **Off-Site Evacuation**.

## **ANIMAL DISTURBANCE**

*Procedure implemented when presence of a vicious animal or any wild animal threatens safety of students and staff.*

### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include **Lock Down or Evacuate Building**.
2. Staff members attempt to isolate animal from students and staff, if it is safe to do so. If animal is outside, students are kept inside. If animal is inside, students remain outside away from animal. Isolate animal if possible.
3. For outside assistance, School Administrator is to **call 911**. If the situation is not life threatening, you can call the following appropriate number:

Santa Barbara County Animal Control (805) 934-6119

4. If staff member or student is injured, School/District Nurse, District Office and parent is notified.
5. School Administrator initiates **Off-Site Evacuation if warranted**.

## **ARMED ASSAULT ON CAMPUS**

*Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Guns, knives or other harmful devices may be involved.*

**Procedure – Quickly determine the most reasonable way to protect your own life. Remember that students will likely follow the lead of teachers and school employees during an active shooter situation.**

- 1. RUN – If there is an accessible escape path, attempt to evacuate the premises. Be sure to:**
  - a. Have an escape route and plan in mind
  - b. Evacuate regardless of whether other agree to follow
  - c. Leave your belongings behind
  - d. Help others escape, if possible
  - e. Prevent individuals from entering an area where the active shooter may be
  - f. Keep your hands visible
  - g. Do not attempt to move wounded people
  - h. Call 911 when you are safe
- 2. HIDE – If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.**
  - a. Your hiding place should:
    - i. Be out of the active shooter's view
    - ii. Provide protection if shots are fired in your direction (i.e., a room with a closed and locked door)
    - iii. Not trap you or restrict your options for movement
  - b. To prevent an active shooter from entering your hiding place:
    - i. Lock the door
    - ii. Blockade the door with heavy furniture
  - c. If the active shooter is nearby:
    - i. Lock the door
    - ii. Silence your cell phone
    - iii. Turn off any source of noise (i.e., radios, televisions)
    - iv. Hide behind large items (i.e., cabinets, desks)
    - v. Remain quite
  - d. If evacuation and hiding are not possible:
    - i. Remain calm
    - ii. Dial 911, if possible, to alert police of the active shooter's location
    - iii. If you cannot speak, leave the line open and allow the dispatcher to listen
- 3. FIGHT – As a last resort, an only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:**
  - a. Acting as aggressively as possible against him/her
  - b. Throwing items and improvising weapons
  - c. Yelling
  - d. Committing to your actions

### **HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES:**

1. Remain calm, and follow officers' instructions
2. Put down any items in your hands (i.e., bags, jackets)
3. Immediately raise hands and spread fingers
4. Keep hands visible at all times
5. Avoid making quick movements toward officers such as holding on to them for safety
6. Avoid pointing, screaming, and/or yelling
7. Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which the officers are entering the premises

**All Clear** signal will be made by **personal notification only**, after consultation with Law Enforcement Administrative Personnel on scene.

**Staff is not to act upon bells or PA messages without this Personal Notification.**



## **BIOLOGICAL OR CHEMICAL RELEASE**

*A biological or Chemical Release involves discharge of a biological or chemical substance in a solid, liquid or gaseous state. The release of radioactive materials may happen.*

*Common chemical threats within or adjacent to schools include discharge of acid in a school laboratory, overturned truck of hazardous materials in proximity of the school, or a nearby explosion at oil refinery, chemical plant or railroad yard.*

*Indicators suggesting the release of a biological or chemical substance: multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include an unusual odor or the presence of distressed animals or dead birds.*

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

#### **Procedure**

1. School Administrator initiates **Evacuate Building**. Staff uses designated routes or other alternative safe routes to assigned assembly/shelter site, located **upwind** of affected room or building.
2. School Administrator **call 911**, providing exact location and nature of emergency.
3. School Administrator notifies District of situation.
4. Access to potentially contaminated areas is restricted.
5. Safety/Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building's air system, if this can be done without exposure to released substance.
6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "topically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases).  
Affected individuals remain isolated until cleared for by release by Santa Barbara County HazMat Interagency Team or Santa Barbara County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment.
7. Operation Section Chief provides a list of all people in affected room or contaminated area, specifying those who may have had actual contact with substance.

8. Any affected areas will not be reopened until Santa Barbara County HazMat Interagency Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

### **Scenario 2- Substance Released Outdoors and Localized Procedure**

1. School Administrator determines appropriate immediate Response Action, which may include **Shelter-In-Place** or **Evacuate Building** while directing staff to remove students from affected areas to area **upwind** from the release.
2. Safety/Security Team establishes safe perimeter around affected area and ensures personnel do not reenter area.
3. School Administrator **calls “911,”** providing exact location and nature of emergency.
4. School Administrator notifies District of situation.  
A District Representative shall immediately notify the State Office of Emergency Services, (800) 852-7550 and advise of the situation.
5. Safety/Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building’s air system, if this can be done without exposure to released substance.
6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated “tropically” by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases).  
Affected individuals remain isolated until cleared for by release by Santa Barbara County HazMat Interagency Team or Santa Barbara County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment.
7. Operations Section Chief provides list of all people in areas of contamination, especially those who may have had actual contact with substance.
8. Any affected areas will not be reopened until Santa Barbara County Interagency HazMat Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

### **Scenario 3: Substance Released In Surrounding Community**

#### **Procedure**

1. School Administrator or local authorities determine potentially toxic substance has been released into the atmosphere. School Administrator initiates **Shelter-In-Place**.
2. Upon receiving **Shelter-In-Place**, notification, Safety/Security Team turns off local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seals gaps under doors and windows with wet towels and/or duct tape; seals vents with aluminum foil or plastic wrap, and turns off sources of ignition, such as pilot lights.
3. Staff and students located outdoors are directed to proceed immediately to nearby classrooms or buildings. Teachers communicate their locations to School Administrator, using the PA system or other means without leaving the building.
4. School Administrator "**calls 911**", providing exact location and nature of emergency.
5. School Administration notifies District Office of situation.
6. School remains in **Shelter-In-Place** until County of Santa Barbara HazMat Team or appropriate agency provides clearance, or staff is otherwise notified by School Administrator.

## **BOMB THREAT**

*Responses to Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that present risk of an explosion.*

### **Procedure**

1. If threat is received by telephone, person receiving the call attempts to keep the caller on the telephone as long as possible and alerts someone else to contact **School Administrator and/or Sheriff's Department 911.**
2. The person receiving the call is to stay calm and speak calmly. Listen closely to voice of caller to determine caller's age, sex, accent, speech impediment etc. Listen for background noise such as payphone, school yard, busy traffic, railroad cars, PA systems etc.
3. **Person answering the bomb threat asks the following questions, records the answers, and then immediately notifies School Administrator**
  - **When is the bomb going to explode?**
  - **Where is it?**
  - **What will cause it to explode?**
  - **What kind of bomb is it?**
  - **What's your name?**
  - **Why are you doing this?**
  - **What can we do for you to avoid this?**
  - **Can I call you back? Give me your number.**
4. Depending on the seriousness of the threat, make a decision whether or not to evacuate.
5. With Administration, Police Officers and Safety/Security Teams and other appropriate staff conduct a search of the school. If a strange or suspicious object is discovered, it is **NOT** to be touched, handled or moved by searching personnel. Notify jurisdictional law enforcement agency of situation by **"calling 911."**
6. Have appropriate staff contain area, keeping everyone away. Have other search teams continue to search until all areas of the campus and buildings have been completely searched (possibility of secondary device or object could have been planted). All Cell Phones should be turned off and not used.
7. After search, School Administrator determines appropriate Immediate Response Action(s), which may include **DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING OR OFF-SITE EVACUATION.**

8. When suspicious object or bomb is found, School Administrator issues **Evacuate Building Action**. Staff and students evacuate building using prescribed routes or alternate safe routes away from object to assembly/shelter site.
9. Teachers bring student roster and take attendance at assembly area to account for students. Teachers notify Administrator of missing students.
10. School activities are not resumed until affected area and school has been inspected and searched by proper authorities and determined to be safe. School Administrator will make **All Clear Announcement**.

## **DISORDERLY CONDUCT (INDIVIDUAL)**

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

### **Procedure**

1. Upon witnessing Disorderly Conduct, staff takes steps to calm and control situation and attempt to isolate perpetrator from other students and staff, if it is safe to do so.
2. Staff immediately notifies a School Administrator.
3. School Administrator assesses situation and calls Police Department for officers to respond. Continued assessment is necessary for deployment of additional officers to respond and assist from other agencies. District personnel on scene **“calls 911.”**
4. If immediate threat is not clearly evident, School Administrator may attempt to diffuse situation. Approach perpetrator in calm, non-confrontational manner and request he/she cooperate and try to talk. For safety, the perpetrator may be detained and handcuffed for their safety and safety of others.
5. If perpetrator is a student, an attempt is made to notify the family. (Family members may have information and provide information on handling the student.)
6. School Administrator notifies District Office of situation.

## **DISORDERLY CONDUCT/RIOT (GROUPS)**

*Disorderly Conduct or Riot is large gathering of students who become out of control and participate in violent or non-violent activities. Keeping majority of students not involved in this type of illegal activity isolated and away from activity is imperative in bringing these actions under control.*

### **Procedure**

1. Upon witnessing Disorderly Conduct of this nature, staff takes steps to calm and control situation and attempt to isolate those involved from each other.
2. Other staff attempts to calm and control other students not involved and get them on their way to class or off campus if incident is after school. While doing this, attempt to locate and identify witnesses who may provide information for School Administrators and/or School Police.
3. Staff immediately notifies School Administrator.
4. School Administrator assesses situation and calls Police Department for officers to respond. Continued assessment is necessary for deployment of additional officers to respond and assist from other agencies. District personnel on scene **“calls 911.”**
5. School Administrator initiates appropriate Immediate Response Actions, which may include **Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.**
6. Secure all gates and entrances to the campus.
7. Only authorized personnel are to be allowed in or out of the site.
8. Sign-in and Sign-out all authorized visitors noting date and time, telephone number and reason for visit.
9. During passing periods, **All Staff** should be on campus supervising, while teachers stand at the doorways to their classrooms watching and supervising students.
10. Staff is to report any suspicious activity, break up groups of students loitering and listen for any rumors or reports of possible ongoing activity by students. Maximum supervision by staff is recommended during student lunch periods.
11. School Site Parent Groups may be contacted to assist with supervision and help monitor activity.
12. Notify appropriate District Personnel for assistance as needed.

## **EARTHQUAKE**

*Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings and injuries. Even a mild tremor can create a potentially hazardous situation. The following procedures should be implemented in response to all earthquakes, regardless of magnitude.*

### **Procedure**

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

1. Upon first indication of an earthquake, teachers direct students to **Duck and Cover**.
2. Move away from windows and overhead hazards to avoid glass and falling objects
3. When shaking stops, School Administrator initiates **Evacuate Building**. Staff and students evacuate buildings using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.
5. If injury or damage is suspected, School Administrator **“calls 911.”**
6. Safety/Security Team attempts to suppress fires with extinguishers.
7. Safety/Security Team notifies school personnel of fallen electrical wires.
8. Safety/Security Team turns checks for gas main leaks and water leaks and notifies School Administrator of situation.
9. Safety/Security Team is directed to stand post in areas of building to keep people from entering.
10. Safety/Security Team Leader notifies Maintenance to contact appropriate utility companies of any damages to water lines, sewers, power lines and other utilities.
11. Medical Team checks for injuries and provides appropriate first aid.
12. If area appears safe, Search and Rescue Team makes initial inspection of school buildings to identify any injured or trapped students or staff.
13. School Administrator confers with Maintenance to ensure buildings are safe for re-occupancy. When safe to do so, Safety/Security Team conducts inspection of school buildings. Safety/Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.



14. Any affected areas are not reopened until School Administrator gives authorization to do so.
15. School Administrator initiates **Off- Site Evacuation** if warranted.

## **EXPLOSION/ RISK OF EXPLOSION**

### **Scenario 1: Explosion on School Property**

#### **Procedure**

1. In event of explosion, all persons initiate **Duck and Cover**
2. School Administrator considers possibility of another imminent explosion and takes appropriate action.
3. After explosion, School Administrator initiates appropriate Immediate Response Actions, which may include **Shelter-In- Place, Evacuate Building, or Off-Site Evacuation**. Evacuation may be warranted in some buildings and other buildings may be used for shelter.
4. In event of evacuation, staff and students use prescribed routes or other safe routes and proceed to assembly/shelter site.
5. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.
6. School Administrator calls 911
7. Safety/Security Team turns off school's main gas supply.
8. Medical Team, when safe, checks for injuries and provides appropriate first aid.
9. Staff attempts to suppress fires with fire extinguishers.
10. Safety/Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
11. Safety/Security Team Leader posts guards safe distance away from building entrance preventing persons entering school buildings, considering possible secondary explosion sites.
12. When determined by emergency response officials to be safe to enter affected areas, School Administrator advises Search and Rescue Team to initiate search and rescue efforts.
13. School Administrator confers with Maintenance to ensure buildings are safe for re-occupancy. When safe to do so, Safety/Security Team conducts inspection of school buildings. Safety/Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.

14. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
15. School Administrator initiates **Off- Site Evacuation if warranted.**

### **Scenario 2: Risk of Explosion on School Property**

#### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include **Shelter-In- Place, Evacuate Building, or Off-Site Evacuation.**
2. If School Administrator issues **Evacuate Building Action**, staff and students evacuate building using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.
4. School Administrator calls 911
5. Safety/Security Team turns off school's main gas supply.
6. Staff attempts to suppress fires with fire extinguishers.
7. School Administrator advises Search and Rescue Team to initiate search and rescue efforts if warranted.
8. Safety/Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
10. School Administrator initiates **Off- Site Evacuation if warranted.**

### **Scenario 3: Explosion or Risk of Explosion in Surrounding Area**

1. School Administrator initiates **Shelter-In-Place.**
2. School Administrator calls 911
3. School Administrator takes further actions as needed.

4. School Remains In **Shelter-In-Place** condition until appropriate agency gives clearance that situation is under control. Upon receiving clearance, School Administrator gives **All- Clear Announcement**.

#### **Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials**

##### **Procedure**

1. School Administrator initiates **Shelter-In-Place**.
2. When sheltering, personnel establish adequate barriers or shielding (concrete walls, metal doors etc.) between themselves and source of blast or explosion and avoids sheltering near exterior windows.
3. School Administrator calls 911
4. After initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid.
5. Safety/Security Team turns off schools main gas supply, local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seal gaps under doors and windows with wet towels or duct tape.
6. School remains in **Shelter-In-Place** condition until County of Santa Barbara HazMat Team or appropriate agency provides clearance and School Administrator issues further instructions.

## **FIRE ON SCHOOL GROUNDS**

*Procedure addresses situations where fire is discovered on school grounds. A quick response situation is very important to prevent injuries and property damage.*

### **Procedure**

1. Upon discovery of fire, signal fire alarm and teachers and staff direct all students out of building and area in a calm and orderly manner.
2. School Administrator immediately initiates **Evacuate Building**. Staff and students evacuate using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.
4. School Administrator calls 911
5. Safety/Security Team suppresses fires and initiates rescue procedures until local fire department arrives.
6. Safety/Security Team secures area to prevent unauthorized entry and keeps access roads and gates clear for emergency vehicles.
7. Safety/Security Team Leader directs fire department to fire and briefs department official on situation.
8. Safety/Security Team notifies Maintenance and Designee of situation and also informs to contact any affected utility companies to respond.
9. If needed, Director of Transportation or Designee is notified for buses to evacuate students and staff if warranted.
10. Any affected areas are not reopened until local fire department or appropriate agency provides clearance and School Administration.
11. All fires, regardless of size, which are extinguished by school personnel, require a contact to fire department to indicate "fire is out" and to request fire department to respond for investigation and confirm.

## **FIRE IN SURROUNDING AREA**

*Procedure addresses fire discovered in area adjoining school. The initiated response actions take into consideration location and size of fire, its proximity to school and likelihood that fire may affect school.*

### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include **Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation**.
2. School Administrator calls 911.
3. School Administration instructs Safety/Security Team to prevent students from approaching fire and keep routes open for emergency vehicles.
4. Agency Liaison works with fire department to determine if school grounds are threatened by fire, smoke, or other hazardous conditions.
5. If School Administrator issues **Evacuate Building**, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
6. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.
7. If needed, Director of Transportation is notified for request of buses for student and staff evacuation.
9. School Administrator initiates **Off- Site Evacuation** if warranted.

## **FLOODING**

*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 school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or failure of a man-made dam.*

### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include **Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation**.
2. School Administrator calls 911
3. If School Administrator issues **Evacuate Building or Off-Site Evacuation**, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.

## **INCAPACITATED STAFF MEMBER**

*Procedure addresses situations involving school staff members who become ill, injured, unconscious, or unable to respond to students or other staff.*

### **Procedure**

1. A staff or student directs another student to contact office and request assistance either by classroom phone or immediate response.
2. Another student notifies a teacher or staff member in adjoining classroom.
3. Students remain calm and in seats

## **LOSS OR FAILURE OF UTILITIES**

*Procedure addresses situations involving loss of water, power or other utility on school grounds. Should also be used in event of discovery of gas leak, exposed electrical line, or break in sewer lines.*

### **Procedure**

1. If water or electrical line is broken, efforts are made to turn off water or power to affected area and to notify School Administrator immediately.
2. Upon notice of loss of utilities, School Administrator assesses situation and determines if appropriate Immediate Response Actions, which may include **Shelter-In-Place or Evacuate Building**, are to be initiated.
3. School Administrator notifies Maintenance and informs them of situation which includes location and nature of situation/emergency. Additional appropriate personnel are notified at discretion of School Administrator.
4. Maintenance Personnel, working with School Administration, contact affected utility company to determine whether their assistance is required and determine potential length of time service will be interrupted.

### **Important Utility Service Phone Numbers:**

|                                 |                |
|---------------------------------|----------------|
| Pacific Gas and Electric (PG&E) | (800) 743-5000 |
| Golden State Water Service      | (805) 396-2400 |
| The Gas Company                 | (800) 427-2000 |
| Verizon                         | (800) 734-4615 |

5. School Administrator along with appropriate personnel, make decision whether to postpone remaining school day and arrange for early student dismissal.
6. School Administrator arranges for media announcements regarding situation.



## **MOTOR VEHICLE CRASH**

*Procedure addresses situations involving Motor Vehicle Crash on or immediately adjacent to school property.*

### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include **Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.**
2. School Administrator calls 911
3. Safety/Security Team secures crash area to prevent unauthorized entry.
4. School Administrator directs Safety/Security Team to organize fire suppression activities, if it is safe to do so, until fire department arrives.
5. Safety/Security Team checks for injuries to provide appropriate first aid.
6. Any affected areas are not reopened until appropriate agency provides clearance and School Administrator issues authorization to do so.

## **PSYCHOLOGICAL TRAUMA/ AFTERMATH COUNSELING**

***Crisis Management Actions*** are to be taken during and subsequent to any emergency that may have psychological impact on students and staff, such as act of violence; death of a student or staff member; earthquake or other natural disaster; serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

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

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

### **Procedure**

1. School Administrator establishes Medical Team, which has primary responsibility for providing necessary assistance after all types of crisis, including psychological first aid.
2. Medical Team assesses range of crisis intervention services needed during and following the emergency.
3. Medical Team provides for or arranges for direct intervention services.
4. If there is need for additional counseling services, School Administrator notifies District Superintendent or Designee.
5. Medical Team advises and assists School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, Medical Team members provide ongoing assessment of needs and follow-up services as required.

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

*Procedure followed if site personnel report suspected contamination of food or water.*

*Procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies.*

*Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.*

### **Procedure**

1. School Administrator and, Cafeteria Supervisor isolates suspected contaminated food/water to prevent consumption and restricts access.
2. School Administrator calls 911.
3. State of California notification protocols are followed at this time.
4. School Administrator provides list of all potentially affected students and staff.
5. Medical Team and Responding Emergency Personnel assess need for medical attention and provide first aid as appropriate
6. School Administrator maintains a log of affected students and staff and symptoms; food/water suspected to be contaminated, quantity and character of products consumed and other pertinent information.
7. School Administrator confers with all appropriate agencies before resumption of normal operations.
8. School Administrator notifies parents of incident, as appropriate.

## **UNLAWFUL DEMONSTRATION/ WALKOUT**

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

### **Procedure**

1. Upon indication that unlawful demonstration or walkout is about to begin, personnel immediately notify School Administrator.
2. School Administrator assesses situation and initiates appropriate Immediate Response Actions, which may include **Shelter-In-Place**.
3. Student Release Team immediately proceeds to control student ingress and egress. Each person entering or leaving campus is required to sign his/her name and record other pertinent information.
4. If students leave campus, School Administrators and allied law enforcement agencies will accompany them. All attempts will be made to guide and control actions of students while off-site.
5. Students not participating in demonstration or walkout are kept within their classrooms until further notice by School Administrator. Teachers close and lock classroom doors. Students and staff are protected from flying glass in event windows are broken by closing drapes and blinds in rooms so equipped.
6. Documentation Unit staff attempt to keep accurate record of events, conversations and actions.
7. All media inquiries are referred to Incident Commander Officer.
8. School Administrator proceeds in good judgment on basis of police or other legal advice, in taking action to control and resolve situation.
9. School Administrator notifies parents of incident, as appropriate.

## **WINDSTORM**

*Warning of an impending windstorm is usually received via radio, television, or civil defense officials. The United States Weather Service can usually forecast severe windstorms. If time and conditions permit, students and staff are sent home (with BUSD Superintendent's approval). If high winds develop during school hours without sufficient warning, the following emergency procedure is followed.*

### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include **Shelter-In-Place**.
2. Close all windows and blinds.
3. Evacuate classrooms that bear full force of the wind.
4. When sheltering, personnel remain near an inside wall of a ground floor if the building has more than one level. Avoid sheltering near exterior windows.
5. Avoid auditoriums, gymnasiums and other enclosures that have long roof spans.
6. School Administrator and/or designee's monitor radio or television announcements and initiates further actions as appropriate.
7. School remains in **Shelter-In-Place** condition until U.S. Weather Service or appropriate agency or Bochman Union School District Administration provides clearance and School Administrator issues further instructions.

# **EMERGENCY RESOURCE LIST**

|                                   | <b>Primary</b>           | <b>Alternate</b>                     |
|-----------------------------------|--------------------------|--------------------------------------|
| <b>Incident Commander</b>         | <b>Doug Brown</b>        | <b>Sam Orozco/Nancy Shafer</b>       |
| <b>Public Information Officer</b> | <b>Board President</b>   | <b>Board Member</b>                  |
| <b>Safety/Security Officer</b>    | <b>Ernesto Capistran</b> | <b>Sam Orozco</b>                    |
| <b>Operations Section Chief</b>   | <b>Cesar Mena</b>        | <b>Karen Goodchild/Deanna Barnes</b> |
| <b>Search and Rescue Team</b>     | <b>Ernesto Capistran</b> | <b>Sam Orozco/Cesar Mena</b>         |
| <b>Medical Team Leader</b>        | <b>Kim Troeger</b>       | <b>Amy Sage/Karen Goodchild</b>      |
| <b>Student Release Team</b>       | <b>Kim Troeger</b>       | <b>Ellen Hill/Karen Goodchild</b>    |
| <b>Planning Section Chief</b>     | <b>Nancy Shafer</b>      | <b>Deanna Barnes/Kim Troeger</b>     |
| <b>Logistics Section Chief</b>    | <b>Doug Brown</b>        | <b>Ernesto Capistran</b>             |
| <b>Supplies/Facilities Unit</b>   | <b>Doug Brown</b>        | <b>Ernesto Capistran</b>             |
| <b>Transportation Unit</b>        | <b>Doug Brown</b>        | <b>Kim Troeger</b>                   |
| <b>Finance/Administration</b>     | <b>Nancy Shafer</b>      | <b>Candice Allen/Deanna Barnes</b>   |
| <b>Recordkeeping Unit</b>         | <b>Nancy Shafer</b>      | <b>Kim Troeger/Deanna Barnes</b>     |



**VII – C**

BLOCHMAN  
UNION SCHOOL  
DISTRICT

ANNUAL AND  
FIVE –YEAR  
DEVELOPER  
FEE REPORT  
FOR THE  
2021-2022  
FISCAL YEAR



# THE BLOCHMAN UNION SCHOOL DISTRICT ANNUAL AND FIVE –YEAR DEVELOPER FEE REPORT FOR THE 2021-2022 FISCAL YEAR

Pursuant to Government Code Sections 66006 and 66001 that school districts provide the following financial information to the public each year. The report must be made available for public review 180 days after the close of the previous fiscal year. Developer fees are intended to be used for the construction and reconstruction (modernization) of school facilities to accommodate students from new development. Developer fees are not intended for general revenue purposes.

## **I. THE DISTRICT PROVIDES THE FOLLOWING INFORMATION IN COMPLIANCE WITH GOVERNMENT CODE SECTION 66006 FOR THE 2021-2022 FISCAL YEAR**

### **A. THE FEES REPORTED ARE LEVEL I FEES**

Blochman Union School District (District) collected Level 1 fees on the following types of development:

|                     |                    |
|---------------------|--------------------|
| Residential         | \$2.41/square foot |
| Commercial          | \$0.39/square foot |
| Rental/Self Storage | No Charge          |

### **B. AMOUNT OF DEVELOPER FEES COLLECTED, BEGINNING AND ENDING BALANCE**

The fee amounts reported were authorized by the District's Board of Trustees. The fees partially mitigate the impact caused by new residential and commercial construction and do not adequately fund the District's school facility needs. Below is the schedule that shows the fund's beginning balance, fees collected, interest earned, expenditures paid, and the final ending balance:

|                          |          |         |
|--------------------------|----------|---------|
| Beginning Balance        |          | \$4,202 |
| Revenues                 |          |         |
| Interest Earned          | \$ 4     |         |
| Fees Collected           | 1,427    |         |
| Total Revenues           |          | \$1,431 |
| Expenses                 |          |         |
| Portable classroom lease | \$ 5,633 |         |
| Total Expenses           |          | \$5,633 |
| Ending Balance           |          | \$ 0    |

C. **DETAILS OF FEES COLLECTED**

| Project Type           | Amount          |
|------------------------|-----------------|
| Commercial             | \$1,427         |
| Residential            | \$ 0            |
| <b>Total Collected</b> | <b>\$ 1,427</b> |

D. **FEES WERE EXPENDED FOR THE FOLLOWING PROJECTS IN FISCAL YEAR 2021-2022**

**BLOCHMAN UNION SCHOOL DISTRICT  
ITEMIZED FEE EXPENDITURES  
2021-2022**

| Project Description      | Percentage<br>Funded with Fees | Amount   |
|--------------------------|--------------------------------|----------|
| Portable classroom lease | 61%                            | \$ 5,633 |

E. **PORTION OF THE FUND/ACCOUNT THAT REMAINS UNEXPENDED**

There was \$0 remaining fund balance to be expended in 2021-2022.

F. **DURING THE 2022-2023 FISCAL YEAR THE DISTRICT WILL COMMENCE CONSTRUCTION ON THE FOLLOWING PROJECTS**

G.

| Project        | Actual Commencement<br>Date |
|----------------|-----------------------------|
| Not applicable | Not applicable              |
|                |                             |

H. **REFUNDS**

No refunds were paid from the fund during the 2021-2022 fiscal year.

**I. THE DISTRICT HAS TRANSFERRED OR MADE LOANS FROM THE ACCOUNT AS NOTED**

| Description of Interfund Transfer or Loan | Funds to Which Reportable Fees Are Loaned | Amount | Date Loan Repaid | Rate of Interest |
|---|---|--------|------------------|------------------|
| No Loans Made                             | N/A                                       | N/A    | N/A              | N/A              |
|   |   |        |                  |                  |

**II. PROJECTS PROPOSED IN THE NEXT FIVE YEARS FOR WHICH FEES WILL BE EXPENDED**

**A.** The fees are collected on new residential and commercial development within the District to fund school facilities required to serve students generated by new development. The fees will be used to pay for a portable classroom lease.

**B. RELATIONSHIP BETWEEN FEES COLLECTED AND PURPOSE FOR WHICH THEY ARE COLLECTED**

There is a reasonable relationship between fees charged and the need for portable classroom facilities. The fees collected do not exceed the cost of providing adequate school facilities.

**C. SOURCES OF FUNDING**

| Source of Funding                            | Amount of Funding Anticipated to be Received to Complete Financing of School Facilities |
|--|---|
| 1. State Funding Program Funds               | \$0   |
| 2. State Hardship Funds                      | \$0   |
| 3. Community Facilities Districts            | None Available  |
| 4. General Obligation Bond Proceeds          | None Available  |
| 5. Redevelopment Pass-Through Agreements     | None Available  |
| 6. Statutory School Facility Fees Level I    | Collection unknown  |
| 7. Alternative School Facility Fees Level II | Not collected   |
| 8. Mitigation Payments                       | None Available  |
| 9. Certificates of Participation (COP)       | None Available  |
| 10. SB-201 Fees                              | None Available  |
| 11. Other Sources                            | \$0   |
| <b>12. Total Funding (Anticipated)</b>       | <b>\$0</b>  |

**D. PROJECTS TO BE STARTED IN THE NEXT FIVE YEARS**

| <b>Project Name</b> | <b>Estimated Cost of Project</b> | <b>Source of Funds</b> | <b>Anticipated Date to Commence Project</b> |
|---------------------|----------------------------------|------------------------|---|
| 1. None             | N/A                              | N/A                    | N/A   |

**D. SUMMARY OF ANTICIPATED REVENUE AND PROJECT COSTS**

|   |            |
|---|------------|
| Total Funds Needed (Add total of projects to be completed in next five years) | \$0        |
| Total Anticipated Funds (Line 11 of Funding Sources)                          | \$0        |
| <b>Shortfall</b>  | <b>\$0</b> |

**VII – D**



**Policy 6158: Independent Study**

**Status:** DRAFT

**Original Adopted Date:** 11/14/2017 | **Last Revised Date:** 10/11/2022

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered for short- or long-term placements, on a full-time or part-time basis, and/or in conjunction with part- or full-time classroom study.

The Board shall hold a public hearing when considering the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students or adult education students. (Education Code 51747; 5 CCR 11701)

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

Student participation in independent study shall be voluntary and no student shall be required to participate. (Education Code 51747, 51749.5, 51749.6)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be three consecutive school days. (Education Code 46300 )

**General Independent Study Requirements**

The Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for participation and is likely to succeed as well as or better than the student would in the regular classroom setting.

The minimum instructional minutes shall be the same for all students at each school including students participating in independent study, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed and returned within three school days of when the student returns to campus, unless otherwise indicated on the written agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments

3. Learning of required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California (UC) or the California State University (CSU) as creditable under the A-G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that all students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 15 school days or more who are: (Education Code 51747)

1. Not generating attendance for more than ten percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar
2. Not participating in synchronous instructional offerings pursuant to Education Code 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span
3. In violation of their written agreement

Tiered reengagement strategies procedures used in district independent study programs shall include local programs intended to address chronic absenteeism, as applicable, including but not limited to the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall, for students who participate in an independent study program for 15 school days or more, develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. (Education Code 51747)

When any student enrolled in classroom-based instruction is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals, the student shall be exempt from the live interaction and/or synchronous instruction, tiered

reengagement strategies, and transition back to in-person instruction requirements specified above. In such cases, evidence from appropriately licensed professionals, of the student's need to participate in independent study, shall be submitted to the Superintendent or designee. (Education Code 51747)

The Superintendent or designee shall ensure that a written agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in the section "Master Agreement," the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, and, if requested by the parent/guardian an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

### **Master Agreement**

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747)

For student participation for 15 school days or more, a signed written agreement shall be obtained before the student begins independent study. For student participation of less than 15 school days, a signed written agreement shall be obtained within ten school days of the first day of the student's enrollment. (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but is not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The manner, time, frequency, and place for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports
8. A statement that independent study is an optional educational alternative in which no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through



independent study only if the student is offered the alternative of classroom instruction

10. Before the commencement of independent study projected to last for 15 school days or more, or within ten school days of the first day of enrollment for independent study for less than 15 school days, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under 18 years of age, the certificated employee responsible for the general supervision of independent study, and for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

### **Course-Based Independent Study**

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student, pursuant to Education Code 51749.6
2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction
3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by UC or CSU as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities throughout the school year, for all students in transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for all students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for all students in grades 9-12 to receive at least weekly synchronous instruction.
4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3
5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program as indicated by the student's performance on applicable student-level measures of student achievement and engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in one or more independent study courses is not being made, the teacher providing instruction shall notify the student and, if the student is under 18 years of age, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be treated as a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as

described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

6. Examinations shall be administered by a proctor
7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.
8. A student shall not be required to enroll in courses included in the course-based independent study program
9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6
10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208
11. Courses required for high school graduation or for admission to UC or CSU shall not be offered exclusively through independent study
12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011
13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course
14. A student with disabilities, as defined in Education Code 56026, may participate in course-based independent study if the student's individualized education program specifically provides for that participation
15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study
16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days

#### **Learning Agreement for Course-Based Independent Study**

Before enrolling a student in a course within a course-based independent study program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5
2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to Item #3 of the Course-Based Independent Study section above
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned

work

6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports
7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through course-based independent study only if the student is offered the alternative of classroom instruction.
8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress
9. The objectives and methods of study for the student's work, and the methods used to evaluate that work
10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study
11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
12. Before the commencement of an independent study course projected to last for 15 school days or more, or within ten school days of the first day of enrollment for an independent study course projected to last less than 15 school days, the learning agreement shall be signed and dated by the student, and by the student's parent/guardian or caregiver if the student is less than 18 years of age, the certificated employee responsible for the general supervision of the independent study course, and as applicable for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.

Learning agreements may be signed using an electronic signature that complies with state and federal standards, as determined by CDE. (Education Code 51749.6)

A signed learning agreement from a parent/guardian of a student who is less than 18 years of age shall constitute the parent/guardian's permission for the student to receive instruction through course-based independent study. (Education Code 51749.6)

Upon the request of a student's parent/guardian, and before signing a learning agreement as described above, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference, or other meeting during which the student, parent/guardian, and, if requested by the parent/guardian, an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51749.6)

### **Student-Parent-Educator Conferences**

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or, if requested by a parent/guardian, prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

### **Records**

The Superintendent or designee shall ensure that records are maintained for audit purposes.

These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee shall also maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

Signed written and supplemental agreements, assignment records, work samples, and attendance records may be maintained as an electronic file in accordance with Education Code 51747 and 51749.6, as applicable.

### **Program Evaluation**

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.



**VII – E**

# Principal Apportionment Data Collection (PADC)

Processing Cycle: 2022-23 P-1, Reporting Period: 2021-22 Annual

Home / Data Entry / School District / Blochman Union Elementary / 2021-22 Independent Study Certification for ADA Loss Mitigation

## 2021-22 Independent Study Certification for ADA Loss Mitigation

### Record Information



#### Entity Information

#### Details

County: Santa Barbara  
District: Blochman Union Elementary  
CDS Code: 42 69112 0000000  
Data ID: D8A0D6FE

Last Saved By: nshafer  
Last Saved Date: 10/5/2022 11:29:09 AM  
Last Validation By: nshafer  
Last Validation Date: 10/5/2022 11:29:24 AM

#### Validation Information

#### Certification Information

Number of Records: 1  
Number of Errors: 0  
Number of Warnings: 0  
Passed Data Validation: Yes

School District: dbrown1 - 10/10/2022 5:20:09 PM  
County Office of Education: None

### IS Certification

Certification of Independent Study Program

EC Section 42238.023 authorizes the CDE to adjust the 2021-22 reported ADA if the 2019-20 ADA to enrollment ratio exceeds the 2021-22 ADA to enrollment ratio, provided that the school district or county office of education can certify that it met the independent study program offering requirements specified in subdivision (c) of EC Section 42238.023.

In order to implement the provisions of EC Section 42238.023, the school district or county office of education must certify to ONE of the following no later than November 1, 2022 by checking a box next to the applicable statement.

- |   |                                     |      |
|---|-------------------------------------|------|
| 1. The school district or county office of education offered an independent study program in 2021-22 that met the applicable requirements by November 1, 2021 pursuant to subparagraphs (A) and (B) of paragraph (1) of subdivision (c) of EC Section 42238.023.  | <input type="checkbox"/>            | A-1  |
| 2. The school district or county office of education received a waiver by June 15, 2022, pursuant to subdivision (g) of Section 51745, from independent study requirements in the 2021-22 school year. If the waiver applied to a portion of the student population, the school district or county office of education certifies that it met the independent study requirements with respect to students not covered by the waiver.   | <input checked="" type="checkbox"/> | A-2  |
| 3. The school district or county office of education entered into a contract or interdistrict transfer agreement per one of the following pursuant to subdivision (f) of Section 51745 for the offering of independent study in 2021-22. If the contract and/or interdistrict transfer agreement applied to a portion of the student population, the school district or county office of education certifies that it met the independent study requirements with respect to students not covered by the contract and/or interdistrict transfer agreement. |                                     | A-3  |
| a. The county office of education contracted with a school district or an adjacent county office of education to provide services.  | <input type="checkbox"/>            | A-3a |
| b. The school district contracted with their county office of education or an adjacent county office of education to provide services.  | <input type="checkbox"/>            | A-3b |
| c. The school district entered into an interdistrict transfer agreement with another school district in the same or an adjacent county.   | <input type="checkbox"/>            | A-3c |
| 4. The school district or county office of education did not offer independent study that met the applicable requirements, did not contract with a COE or a school district via interdistrict transfer agreement, and did not receive a waiver by June 15, 2022, pursuant to subdivision (g) of Section 51745 in 2021-22.   | <input type="checkbox"/>            | A-4  |



**VII – F**



# Arts, Music, and Instructional Materials Discretionary Block Grant 2022 Expenditure Plan Template

|   |  |
|---|--|
| LEA Name                                  | Blochman Union School District   |
| Project Director                          | Nancy Shafer   |
| Email Address                             | <a href="mailto:blochman@blochmanusd.org">blochman@blochmanusd.org</a> |
| Phone Number                              | 805-937-1148   |
|   |  |
| Total Amount of funds received by the LEA | \$ 111,221.00  |
|   |  |
| Date of appropriation public meeting      | November 8, 2022   |



(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

|                            | Approved<br>2022-23 | Approved<br>2023-24 | Approved<br>2024-25 | Approved<br>2025-26 | Total Approved<br>2022-26 |
|----------------------------|---------------------|---------------------|---------------------|---------------------|---------------------------|
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                      |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                      |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                      |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                      |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                      |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                      |
| Subtotal for this section: | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                      |

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils' home languages, to support pupils' independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences and be available in English, pupils' home language, or a combination of more than one language.

|                            | Approved<br>2022-23 | Approved<br>2023-24 | Approved<br>2024-25 | Approved<br>2025-26 | Total Approved<br>2022-26 |
|----------------------------|---------------------|---------------------|---------------------|---------------------|---------------------------|
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                      |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                      |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                      |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                      |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                      |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                      |
| Subtotal for this section: | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                      |

(4) Operational costs, including but not limited, to retirement and health care cost increases.

|                            | Budgeted<br>2022-23 | Budgeted<br>2023-24 | Budgeted<br>2024-25 | Budgeted<br>2025-26 | Total Budgeted<br>per Activity |
|----------------------------|---------------------|---------------------|---------------------|---------------------|--------------------------------|
| Retirement cost increases  | \$ 44,402.00        | \$ 45,290.04        | \$ 21,528.96        | \$ -                | \$ 111,221.00                  |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                           |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                           |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                           |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                           |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                           |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                           |
| Subtotal for this section: | \$ 44,402.00        | \$ 45,290.04        | \$ 21,528.96        | \$ -                | \$ 111,221.00                  |

(5) As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.

|                            | Budgeted<br>2022-23 | Budgeted<br>2023-24 | Budgeted<br>2024-25 | Budgeted<br>2025-26 | Total Budgeted<br>per Activity |
|----------------------------|---------------------|---------------------|---------------------|---------------------|--------------------------------|
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                           |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                           |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                           |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                           |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                           |
|                            | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                           |
| Subtotal for this section: | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                           |



## Summary of Expenditures

|   | Budget<br>2025-26 | Actual<br>2025-26 | Budget<br>2025-26 | Actual<br>2025-26 | Total<br>2025-26 |
|---|-------------------|-------------------|-------------------|-------------------|------------------|
| Subtotal Section 1: (PD/Instructional Materials)        | \$ -              | \$ -              | \$ -              | \$ -              | \$ -             |
| Subtotal Section 2: (Improving School Climate)          | \$ -              | \$ -              | \$ -              | \$ -              | \$ -             |
| Subtotal Section 3: (Diverse Book Collections)          | \$ -              | \$ -              | \$ -              | \$ -              | \$ -             |
| Subtotal Section 4: (Operational Costs)                 | \$ 44,402.00      | \$ 45,290.04      | \$ 21,528.96      | \$ -              | \$ 111,221.00    |
| Subtotal Section 5: (COVID - 19)                        | \$ -              | \$ -              | \$ -              | \$ -              | \$ -             |
| Subtotal Section 6: (Arts and Music Education Programs) | \$ -              | \$ -              | \$ -              | \$ -              | \$ -             |
| Totals By Year:   | \$ 44,402.00      | \$ 45,290.04      | \$ 21,528.96      | \$ -              | \$ -             |
|   |                   |                   |                   |                   | \$ 111,221.00    |

(b) The Superintendent of Public Instruction shall apportion funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount per unit of average daily attendance for kindergarten and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2021–22 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2021–22 Fall 1 Submission.

(c) Funding appropriated pursuant to this section shall be available for encumbrance through the 2025–26 fiscal year. Local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to support arts and music education programs.

(d) For purposes of this section, standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.

(e) The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan.